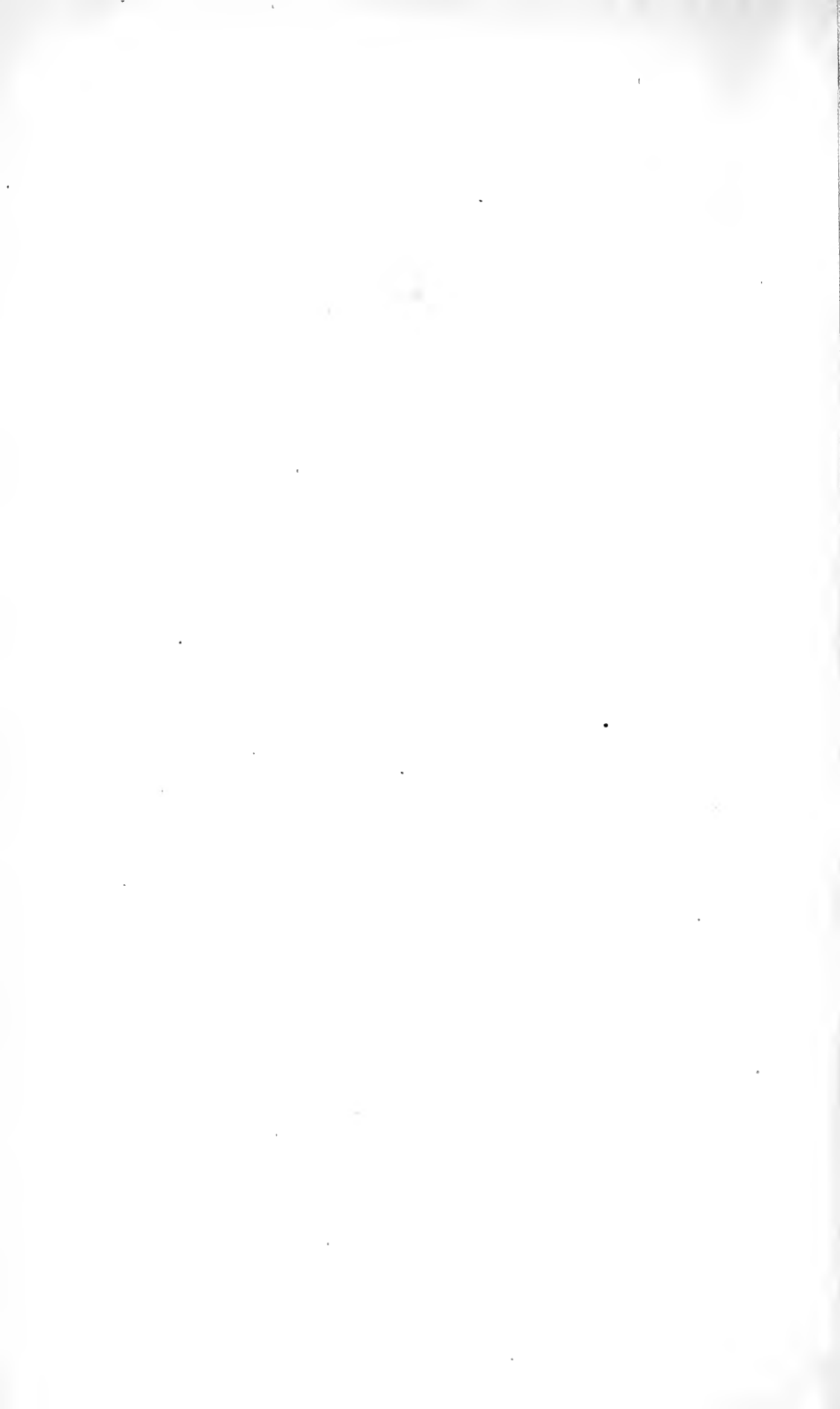






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SIXTY-FOURTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

AUGUST 31, 1895

BOSTON

PRESS OF GEO. H. ELLIS, 141 FRANKLIN STREET

1896



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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, October, 16, 1895.

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-fourth 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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1895-96.

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S. LOTHROP THORNDIKE.
GEORGE W. WALES.

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

1896.
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February, W. ENDICOTT, JR.
March, CHARLES P. GARDINER.
April, J. B. GLOVER.
May, J. T. HEARD.
June, H. M. HOWE.

1896.
July, E. N. PERKINS.
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September, HENRY STONE.
October, T. F. TEMPLE.
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December, G. W. WALES.

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EDWARD BROOKS.

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CHARLES P. GARDINER.

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Committee on Health.

J. T. HEARD, M.D.
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Mrs. CORA L. GLEASON.
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 Cary, Miss S. G., Cambridge.
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 Cheever, Miss M. E., Boston.
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 Coolidge, John T., Boston.
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 Crosby, William S., Brookline.
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 Lowell, Miss Lucy, Boston.
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 Nickerson, George, Jamaica Plain.
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 Paine, Mrs. Robert Treat, Boston.
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 Peabody, Mrs. R. S., Brookline.
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 Ropes, Joseph S., Boston.
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 Russell, Miss Marian, Boston.
 Russell, Mrs. William A., Boston.
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 Schaff, Capt. Morris, Pittsfield.
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 Sears, Mrs. Knyvet W., Boston.
 Sears, Mrs. P. H., Boston.
 Sears, Willard T., Boston.
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 Shaw, Henry S., Boston.
 Shaw, Miss Pauline, Boston.

- Shaw, Quincy A., Boston.
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 Shepard, Mrs. T. P., Providence.
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 Shippen, Rev. R. R., Washington.
 Sigourney, Mrs. Henry, Boston.
 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.
 Sorchan, Mrs. Victor, Boston.
 Spaulding, J. P., Boston.
 Spaulding, Mrs. Mahlon D., Boston.
 Spencer, Henry F., Boston.
 Sprague, F. P., M.D., Boston.
 Sprague, S. S., Providence.
 Stanwood, Edward, Brookline.
 Stearns, Charles H., Brookline.
 Stearns, Mrs. Charles H., Brookline.
 Stevens, Miss C. Augusta, N.Y.
 Stewart, Mrs. C. B., Boston.
 Stone, Col. Henry, South Boston.
 Storrs, Mrs. E. K., Brookline.
 Sturgis, Francis S., Boston.
 Sullivan, Richard, Boston.
 Swan, Mrs. Sarah H., Cambridge.
 Swan, Robert, Dorchester.
 Swan, Mrs. Robert, Dorchester.
 Taggard, B. W., Boston.
 Taggard, Mrs. B. W., Boston.
 Talbot, Mrs. Isabella W., North
 Billerica.
 Tapley, Mrs. Amos P., Boston.
 Tarbell, George G., M.D., Boston.
 Templé, Thomas F., Boston.
 Thaw, Mrs. Wm., Pittsburg, Penn.
 Thaxter, Joseph B., Hingham.
 Thayer, Miss Adele G., Boston.
 Thayer, Rev. George A., Cincinnati.
 Thayer, Mrs. Harriet L., Boston.
 Thayer, Prof. James B., Cambridge.
 Thayer, Mrs. Nathaniel, Boston.
 Thomas, Mrs. Joseph B., Boston.
 Thorndike, Mrs. Delia D., Boston.
 Thorndike, S. Lothrop, Cambridge.
 Ticknor, Miss A. E., 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.
 Townsend, Miss Sophia T., Bos-
 ton.
 Troup, John E., Providence.
 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, George W., Boston.
 Wales, Mrs. George W., Boston.
 Wales, Joseph H., Boston.
 Ward, Rev. Julius H., Boston.
 Warden, Erskine, Waltham.
 Ware, Mrs. Charles E., Boston.
 Ware, Miss M. L., Boston.
 Ware, Miss C. L., Cambridge.
 Warren, J. G., Providence.
 Warren, Mrs. J. Sullivan, Boston.
 Warren, Mrs. Wm. W., Boston.
 Washburn, Rev. Alfred F., Boston.
 Washburn, Hon. J. D., Worcester.
 Waterston, Mrs. R. C., Boston.
 Watson, Thomas A., Weymouth.
 Watson, Mrs. Thomas A., Wey-
 mouth.
 Webster, Mrs. John G., Boston.
 Weeks, A. G., Boston.

- Weld, Otis E., Boston.
 Weld, R. H., Boston.
 Weld, Mrs. W. F., Boston.
 Weld, Mrs. William F., Boston.
 Weld, W. G., 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, West
 Somerville.
 Whitford, George W., Providence.
 Whiting, Albert T., Boston.
 Whiting, Ebenezer, Boston.
 Whitman, Mrs. Sarah W., Boston.
 Whitney, Miss Anne, Boston.
 Whitney, Edward, Belmont.
 Whitney, Henry M., Brookline.
 Whitten, Mrs. Elizabeth S., Dor-
 chester.
- Whitwell, S. Horatio, Boston.
 Whitwell, Miss S. L., Boston.
 Wigglesworth, Edward, M.D., Bos-
 ton.
 Wigglesworth, Thomas, Boston.
 Wightman, W. B., Providence.
 Williams, Mrs. H., Boston.
 Williams, Miss Louise H., Boston.
 Wilson, Mrs. Maria Gill, Boston.
 Winslow, Mrs. George, Roxbury.
 Winsor, Mrs. Ernest, Chestnut Hill.
 Winsor, J. B., Providence.
 Winthrop, Mrs. John, Stockbridge.
 Winthrop, Mrs. Thos. L., Boston.
 Wolcott, Mrs. J. H., Boston.
 Wolcott, Roger, Boston.
 Woodruff, Thomas T., Boston.
 Woods, Henry, Boston.
 Woolf, Benjamin E., Boston.
 Worthington, Roland, Roxbury.
 Young, Mrs. Benjamin L., Boston.
 Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION

SOUTH BOSTON, October 9, 1895.

THE annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

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

Mr. Henry M. Howe presented the report of the trustees, which was read, accepted, and ordered to be printed with the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was 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—Samuel Eliot, LL.D.

Vice-President—George S. Hale.

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, S. Lothrop Thorndike and George W. Wales.

Arnold A. Rand, Capt. Morris Schaff of Pittsfield and Prof. James B. Thayer of Cambridge were afterwards elected members of the corporation.

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.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, October 9, 1895.

To the Members of the Corporation.

LADIES AND GENTLEMEN: — The finance committee of the trustees, as authorized after full discussion at your last annual meeting, has decided to close the fiscal year one month earlier than hitherto, namely, on August 31, in order to give the time needed for preparing the reports of the treasurer and auditors for your meeting to-day. Hence our present report covers eleven months, from October 1, 1894, to August 31, 1895.

We are glad to report that the institution continues to prosper in all its branches, and to receive the approval and sympathy of the public. While we have no marked changes to record, there has been steady progress everywhere, and there is every reason to be thankful and gratified at the results of the year's work.

The number of pupils, as the table on the next page shows, has increased materially.

The health of the pupils has been very good. There has been one death at the Massachusetts General Hospital from pneumonia, and one during

	1893-94.	1894-95.	Increase.
Pupils in the institution	146	153	7
Pupils in the kindergarten	59	64	5
Workmen in the shop	13	14	1
Blind teachers and employees in all departments	16	13	3 less.
Total	234	244	10 inc.

the summer vacation from pulmonary consumption, in addition to the much lamented decease of Mr. Thomas Reeves, the talented, faithful and beloved head of the musical department.

The teachers have been earnest and skilful, the pupils industrious and successful.

Daily physical exercise, both in and out doors, has been required of all, except where valid reasons have prevented, and has received close attention. Our admirably equipped gymnasium and skilful instructors have contributed to its effectiveness.

In the literary department the instruction, which includes nearly all the branches taught in the best New England academies, still aims less at the accumulation of facts than to develop the pupils' minds, and to teach them to observe, to reason and to express themselves clearly and simply.

Music continues to receive a very much greater share of attention than in schools for the sighted, because in its study and practice the blind are less at

a disadvantage than in other matters, and because hence it affords them a less difficult means of support.

Manual training, conducted especially with a view to its educational effect, has had much attention.

POST-GRADUATE COURSE.

THE present regular course stops about three years short of that given in the Latin school, and in other schools preparatory to college. Steps have been taken, and so far with success, to carry instruction farther, and eventually to cover, first, the requirements for admission to the best American colleges; second, much further instruction in the higher branches of music; and third, commercial law and the subjects taught in the so-called business colleges.

BLIND DEAF-MUTES.

FOR three years blind deaf-mutes have been instructed in the subjects regularly taught in the school, and thus far one pupil of this class has been taught in the institution and two in the kindergarten, in every case with most encouraging results. Success in so extremely difficult a field of teaching, this rescue from absolute darkness and stillness, should, by its example, have an important encouraging and stimulating effect on many classes of children who have to struggle against disheartening obstacles. Welcome as are the direct tangible results of this work, we believe that they are many times outweighed in im-

portance by its indirect effect, as an example of difficulty mastered and of effective help from man to man, and in awakening benevolence.

THE HOWE MEMORIAL PRESS.

SOME important mechanical improvements have been made in the printing department, and eight new works, in ten volumes, have been issued.

In addition some forty-five pieces of sheet music for piano voice and band, most of them from the works of the great composers, have been printed.

We have now in press a Latin-English lexicon, and Eysenbach's German grammar. The preparation of the lexicon, undertaken by the director, has been delayed by his very arduous labors in other directions.

WORKSHOP FOR ADULTS.

	1893-94.	1894-95.	
Its total sales have been	\$16,735.43	\$16,912.71	\$177.28 incr.
Its total current expenditures have been	17,730.56	16,022.76	1,707.80 decr.
Loss	966.37	—	—
Gain	—	208.97	—

It thus appears that, in the past year, the work has been carried on at a profit of \$208.97. While we hope that the shop may become permanently

self-supporting, the favorable record for the past year is very welcome, less because it is a relief to the community than because it substitutes industry and self-respect for idleness and its train of evils.

You are urged to buy and to urge your friends to buy these workmen's products. They are of excellent quality, and are sold at the same prices, quality for quality, as the goods with which they compete in the open market.

FINANCES.

WE condense the following statement from the treasurer's report:—

Cash on hand Oct. 1, 1894	\$12,181.10
Total receipts during the year	163,824.08
	<u>\$176,005.18</u>
Total expenditures and investments	145,704.36
Balance on hand Aug. 31, 1895	<u>\$30,300.82</u>

Our sincere thanks are due to Mr. P. T. Jackson, who has kindly served us as treasurer *pro tempore* during the absence of the treasurer, Mr. Edward Jackson.

BEQUEST OF BENJAMIN HUMPHREY.

THE institution has received twenty-five thousand dollars under the will of the late BENJAMIN HUMPHREY of Boston, who died on Oct. 20, 1894. For many years an invalid, and towards the end

of his life blind, Mr. Humphrey was a member of our corporation, an ardent friend of the institution and an admirer of the work of the kindergarten. His legacy will be kept distinct in perpetuity as the BENJAMIN HUMPHREY FUND.

STEPHEN FAIRBANKS FUND.

THE treasurer has received from the executors of the estate of Rev. WILLIAM O. MOSELEY, late of Newburyport, a legacy of ten thousand dollars. The terms on which this very generous bequest was made and which were accepted by the trustees are fully stated in the following extract from Mr. Moseley's will:—

To the Perkins Institution for the Blind, at South Boston, of which my honored father-in-law, STEPHEN FAIRBANKS, was for many years a trustee, and in which he took a great interest, I give the sum of ten thousand dollars (\$10,000), to be kept as a permanent fund as a testimonial of him.

In accordance with Mr. Moseley's wishes, the money will be permanently invested, and known as the STEPHEN FAIRBANKS FUND for all time to come. In 1842, when Hon. Robert C. Winthrop was obliged to remove to Washington on account of his election to congress, he resigned his position as a member of this board, and Mr. Fairbanks was then appointed in his stead. Mr. Fairbanks served the cause of the blind with rare devotion, fulfilling his duties as trustee with scrupulous care

until his death, which occurred in 1866, and the fund to which his name is to be attached is a deserved monument to his memory and a testimonial to Mr. Moseley's nobleness of heart and delicacy of feeling.

DEATH OF HON. LEVERETT SALTONSTALL.

IN the death of this noble and venerated friend, which occurred on April 17, the institution suffered a severe loss. For nearly eight years he served us diligently as a trustee, and played an active and most important part in furthering the interests of the institution.

At a special meeting of the board on May 7, the following resolutions in his honor were unanimously passed: —

WHEREAS, our friend and coworker, the Hon. Leverett Saltonstall, has been taken from us, and whereas by his untimely death this board has suffered the loss of one of its distinguished and valued members, therefore be it resolved: —

First. That we record our appreciation of the sterling character and manliness of our deceased associate and friend. Closely connected with him for so many years in the management of this institution, in which he took a deep interest, we have had ample time and opportunities of becoming thoroughly acquainted with his rare qualities and virtues, and it is with very great pleasure that we bear testimony to the wisdom of his counsels, the ripeness and soundness of his judgment, his clear foresight, his genial manners, his earnestness and integrity of purpose, his dignified bearing and his transparent rectitude. In his conduct justice and honor were the sole considerations. He endeared himself to a large circle of admirers and was welcome everywhere, for he carried into every word and act a generous

nature, an unfailing courtesy and a heart full of sympathy and love. He was in the truest and best sense a gentleman, and his memory will be ever cherished and held precious by every member of this board.

Second. That we express to Mrs. Saltonstall and her family our sincere sympathy and condolence in a bereavement which is ours as well as theirs.

Third. That a copy of this preamble and resolutions be transmitted to Mrs. Saltonstall and her family.

DEATH OF MEMBERS OF THE CORPORATION.

SINCE the last annual meeting the institution has lost by death, besides HON. LEVERETT SALTONSTALL, twenty-one of its valued and most highly esteemed corporate members. The list comprises HIRAM B. AYLESWORTH, one of the contributors to the printing fund and an honored citizen of Providence, R. I.; JOHN WILKINS CARTER of West Newton, a high-minded and generous-hearted man, one who always labored assiduously for good in the community, and who had given of his efforts and his means for its promotion without aspiring to any reward other than the approval of his own conscience; BENJAMIN PIERCE CHENEY, the typical New Englander and railroad magnate, who held many prominent positions in the financial world and whose name stood foremost among the public-spirited citizens of Massachusetts and the highly successful and most honorable business men of the country; Rev. GEORGE E. ELLIS, D.D., LL.D., who was a believer in a gospel of good works as opposed to that of

mere pretension, and whose career as a minister, as a man of letters and as a publicist was eminently distinguished; ALBERT GLOVER, who shared many of the virtues of a family well known and highly esteemed for numerous deeds of generosity and benevolence, and in whose demise a sweet, genial, kindly and sympathetic spirit has taken its flight; WILLIAM O. GROVER, inventor, manufacturer and banker, who was most generous in his benefactions, contributing liberally but unostentatiously to innumerable educational and charitable objects, and who leaves in the community a vacancy that cannot be filled; Hon. HAMILTON ANDREWS HILL, who was noted for his ardent interest in all things pertaining to Boston, and who is held in tender remembrance by the friends of the blind for the faithful service which he rendered to the institution for several years as a trustee; Mrs. JOHN HOGG, whose deeds of benevolence were many and performed with rare grace, which added to their value; Hon. HENRY OSCAR HOUGHTON, the senior member of the foremost publishing house of Boston, who was highly respected for his capacity, business integrity, foresight, thrift and self-reliance, and whose interest in public affairs and especially in those of Cambridge was very deep; BENJAMIN HUMPHREY, one of the old-time Bostonians, who was an invalid totally deprived of the sense of sight for a number of years, and whose last will and testament contained ample proof of his deep sympathy with the blind and the aged; CHARLES S. KENDALL,

a man of sterling integrity and worth, whose death awakened feelings of profound sorrow in the hearts of his many friends and associates; Miss ANNA CABOT LOWELL, who was always a ready and generous helper of every deserving cause, and through whose "veins coursed proudly the blood of honored sires and matrons" and expressed itself in a rare gentleness, grace and dignity; Miss SARAH L. MARSH of Hingham, whose life was an exemplification of goodness, generosity and beneficence; CHARLES J. MORRILL, who has been a conspicuous figure in the commercial life of Boston for a long while, and who, in the various offices he held, performed the duties required of him with commendable zeal, strict honesty and sterling fidelity; GEORGE HENRY QUINCY, who was one of the best known citizens of Boston in connection with works for the benefit of humanity, and who spared neither time nor effort to bring philanthropic plans to a successful issue; Hon. ALEXANDER HAMILTON RICE, a man of great business ability, of polished and graceful eloquence, of lofty patriotism and of spotless character, upon whom the state of Massachusetts conferred the highest office in her gift, namely, that of governor of the commonwealth; HENRY SALTONSTALL, who was held in high esteem for his many virtues, and in whose death the cause of the education of the blind has lost one of its most thoughtful friends and munificent helpers; Mrs. MARY B. TURNER of Randolph, who filled a very prominent place in the roll of the benefactors of the

little sightless children, and whose profound interest in the work of the kindergarten was expressed in a most generous bequest, which will be a lasting monument to her benevolence and her love for humanity; JOSEPH AVERY WHITE of Framingham, a man of generous impulses and one who was disposed to help on every just and righteous cause; Miss SARAH WATSON WHITNEY, who lived a life that was noble and useful to its very close, full of good deeds and acts of kindness, and with whom the cause of the blind never ceased to be an object of active interest; and Hon. ROBERT CHARLES WINTHROP, who held high rank among the first citizens and illustrious sons of Massachusetts, and who from his early manhood to the time of his death had been one of the most distinguished men in the United States.

COMMENCEMENT EXERCISES.

THE commencement exercises took place in the Boston Theatre on June 4, 1895, before an appreciative audience of over twenty-five hundred people, and showed the proficiency not only of the graduating class, but of the other pupils of the parent school, and of those of the kindergarten, all of whom were picturesquely disposed on the stage.

After the band, consisting of twenty-two pupils of the institution under the direction of Mr. W. L. Stover, had played an overture, Dr. Samuel Eliot, the president of the corporation, made the following pithy address of welcome:—

OUR young people wish me to bid you welcome to these exercises, which have begun with the overture by the band. All of us are glad to show to this great audience the advantages which we enjoy, and among these advantages not the least is the interest in the welfare of these children which your presence here this afternoon betokens. You are interested in them not because of any special unhappiness of theirs, for they are very far from being unhappy; they are rather happy in being able to overcome their chief drawback, and in their position there are many compensations. But the exercises of this afternoon, which will range through the whole work of the school, from that of the young boys and girls of the kindergarten up to that of the graduating class, will show you without my words that this institution is one which deserves all the interest and all the support which a generous community can give it.

The first exercise which we have to present to you is one of reading, a selection, the "King of the Golden River," by Ruskin. These girls have never had the books from which they will read placed in their hands until this afternoon. They have been preparing to read to you from them while the band has been playing; but it is so far from a cut and dried exercise that if there is the slightest need of asking your indulgence I ask it.

Next six girls, who from the first had been reading books in raised letters, now read aloud from them, and almost at sight, for they had never read these books till then. Most interesting among them was the blind deaf-mute Edith Thomas, who, as she read with one hand, spelled in the hand of another blind girl what she read, and the latter in turn spoke the words as fast as she received them. This difficult task, requiring great dexterity, especially on the part of Edith Thomas, was done so quickly that it seemed as if the speaker was telling the story to the reader instead of receiving it from her.

Next followed an exhibition by the kindergarten children, described elsewhere.

A violin fantasy was very creditably played by T. C. Leutz, and two songs by the Romana double quartet of girls.

Twelve boys, led by their drill-master, Col. J. H. Wright, next marched so well and went through the rifle-drill so skilfully that one could hardly believe them blind. They were followed by nine girls who performed gymnastic exercises with ease and grace, under the direction of Miss Gazella Bennett.

Each of the boys of the graduating class, R. E. Miller, F. J. Muldoon and W. Gosselin, now dexterously performed interesting experiments in physics, with instruments made in the upholstery and sloyd departments. To them and the fourth graduate of the class, Alice M. Bannon, Dr. Eliot then presented their diplomas with the following eloquent words:—

Now comes the happy moment when your diplomas are to be placed in your hands. They are the gift of your director and your teachers. The trustees are always glad to take part in awarding them, if only to show their appreciation of your good work now coming to an end: I mean your good work in the school; but your good work which you have commenced here I hope will go on for long years to come before it reaches its close, for you have been prepared by what you have done to be entitled to these diplomas for the good work of a lifetime.

I do not propose to give you much advice, which is a thing customary at such times as this, for I do not believe in advice on every possible occasion. You need to feel a very strong, honest, deep reliance upon yourselves, and not upon the counsels of others. You need to feel that the world to you will be very much what you choose to make of it, and that the life to be lived

in the world will be very much according to the purpose which you form, and which nobody can possibly form for you.

I read a little while ago of a graduate of one of our southern schools, the one at Tuskegee, of which I hope you have heard. It is a school for colored people, carried on by colored people, and it is one of the noblest schools in the whole wide world. One of its graduates wished to build a school-house in which he could teach some of his people. He had in some way secured sufficient lumber for the purpose, but he hadn't any nails to drive into the planks. He did not do as some persons would have done, sit down and cry out, "I wish somebody would send me a barrel of nails, or send me something so that I could build this school-house." But he knew of a shanty that had been burned, and he groped among the ruins and picked out from the ashes nails enough to put the school-house together.

You have had a great deal done for you, you have been receiving help of a very precious nature from your director, teachers and others; and now comes the time when you are to prove what you have received, and when you can serve others as you have been served yourselves. The law of life has been declared,—that we live to minister to others rather than to be ministered unto. One idea we should keep before us, and that is to do whatever we can to help men. You have been trained on that principle, and you are ready to apply it. The living of one's life in a circle, and that circle comprising only one's self, is about as poor an existence as any one can conceive of or fall into. I am sure you have derived from your school some influence which will lead you in a very different course, and that you are not going to live in a circle, but on a straight line, and that straight line leading you from one beautiful service to another until your days are completed.

You have something which you owe your school, and this is to show in your life that your school has been one to inspire its pupils. There are schools that can teach and help a little, but there are not so many schools as I wish there were that thoroughly inspire their pupils from beginning to end. So, as you go through life, show that this school has inspired you.

Alice Maud Bannon, Wilfred Gosselin, Reuel Eugene Miller, Frederick James Muldoon: Take these diplomas, my dear young friends, with the good wishes of all who are in this great house

this afternoon, and remember that their good wishes will follow you hereafter.

After the exercises had been ended by a stirring chorus several friends made welcome gifts to the institution.

All which is respectfully submitted by

EDWARD BROOKS,
WILLIAM ENDICOTT, JR.,
CHARLES P. GARDINER,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY MARION HOWE,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
HENRY STONE,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

REPORT OF THE DIRECTOR.

Thanks for the year! — whose rapid flight
My sombre muse too sadly sings ;
Thanks for the gleams of golden light
That tint the darkness of their wings.

— Saxe.

To the Board of Trustees.

GENTLEMEN : — To give a detailed account of the work of the various departments of the school during the past twelve months would be to repeat the main features of the tale which has been so often told. Yet it is of the utmost importance that the friends and helpers of the blind should be kept constantly informed of the condition and concerns of the establishment, as well as of its present wants and future prospects. Hence the necessity for preparing the annual report, which I have the honor to submit herewith for your consideration.

The year just closed has been one of uninterrupted prosperity and continued progress in every department of the institution.

The pupils have made a good record both in general conduct and in point of scholarship. They have been quiet, docile, and industrious, and their physical, intellectual and moral improvement has been highly satisfactory.

The teachers and other officers have discharged their respective duties with ability and devotion.

The methods of instruction and training have been simplified and made more rational, lucid and natural, and the results obtained from their application have been excellent.

REGISTRY OF BLIND PERSONS.

Bring me just notice of the numbers.

—SHAKESPEARE.

THE record book shows that at the opening of the last school year there were 234 blind persons connected with the institution in its various departments as pupils, teachers, employés and work men or women. Since then 33 have been admitted and 23 have been discharged, making the total number at present 244. Of these, 166 are in the parent school at South Boston, 64 in the kindergarten at Jamaica Plain and 14 in the industrial department for grown up persons.

The first class includes 153 pupils, 10 teachers and other officers and 3 domestics; the second class comprises 64 little boys and girls; and the third 14 men and women employed in the workshop for adults.

We have reached the utmost limit of our accommodations in the girls' department, and we must consider seriously and without further delay the question of adding to our buildings and of making sufficient provision for the immediate reception of all eligible candidates, a large number of whom are constantly seeking admission.

HEALTH OF THE INMATES.

Health is the first good lent to men ;
 A gentle disposition then.

— ROBERT HERRICK.

IT is with a sense of profound gratitude that I present to you the following very favorable report of the health of the school. None of the contagious diseases, which have been prevalent in the community around us, has invaded the institution. In addition to a few instances of tonsillitis and to the usual number of ordinary ailments, there have been two cases of severe sickness, both of which, I am grieved to say, terminated fatally. Frank Henry Smalley of Belfast, Me., a young man of an amiable disposition, entered the institution on the 20th of September, 1892. In January last he contracted a heavy cold, and on the 28th of that month it became evident that he was threatened with an attack of pleurisy. By the advice of Dr. Homans he was removed to the Massachusetts General Hospital on Wednesday, the 29th, and on the evening of the following day he died of pneumonia, combined with pleurisy, leaving behind him a pleasant memory and a record of honesty and uprightness. The second case of mortality was that of Eva Curtis Wilson of Fairfield, Me. She began to be ill early in June with what seemed to be merely a nervous cough, and was taken home by her father on the 11th of that month. Immediately after her arrival there a physician was called, who pronounced

the cause of her sickness to be tuberculosis of the lungs. The insidious disease developed so rapidly that the dear girl died on the 25th of July, lamented by her loving parents (whose only child she was), by her teachers and schoolmates and by a host of other friends.

DEPARTMENT OF PHYSICAL EDUCATION.

The muscle, sinew and vein,
Which tile this house, will come again.

— DONNE.

OF the three great branches into which education, considered in its broadest sense, may be divided,—physical, intellectual and moral,—the first is the most important, because it is the most essential and fundamental. For mental vigor and moral supremacy can hardly be sustained and thrive in a weak and sickly corporeal organism. They require a perfect and fit dwelling, a salubrious environment and a reliable supply of nutriment.

The body and mind are so closely bound up with each other that the sanity of the latter depends largely upon the integrity of the former. As Chatfield aptly remarks, they are “harnessed together to perform in concert the journey of life.” They are two well-fitting halves of a perfect whole, and the normal condition and the regularity of the functions of the one are necessary for those of the other. A disturbance in any part of the corporeal organism is quite apt to cause its twin sister to falter, the spirits

to droop or the temper to be ruffled. This intrinsic relationship is not merely an assumption or a hypothesis; it is a practical truth bequeathed and demonstrated to us by Hellenic national grandeur and verified by science. Therefore it is no wonder that when the bodily constitution is debilitated and enervated the intellect —

Is undermined from the lowest ground,
And her foundation forc'd and feeble'd quite.

Viewed from whatever stand-point, sound bodily health is all-important. We can think of no human activity which is not both physical and mental. Whether in the pursuit of a commercial or a business career or in a literary or professional vocation, no one can achieve success without a sound, vigorous body. He or she must have muscles strong enough to stand all strains; with nerves sufficiently steady to be efficient ministers of the brain and to execute faithfully its commands; with such an adequate expansion of the chest as to facilitate the play of the lungs and ensure free respiration; with a circulatory apparatus so complete as to cause the "vital fluid" to flow quickly and nourish the tissues while carrying off the waste; and with digestive organs in such a healthy condition and good working order as to supply readily all the fuel necessary for the exhausting combustion which is constantly taking place in the system. On this point theorists and men of practical experience are agreed with entire unanimity.

Nor is there a dissenting voice among them as to the importance and potency of regular exercise, by means of which health and strength are invariably promoted, functional disorders are removed, and the material organism can be so developed, disciplined and invigorated as to become a meet tabernacle for the indwelling mind, an obedient servant of the will and a most powerful instrument for the work of life.

The value and necessity of physical training are so universally recognized in our days that no scheme of education is considered complete which does not make appropriate provision for it. In the case of the blind, whose stamina are for obvious reasons far below the normal standard, and among whom jaded frames, flabby muscles, wearied brains and jarring nerves are more common than among seeing people, this particular feature is demanded with tenfold force.

In view of these facts physical training is not only an obligatory part of the school curriculum in this institution, but is its corner-stone. The rule which regulates the attendance of the pupils in the classroom is no more rigid than that which requires them to repair to the gymnasium four times a week and to spend there forty-five minutes at a time. Here, under the immediate supervision and direction of competent teachers, they go through a series of exercises which are calculated to train the body as a whole to its full efficiency, to store force in the brain and the nervous system, to foster courage and resolution, to exhilarate the spirit and to give to the

scholars in general that soundness of constitution, symmetry of form, energy of muscle, suppleness of joint, readiness of action, elasticity of movement and power of endurance which are theirs by birthright.

The results of this training show themselves clearly in various ways, and no intelligent observer can help noticing that a complete change and decided improvement have taken place in the size of the muscles, the conformation of the body, the personal appearance, the gait, the manners and the general development of the pupils since the introduction of regular gymnastic exercises. They now walk and run with more ease and freedom and show greater confidence in entering and leaving public conveyances than ever before, while their aversion to activity both physical and mental and their fear of treading on unfamiliar ground are correspondingly lessened. The power of attention and of adaptability to circumstances is increased, and at the same time the repugnance which the blind as a class are quite apt to manifest against any deviation from the usual routine of daily duties is materially diminished. Furthermore, headaches and other ordinary ailments are fewer in number and shorter in duration, habitual languor and disinclination to work are succeeded by energy and diligence, a responsive attitude and ready obedience are steadily cultivated, and some of the unsightly idiosyncrasies, which are peculiarly characteristic of the blind, such as rolling the head, swaying the body and twirling the fingers between

the eye and the light, have entirely ceased to exist in an assemblage of more than sixty girls. Beyond and above all, the moral tone of the school has made a decided gain in excellence.

It is hardly possible to exaggerate the importance of the work which is accomplished along this line and which is unquestionably the most valuable that is done in the institution. But, while we take special delight in speaking of its worth in the warmest and most appreciative terms, we cannot refrain from stating in this connection that, great and highly beneficial as is the discipline of the gymnasium, it is not all-sufficient, and it should not constitute the sole reliance for a thorough system of physical education. The play-ground must form a very essential part thereof. No indoor exercise, however excellent in itself and helpful in its effects, can take the place of hearty and vigorous activity in the open air. The advantages offered by the clear and unobstructed atmosphere, which, as "a talisman of magic fame,"—

Reflects, inflects, refracts the orient ray,

are unsurpassed. There is in it an abundance of one of nature's most powerful tonics, which causes new life and animation to run through every nerve and fibre, and which can be had only in limited quantities within the enclosure even of the most spacious and artistic piles of granite or of bricks and mortar. In order that the pupils may inhale freely this invigorating stimulant and drink copious draughts of it, they

should be turned out of the buildings as often as possible and made to play and frolic under the ministry of that great solar force, that most benign and god-like agent known to man, that "keystone of the world-built arch of heaven," the glorious sun, who, mounting his golden seat "replete with seven-fold fire," animates and nourishes all nature, shedding beauty and life and joyance from above, and who plays the alchemist,—

Turning, with splendor of his precious eye,
The meagre cloddy earth to glittering gold.

LITERARY DEPARTMENT.

Solon the wise his progress never ceased,
But still his learning with his days increased.

— SIR J. DENHAM.

THE work of this department has been carried on with marked skill and success, and will bear comparison with that which is done in the best public and private schools in the state of Massachusetts.

The academic department of the institution is well organized and supplied with an educational equipment commensurate with the requirements of the present day, and every effort has been made to procure and utilize to the best possible advantage such appliances as are likely to aid in the instruction of the pupils and place them as nearly on a level as possible with those who can see.

There has been a steady advance in the work of

improving the methods of instruction and training according to the principles of sound pedagogy. The pupils have been taught to a very great extent not from text-books, but from things,—from heaven and earth. They have been gradually freed from the bonds of traditional verbalism and brought into active, intelligent and orderly relations with the world in which they live. They have been made to wrestle with difficulties until these were solved in the Baconian fashion, and to think out what the book ought to say. The growth of mind, heart and will has been greatly helped by their coming into contact with nature, and trying to observe, investigate, test and discover its secrets. The mind never becomes robust and masterful unless it is nourished with a more substantial diet than that of words, and exercised in the open air of fact. It remains puny when it is secluded in the house of abstract ideas and fed exclusively on verbal mush.

Studies of nature, of cosmography and of human life, pursued in a rational and objective way, are not only the best means of mental development and discipline, but the great and sure sources of positive knowledge, power and inspiration. They tend to promote keenness of perception, to stimulate imagination, to strengthen judgment and to refine the taste. The stuffing of the intellect with statements of deductions and with minute descriptions of the shadows of things, and the mere memorizing of rules and accounts of events and experiences can hardly

be considered as meeting the ends of education. Possessions of this kind are worse than useless. They encumber and sterilize the faculties of the mind, instead of enriching it and fertilizing them. It is to the practice or process of "learning by doing" and to the analysis, digestion and assimilation of facts that our teachers have been enjoined and are urged to direct the energies of the pupils, rather than to demand from the latter glib and parrot-like repetition of the words of the printed page. The plan of voluble recitations out of a book is simply abominable, and should be speedily banished from every school in the land. Away with this Procrustean bedstead, this cramming-machine, this slayer of the spirit of inquiry and destroyer of the seeds of originality and of the instinct of creativeness! Instead of committing to memory words and sentences or names and dates, the learners should be led to perceive and handle, to measure and experiment, to discover for themselves processes, make their own rules, apply their knowledge, or gain it by their own powers of observation and doing, and to comprehend principles, causes, effects, differences, similarities and all the relations and combinations of facts. In this wise they enter into their mind-growth; they become organic.

In one of Montaigne's essays we read the following words: "The bees gather the sweets of every flower, but the honey they make is no longer that of thyme or marjoram, but purely their own. So should the pupil alter and transmute whatever he derives from

others in order to make it all his own." This beautiful comparison, which is also found in the writings of Erasmus and Bacon, is full of significance and practical wisdom, and ought to serve as a guide to every teacher. In further illustration of this point we quote the following words from the works of Edmund Burke: "The wisest in council, the ablest in debate and the most agreeable companion in the commerce of real life is that man who has *assimilated* to his understanding the greatest number of facts."

In order that the work of reforming the modes of instruction may be carried to its consummation, those engaged in it must possess superior intelligence and be well fitted for their task and in perfect sympathy with the new educational movements. This leads to the discussion of a most serious matter. It touches the root and nerve of the question of the intellectual equipment of the teachers and of their professional qualifications. These constitute the motive power in the progress of reorganization, and stand in importance second only to irreproachable moral character, and without them no change for the better can be achieved. If the training of the pupils is to be what it should be, it must be in charge of persons who are thoroughly familiar with the live, active, experimental and constructive methods, and who have enough of the genius of Froebel to understand that the mental constitution of the child is itself prescriptive of the course to be followed in its development, and that the various branches of knowl-

edge should be taught not as ends but as means of study, as tools to open for the learner the doors to the great world of activities and discoveries within his growing reach.

It may not be out of place to state in this connection, that in this institution we are distinctly in favor of vital and creative tendencies in instruction, and that it is our determination to follow the Froebelian spirit and to have our system of teaching reconstructed on the experimental or objective plan. Hence we deem it our duty to serve notice here and now to all concerned, that a fetish worship of the text-book or inability to escape from the clutches of the old-fashioned rote methods will be considered as a positive disqualification for any one who wishes to enter the service of the school or to be retained in it.

There have occurred but two changes in the corps of teachers. Mr. Guy G. Furnel, who has served as head master in the boys' department for two years with fidelity and success, has resigned his position in order to accept a more lucrative one at a private school in Providence, R.I., and has been succeeded by Mr. John Campbell Swift of New Bedford, a recent graduate of Brown University, and a young man of good parts and of superior literary attainments. Mr. Swift is a thorough scholar and possesses some valuable qualities of heart and head which give good promise of great usefulness. Miss Mabel Townsend, an indefatigable worker and a most excellent teacher

of mathematics, has withdrawn from the work of the institution, as she is about to be married, and the vacancy thus created has been filled by the appointment of Miss Alice B. Dearborn, a graduate of the State Normal School at Framingham. The requirements of the post-graduate course have rendered it necessary to engage the services of Miss Lillian W. Patten as an additional teacher. Miss Ellen M. Boesen, a young lady of uncommon ability and of untiring industry, has been employed as assistant librarian, in place of Miss Alice M. Marshall, who has declined a reëlection.

MUSIC DEPARTMENT.

Oh, surely, melody from heaven was sent
 To cheer the soul, when tired with human strife.
 To soothe the wayward heart, by sorrows rent,
 And soften down the rugged road of life.

— HENRY KIRKE WHITE.

MUSIC has always held an important place in our scheme of education, and the cultivation of this art in all its forms has been carried out in a thoroughly satisfactory manner.

In the boys' section of this department 59 pupils received instruction in the various branches of music. Of these, 5 studied the pipe organ, 44 the pianoforte, 6 the violin, 2 the flute, 13 the clarinet and 15 the various kinds of brass instruments; in the history of music there were 16 pupils, in harmony and composition 16 and in the advanced and juvenile singing

classes 32. Moreover, 12 took private lessons in singing, and one of the students of the post-graduate course received special instruction in composition from Mr. George W. Chadwick.

The music department has sustained a severe and almost irreparable loss in the decease of its principal teacher, Mr. Thomas Reeves, who died of pneumonia on the 20th of February, 1895. Mr. Reeves entered the institution as a pupil in 1853, graduated in 1863, was employed as instructor by Dr. Howe in 1868, became principal teacher in 1869, and held that position to the end of his earthly career. He was a man of pure life and upright character. Personally he was modest, retiring and unassuming, yet full of ardor and firmness. In him were combined frankness with gentleness, sincerity with tender regard for the feelings and rights of others, candor with conviction and sweetness with justice. In his profession he attained high rank. He was a talented musician, a lover of his art, a first-rate player of the pianoforte and an able and conscientious instructor. He labored most faithfully and with exemplary diligence to meet the requirements of his position in the best possible manner and to promote the interests of his pupils, and in his untimely death the cause of the musical education of the blind has been deprived of one of its indefatigable workers and earnest devotees, his brethren in affliction of a true friend and discreet counsellor, and his *alma mater* of one of her honored and loyal sons.

Mr. Edwin L. Gardiner, a graduate of the New England Conservatory of Music, who has had a few years' experience as musical director in one of the southern colleges for seeing persons, has been appointed principal teacher in place of Mr. Reeves.

In addition to this change, another has occurred in the corps of instructors in this department. Early in the spring Miss Louise Lawton, a young lady of refined taste, lovely disposition and excellent ability, gave notice of her decision to quit her work at the institution at the expiration of her engagement, on account of her private arrangements. Near the end of the school term she married, and Miss May E. Stetson of New Bedford, a graduate of the music department of Smith College, has been chosen to succeed her.

No changes have occurred in the personnel of the girls' branch of the music department, and the following account, prepared by the principal teacher, Miss Mary Phillips Webster, gives an idea of what has been therein accomplished during the past twelve months:—

DURING the past year there have been 53 pupils connected with this branch of the music department. Of these, 46 have studied the pianoforte (8 of whom took lessons a part of the year only), 12 singing, 2 the violin, and 1 the pipe organ. In the chorus classes there have been 41 members in all.

The third class in harmony was discontinued in January, as some of the scholars needed the time given to it for other studies. The first class in harmony could hardly pay sufficient attention to this branch, while the second one has done excellent work and has made marked progress.

The class in the history of the pianoforte has devoted six

lessons to the history of the instrument itself and to that of its predecessors. Models of various actions both of an early and of a recent date were examined and the construction of the instrument was explained. The history of pianoforte music was then taken up and illustrated by specimens from compositions representing the different periods under consideration.

The normal class has studied staff notation, and after mastering the rudiments has begun to read in a very satisfactory manner from difficult music printed in the Braille characters. At the end of the school year two talks on teaching the pianoforte were given.

In acoustics, which was an entirely new study with us, we have made a beginning, using Broadhouse's book on this subject and Pole's *Philosophy of Music*.

Five pianoforte recitals have been given in the course of the year.

A literary and musical entertainment, which was given on the 19th of April for the benefit of the kindergarten for the blind, is worthy of more than passing mention. It was in the form of a play, and the girls, impersonating its different characters, crossed the stage one after the other to the sound of the pianoforte played by members of the school. Several of the pupils sang solos, while behind the scenes there were some effective choruses. It was a most interesting and successful performance, and its results were very encouraging.

As a whole, the work in music of the past year has been much better than that of the previous one.

Miss Mary H. Hoisington and Miss Edna A. Joslyn, who have been pursuing a special post-graduate course in music during the past four years, left us at the end of the term. They have been of help to us both by taking a share in the teaching and by their influence for good among the younger pupils. We wish them all success, for we feel that they well deserve it.

Our stereotype-makers have been steadily used, and through their operation the supply of embossed music in Braille characters has been greatly increased, and not a few choice pieces have been ren-

dered accessible to the touch of our pupils. Our collection of instruments has also been enlarged by the purchase of two new Knabe pianofortes and of several band instruments.

The superior internal advantages for a thorough musical education, which the institution provides for the recipients of its benefits and of which due mention has been made in former reports, have not suffered any diminution or contraction in the course of the past year. Nor have our advanced students been deprived of the usual external opportunities for attendance upon concerts, operas and recitals, in which some of the best works of the great masters were interpreted in the finest possible manner. On the contrary, they have been remembered very kindly by their stanch friend, Mr. Eugene Tompkins, proprietor of the Boston Theatre, and have received from time to time cordial invitations from him and from a host of others. For these favors, which are sources both of musical culture and of great pleasure to the blind, as well as for several excellent entertainments given in our own hall by eminent artists, we owe a vast amount of gratitude to the distinguished musicians and to the societies, proprietors and managers, whose names are thankfully recorded in the list of acknowledgments.

In every department of the school, but especially in that of music, we miss more than words can express the sweet presence and the hopeful and refining influence of our beloved friend and constant visitor, Mr. John Sullivan Dwight.

On life's serene, high table-land
 This calm, strong prophet took his stand.
 Truth's universe at his command.

Mr. Dwight was one of the noblest and purest of a long line of scholars and public-spirited citizens of Boston, keenly alive to the intellectual and ardently appreciative of the beautiful. He lived on the highlands of thought and feeling, and breathed always the atmosphere of high purpose. In his tastes he seemed to be a Greek of the Periclean age. He loved art above everything, and his large ideals rendered him one of its best and most sympathetic critics and whole-souled admirers. In matters relating to it he was a true reformer and an earnest apostle, inspired with a zeal and determination to create an appreciation of what is exquisite and sublime not by force, but by the gentle persuasiveness which has always been the attribute of those who have made the world better and richer for their coming. It would be no mere figure of speech to say, that he was the father of music in Boston, and he did more towards creating a correct musical taste in America than any other man of his time. Mr. Dwight was the embodiment of the spirit of optimism, and his character presented a remarkable combination of gentleness, serenity, firmness, ingenuousness and sunshine. His tenderness was as inexhaustible as his faith, his benevolence as infinite as his cheerfulness. He was royal by nature. Never did there fade from his face the trustful, happy, uplifted look. His was always —

A countenance in which did meet
Sweet records, promises as sweet.

He was ever ready to serve his fellow-men, and never lived in selfish indifference to the needs of the less fortunate among them. With him doing good was neither an exotic plant nurtured by artificial means in the greenhouse of ostentation, nor a puny product of a mere sense of duty. It was the bloom, the flower, the fruit of the completeness of his life.

Mr. Dwight took a most profound interest in the institution and its ministry to the needs of the blind. For eighteen years he served as a trustee with rare assiduity and devotion. It was chiefly due to his influence that very little so-called popular music was used in the school, and that the time was mostly given to the classics from Bach to the masters of the present day. He not only urged this policy upon our teachers with persuasive earnestness, but devoted his time and talent to the translation and compilation of books in raised characters for the purpose.

Alas! this great helper and most valued adviser is gone from us. That intellectual and benignant face of his will never be seen on earth again. We shall no more clasp that friendly hand, always warm with the fresh pulsations from the generous heart; but his memory will live forever in the minds of those who have known and loved him.

TUNING DEPARTMENT.

Tuning to the water's fall,
The small birds sang to her.

— DRAYTON.

THIS department affords unsurpassed advantages for the study and practice of the art of tuning pianofortes, and through the training herein given many of our graduates find their way to one of the most desirable and profitable occupations accessible to the blind.

During the past year nineteen pupils have received instruction in tuning, and most of them have made very good progress. They have been taught to use tools of various kinds, and have manifested great interest in all parts of their work, but especially in those which have direct reference to the making of ordinary repairs. This feature of their art is both attractive and encouraging to the learners, for it enables them to exercise whatever manual skill they may possess, and at the same time to realize that they are not laboring in vain and that their advancement can be easily seen and measured.

The quarters in which the work of this department is carried on can hardly be excelled either in commodiousness or in completeness of equipment, and the experience of another year shows that the change of manager, which was caused by the retirement of Mr. Joel W. Smith, has not been followed by deterioration or decadence of any sort.

Such additional instruments and appliances as were needed to facilitate the processes of instruction, and render them clear, impressive and effective, have been promptly procured. Indeed, nothing has been omitted or neglected which might help to give the pupils a thorough training in every particular; and it may be asserted with absolute truth, that those among them who go through the regular course in tuning master all its details, and become as skilful and as proficient in it as seeing workmen.

This attainment is most excellent and helpful, so far as it goes. Theoretical knowledge of the art of tuning, vitalized by such actual experience in its application as our students usually obtain, is not to be disparaged. Verily, it is a valuable acquisition in itself. Nevertheless, it is not the greatest and highest, nor does it constitute a perfect guarantee of success. In order to be turned to advantage and become fruitful it should be accompanied by good morals, courteous manners, a pleasant address, gentlemanly conduct, freedom from objectionable habits, strict honesty in all dealings, tidiness of dress and personal neatness. These are indispensable. In a business as well as in a social and ethical point of view they are of far greater importance than the possession of an acute ear and of superior manual dexterity or technical skill, and without them it is hardly possible to secure favorable results.

Both the high standing which the tuning department has reached and the great popularity which

it enjoys are mainly due to the untiring zeal and unremitting exertions of Mr. Joel West Smith, who conducted its affairs for more than a quarter of a century with marked ability and unrivalled success. It was he who organized it and brought it up to its present condition, and it was owing to his earnestness and constant effort that the work of the sightless tuners has received proper recognition and merited appreciation not only in Boston and Massachusetts but throughout New England and in many other parts of the country. At the close of the last school term the relations of Mr. Smith with the institution were severed. Firmly believing that the *Mentor*, of which he finally became the sole editor and proprietor, was destined to serve as a potent organ in furtherance of the cause of the blind, he deemed it his duty two years ago to devote the whole of his time and energies to the advancement of the interests of that magazine, and resigned his position as instructor in and manager of the tuning department. He retained, however, a nominal place as general supervisor. In his retirement Mr. Smith will continue to have the warm regards and best wishes of his friends and of all those with whom he has been associated in the service of the institution for so long a period of years.

DEPARTMENT OF MANUAL TRAINING.

Be assured
We go to use our hands.

— SHAKESPEARE.

MANUAL training constitutes an integral part of our course of study, and is obligatory on every one of our pupils, be his tastes and inclinations or his aspirations and prospects in life what they may.

Day by day reflection and observation strengthen the conviction that this branch of education is of the utmost importance to all children and youth, but especially to the blind, for it serves to develop their minds, to cultivate their touch to the highest degree of delicacy and to enable them not only to obtain distinct impressions and to form clearer perceptions and more accurate ideas of the outer world, but to become intelligent, expert workers in whatever they undertake to do.

The operations of both branches of our work department have been carried on with marked efficiency and commendable intelligence, and several of those trades and handicrafts which have stood the test of time and are still of practical utility, as they enable some of our graduates to eke out their living by the labor of their hands, have been taught by experienced and competent instructors. But we have continued to pay special attention to the sloyd methods of manual training, which are calculated to secure a symmetrical development of body and mind and to act as a tonic upon the moral activities.

This system is the offspring of physiological study and scientific investigation, and is based on sound pedagogical principles. Its aim is not so much to impart technical skill as to develop certain powers, physical, intellectual and moral, to cultivate such areas of the brain as are not reached by the regulation studies, to promote attention, cleanliness, precision, order and general dexterity, to teach the pupil how to express thought not in words alone but in things, and to give him a knowledge of the value of manual labor, to increase his love for work and his longing for independence, and to strengthen his physical powers. Step by step the learner is drilled to handle deftly the knife, the splitting saw and the jack plane, and to master twenty-five other tools, each of which represents a particular kind of thought; and these he is made to use alternately with the right and left hand, so that the muscles of both sides of the body are equally exercised. Thoroughness is one of the requisites of sloyd, and the pupil is expected to work not only with exactness but with independence of reflection and execution. He is trained to think about what he is doing, and the instructor is not allowed to remedy any imperfections in the objects produced by him or to put any finishing touches to them, and thus habits of self-reliance are inculcated.

Another year's experience enables us to repeat with increased emphasis the statement made in our last annual report, namely, that the results already obtained through the ministry of sloyd "speak most

eloquently in its favor and demand with tenfold force that its methods and spirit should be speedily transplanted into every branch of industrial and technical training and form the essence and foundation thereof. Sewing, knitting, crocheting, willow and upholstery work, mattress and basket making, cane-seating and weaving, all should cease to be carried on in a haphazard and machine-like fashion, without the remotest reference to cause and effect, and should be rearranged and based on purely progressive principles. Unless this is done, and unless existing practices are radically reformed, manual training will remain lifeless and will fail to fulfil its highest purpose and its grandest mission."

I take very great pleasure in being able to report that our teachers have already begun to realize the seriousness and importance of the question of the reconstruction of our handicrafts on the sloyd basis, and that in a series of monthly meetings held in the course of the past year the matter was fully discussed in all its bearings. The necessity of taking immediate measures for reform in this direction was made clear to all by an array of facts and cogent arguments, and it is fervently hoped that the best and most scientific methods of manual training will be adopted ere long, and that our workrooms will be transformed from ordinary factories into nurseries of physical, intellectual and moral development, and into fields of brain culture as well as of technical skill.

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EDITH M. THOMAS.

Here eyes do regard you
 In eternity's stillness ;
 Here all is fulness,
 Ye brave, to reward you.
 Work and despair not.

— GOETHE.

THE past year has been one full of steady progress and decided improvement for this interesting girl, and the wisdom of making her education conform strictly in every particular to that of the other pupils has been clearly demonstrated and its beneficial results have already become evident.

Edith is an uncommon girl. In many respects she has a unique character. She is far from being favored with a particularly sensitive physical organization, nor is she endowed with keen mental alertness or quickness of apprehension ; but she possesses a good stock of common-sense, an inflexible will and an indomitable energy, so that by putting forth the best that is in her, she goes on with her work resolutely and unflinchingly, overcoming obstacles, conquering difficulties, keeping pace with her classmates and never faltering in the performance of any of her daily tasks. She is made of the Puritan stuff that fits children to show what courage and determination and perseverance and endurance can do.

The same course of instruction, which has been fully described in former reports, has been pursued in her case during the past year with perfect regu-



EDITH M. THOMAS.

larity and with very gratifying results. Like the other members of her class, Edith was not compelled to learn by rote, to recite from memory of words alone, nor to study arbitrary rules, statistics and useless facts incapable of arousing interest. Far from it. The methods applied to her training have been altogether different. She has been taught to read intelligently, so as to feel the meliorating influence of books, to write legibly, to think clearly and to express her ideas in accurate language, to use her hands and mind with equal facility, to desire purely, to decide deliberately and to act promptly. Her education has been carried on under the careful direction of her teachers, who did for her many a thing that might help to illumine her intellect, widen her experience, strengthen her constructive instinct, fashion her life for the better, quicken her moral perception, sweeten her disposition, modulate and beautify her manner and bestow upon her remaining faculties the readiest and noblest use of their functions. Instead of striving to impress upon her their own personality, they have endeavored to lead her to express the truth that is in her, and to enable her to observe and to compare, to reason and to judge, to resolve and to do.

This sort of training has developed in Edith that creative and organizing force which marks the difference between the pupil who can originate and conceive new thoughts and ideas and the one who either unconsciously repeats or merely remembers, imitates

and copies what he is told or what he reads on the printed page. Without the nurture of the distinctive and positive traits that constitute originality, the mind becomes only a sponge or a slate. It merely absorbs and registers its impressions. Individuality is the transfusing and transforming power. Those who are wanting in it are but mere harps played by every passing wind of circumstance and opinion, docile enough to learn from others or from books, but with small power to create, or to think and act for themselves. Edith was fortunate enough not only to be spared from such methods of teaching and such pernicious personal influences as tend to degrade the mental faculties and moral susceptibilities and render* the process of learning stultifying to the whole nature, but to be kept scrupulously free from all excitement which an artificial mode of life produces, and from one of the most ardent and deteriorating stimulants, the love of praise and notoriety.

To one of the teachers in the girls' department, Miss Frances S. Marrett, we are again greatly indebted for a most excellent account of how Edith has been taught and trained and of what progress she has made in her studies and manual occupations during the past twelve months. Miss Marrett is admirably fitted to tell the tale of her pupil's work and achievements or failures, and she does this with such scrupulous care and strict adherence to facts that it is hardly possible to speak too highly of the accuracy and truthfulness as well as of the attractiveness of

her statements. Here is Miss Marrett's interesting, inspiring and instructive story:—

THE past year has been to Edith Thomas an exceedingly pleasant and profitable one. Fortunately, excellent health forms the sparkling source of her mental and moral strength. Toward the preservation of this choice gift of nature, regular exercise in the gymnasium, long walks in the fresh air, and the daily performance of certain domestic tasks in the cottage which is her home at the institution, have rendered most valuable aid. Edith has always had sufficient physical energy to meet the demands of her school life; but a cheerful submission to them has been recently noted as one of the most significant signs of a positive development of moral force.

During the past year, as in the previous one, her work in the literary department of our school has been directed along the lines of the following branches of study: English, reading, arithmetic and geography.

LANGUAGE. The chief aim of the English lessons has been to promote ease and accuracy of expression, and to this end almost daily practice has been required in varied forms of composition. Edith's achievements, within the limits of the class-room, have not, however, merited special approbation. The signs of fruition principally appear in the conversation, letters and original stories, which are purely voluntary efforts rather than imposed tasks. She thoroughly enjoys the use of the Braille tablet and stiletto, and when a congenial subject is first presented to her mind, she writes with a cheerful energy which one would deem prophetic of success; but the result too often betrays a lack of earnest thought, as well as carelessness as regards the violation of familiar rules relating to the structure and punctuation of sentences. Everywhere and always novelty possesses for Edith a compelling charm, and her compositions are seldom improved by being recast. The subtle grace due to the happy spontaneity of a first production is generally sacrificed by a revision, of which the sole value consists in the mental and moral discipline which it affords.

The following story of a violet was written last April, and represents Edith's first effort in response to a request for an autobiography of some very familiar wild flower.

THE VIOLET.

In a beautiful meadow, a little brook was rippling and bubbling over its pebbly bed. On the bank of the sparkling little brook there was a cluster of green trees, and some grass, amid the grass close by, grew a sweet violet.

One morning when the breeze blew and the sun shone brightly, this blossom opened its petals and stood up in the sunlight.

The trees waved their leafy branches in the breeze, almost touching the ground; but not where the violet was.

They all seemed company for this blossom, as they bent down a little, perceived it beyond.

"Good morning," said the violet to the trees, "This is a beautiful day, is it not?"

"Good morning," replied the trees, "We will be happy and merry this sunny day."

The violet looked toward the brook, and it saw that its water was clear, and heard rippling.

Said the violet, "I wish I could be one of your pebbles and live in your cool, clear, and sparkling water."

The brook kept on rippling, with all its might, as if it were having a merry time by itself.

The wind blew gently, while the violet bent its head over the brink of the stream. It saw a large rock in the water which looked like a bridge. The sun had been kissing the rock and made it warm.

"If I could reach far enough, I could have a long walk across to the opposite side of the brook," thought the violet to itself. Besides this violet was another blossom just like itself which had not yet opened its petals.

It had been shaded from the sunlight, but as soon as the sun reached the blossom, it touched it, it kissed it, and it opened its eyes.

Yonder, the violet saw another violet which was like the first to open its petals. The violet which was close by the brink of the

water, afar from the other, had grown longer than it was before, and reaching almost to the edge of the water, it touched the rock, which was in the middle.

While the first violet was watching the bright, clear brook, the sun set, and night drew near.

The grass, trees, and others which were with the first violet said, "Good night, and happy dreams."

A favorite occupation for leisure moments is the writing of stories, which are woven from fact or fancy, according to the author's mood. The pages are duly arranged, and confined by knots of bright ribbon to constitute a dainty book designed as a gift for some dear friend. The short narratives given below are typical illustrations of these sweet labors of love.

The description of the Easter lily was inspired by Edith's delight in a first possession of one of these beautiful plants, and is therefore in a rich sense "a true story."

THE SHEPHERD AND HIS FLOCK.

Upon a high mountain in a pasture, were herds of sheep feeding. There were little lambs among them, they had a shepherd who would watch them.

When the flock had eaten all the grass in this pasture, the shepherd went before them and they followed, for they had known his voice.

The shepherd was going in a northern direction, and across the road he was leading his sheep, he saw a deep chasm, but he could not leap over, so he urged his sheep to go before him; but as soon as they saw the deep chasm, they turned around and went in a different direction and the shepherd tried to drive them back, but they would not turn in the direction that the shepherd led them.

What he could do to have them leap across, was, he took one of the lambs from its mother and carried it in his arms, and with all his strength he leaped across the chasm, and the mother leaped after him, and they followed one another.

When the shepherd got to the top of another mountain, he drove the herds of sheep to another pasture with more grass, and the lamb that he had carried in his arms was put down beside its mother.

THE QUEEN OF THE ROSES.

There was a little girl, whose name was Christine.

She had brown eyes and brown hair. She had parents but no sister or brother. She was twelve years old, when she commenced to have a garden.

"What flowers do you choose, my child for your garden," asked her father.

"Oh papa, I choose the beautiful roses, which I love," answered Christine.

When her father brought the roses, he went with Christine to the garden, and planted the roses in the earth.

Christine was so happy, and every day, she went out and took great care of her roses, she gave them water.

She went out every day to watch the roses, and sat in a little chair, which her father had set in the garden between the rose-bushes.

She would not leave her roses, but kept on watching them part of the day, and she went out so often to sit in the garden and watch them, that her parents called her what suited her well.

This is the name her parents gave her the same day.

The queen of the Roses.

THE EASTER LILY.

Nature had taken care of this lily and brought it into the broad world.

When it was cold, a little girl kept it in the house.

It grew in a pot, it was tall that time, having three blossoms on its stalk, which were very sweet.

At the mother's foot was a baby lily that was trying to peep out of the earth under the mother.

It began to tremble when a little girl came and felt of it, but its good mother said, "Do not be afraid, for the little girl will not hurt you, for I know her well."

The little girl gave the mother and baby some water.

Then next time the mother lost one of her blossoms, and another time two more.

But the baby was still growing beside its mother.

The baby had been shielded from the sun by the long leaves of the tall lily.

READING. The hours which Edith spends with books are of richer significance as the mental growth of each new year brings her into more sympathetic relations with them. Increased interest and deepened intelligence are the welcome tokens of intellectual progress, manifested in the daily reading lessons. Edith's attention is no longer concentrated upon the plot of the story; but she recognizes some of the potent charm contained in its language. Occasionally she exhibits a surprising delicacy of perception in an appreciative reference to some pleasing bit of description, or quaint and simple incident. In delightful contrast to her former indifference regarding new words, there is a growing tendency to add them to her vocabulary. She seeks to learn their meaning by eager questions addressed to wiser friends, or, better still, by direct resort to the dictionary in embossed print. It was indeed a proud moment for Edith when she obtained the clue to guide her through the wondrous maze of definitions, until light gleamed upon the mystic word which was the object of her search. The fascination of the quest furnished fresh stimulus to the spirit of inquiry, while its independence was a security for the retention of the knowledge gained. Edith's strongest recommendation of a book is still the statement, "it is a true story." Her nature is so thoroughly practical that she derives most pleasure from those books which most faithfully reflect the conditions and events of life included within the limits of her own experience.

The books which she has read in class, during the past year, are: *Little Lord Fauntleroy*, Andersen's *Fairy Tales*, *Story of a Short Life*, *Evangeline*, *A Geographical Reader*, *Our World* (Part 1) and two volumes of short stories. After she had finished one of these books she indulged in earnest speculation concerning the source of the next day's reading lesson, and turning to her teacher asked, "do you think the next book will be lovely?" In response to a question regarding her idea of a "lovely story," she said, "oh, something plain and interesting like the *Geographical Reader*." A letter to a friend contains this statement, "in school I am

reading *Our World*. It is very interesting and I enjoy it very much."

During the evening hour, which is regularly devoted by our students to the companionship of books, Edith's teacher kindly offered to read to her some stories from United States history. Edith joyfully accepted this with gratitude to Miss Walker for her desire to pave the way for her later historical study, and said, gladdened by the sweet thought of reciprocal helpfulness, "I tell Ellen (a member of the class below her) geography, so that it will be easier for her when she comes to study it."

ARITHMETIC. Arithmetic is still the "*bête noire*" of Edith's school life; but she has come to regard it as a necessary evil, having learned, from bitter experience, the folly of rebelling against so formidable an adversary.

In a recent conversation with one of her class-mates, she said, with startling emphasis: "I do not like arithmetic. I did not even like it at the beginning, nor now. You might say that I should like arithmetic if I would do better; but I shall refuse to believe you and to like it. Geography is my favorite study and great friend."

Arithmetic is the only subject in which Edith has not been able to keep pace with the class of which she became a regular member three years ago. Her natural aversion to numbers and her consequent disinclination to perform the required problems have caused decided retrogression in this branch of study. She is now two classes below the grade which she could have reached with an amount of application equal to that of the average student. The work which she has accomplished during the past year is indicated in the following outline: Problems in addition, subtraction, multiplication and division, numbers not to exceed 10,000, multipliers and divisors larger than 13. Addition in columns of United States money,—dollars, cents and mills. Changing of integers and mixed numbers to fractional numbers and the reverse (oral work). Study of liquid and dry measures with oral problems. Study of Roman numerals to M.

Early in the fall term Edith's work in arithmetic, owing to a mood of sullen indifference, became so inaccurate that it was deemed advisable to repeat an experiment which had proved effectual the previous year. She was therefore separated from her fellow students during the hour of the arithmetic lesson, and each day a definite amount of work was assigned to be performed under the supervision of a special teacher. Edith did not submit at all gracefully to this new arrangement, which, it was plain, did not accord with her ideas of justice; but there was no open warfare. When successive weeks of this routine served to establish the fact that faithful application was the only avenue leading from dull isolation to the more genial atmosphere of the class-room, Edith demonstrated her ability to meet the demands of every lesson.

In her teacher's journal occurs this statement as the summary for November: "The work in arithmetic throughout the month has been invariably good." Under date of December 20 appears the following: "Edith now manifests no disposition to rebel in arithmetic. She has continued to do as well as her ability for number work warrants, sometimes with more accuracy than others, but always with a teachable spirit."

In January, at the beginning of a new term, she was allowed to resume her former place in the arithmetic class, and her work since that time has been quite satisfactory.

GEOGRAPHY. Edith's attitude toward geography is always indicative of ardent devotion. Any question which suggests a comparison of her studies is received as a challenge to call forth the strongest adjectives of her vocabulary in praise of her royal favorite. When she returned to the institution last September, and was anticipating the first lessons of the new term, she said, with true enthusiasm, "I shall be glad to shake hands with geography." This desire soon found literal fulfilment in the class-room, as she eagerly seized a large mass of plastic clay and converted it into a wondrous mountain chain and river system. When mind and heart and hand thus work together, what need is there to state results?

Edith easily excels in modelling, and therefore prefers this medium for the expression of her geographical knowledge; but in other phases of the required work she is ready and willing to do her best.

During the past year there has been a marked improvement in her use of language, both in oral recitations and in written exercises. She recently surprised her teacher by an earnest request for a written examination. A few days previous she had won warm approval by her clear and intelligent answers to a series of review questions, and she evidently wished another opportunity to achieve success and thus add to her laurels. The geography lessons have been conducted according to the methods outlined in the sketch of Edith's education published in the last annual report of our school, and they have included a thorough study of the United States, Central America, Mexico, West Indies and South America.

One afternoon, as a pleasant diversion for a recreation hour, Edith wrote and presented to one of her teachers the following summary, which indicated the extent of her acquaintance at that time with a new and wondrous continent:—

A NEW FRIEND IN GEOGRAPHY.

These are the countries in South America, U. S. of Columbia, Venezuela, B. Guiana, D. Guiana, F. Guiana, Eceudor, Peru, Bolivia, Chile, Argentine, Paraguay, Uruguay, and the largest country in South America is Brazil.

There are two circles which cross South America, from the Atlantic Ocean to the Pacific. These circles are the equator and the tropic of Capricorn.

There are mountains along the Pacific, those mountains are called the Andes.

They begin up in U. S. of Columbia and extend through Eceudor, Peru, Bolivia, Argentine, and Chile.

The highest part of the Andes is in Bolivia, and between the two ranges is a narrow plain and one along the Pacific Ocean.

In the Northern part of South America is an east wind, and in the Southern part is a west wind.

The rivers in South America are the Parana, Paraguay, Uruguay, Amazon and its tributaries, the Negro, Madara, and the Orinoco.

The three river systems in South America are the La Plata, the Amazon, and the Orinoco.

ARTICULATION. One morning, toward the close of the fall term, Edith astonished her teacher by saying, "I have talked with my fingers seven years. I think that is long enough, don't you?" The strong resolution which this statement involved was soon afterward revealed through oft-repeated attempts to converse with her lips. The heat of her enthusiasm even penetrated to the arithmetic class, and induced remarkable rapidity of thought, that she might, in her turn, give oral answers to the mental problems. At last it reached the reading class, and one day, when the time came for Edith to share in the exercise of the hour, instead of responding as usual by means of the manual alphabet, she endeavored to pronounce each word audibly. Upon the conclusion of her earnest effort she turned toward her teacher, and, with her face illuminated by her brightest smile, asked, "how do you like your surprise?"

Several weeks elapsed, but there was no apparent diminution of Edith's zeal in the use of oral language. The strength of her purpose having been thus fully proved, arrangements were made for her to go each week to the city to receive instruction in articulation. The thirtieth of January was the date of her initiation into the mysteries of this new art. The lessons have been a source of real pleasure to Edith. It is true that she demurred somewhat when leisure moments had to be sacrificed to the essential drudgery of practice work; but the visions of the future accomplishment of distinct speech proved sufficient to justify to her mind the rigorous means by which it was to be attained. Although Edith does not speak well yet, she can be understood by those who are perfectly familiar with her voice. To a friend who found especial difficulty in understanding Edith's oral conversation she recently said: "In

class I read with my lips. I have done it two weeks. I wish you were there to hear me. You see I do not talk to you with my lips as much as I do others; but you will have to get used to my voice, anyway."

The journal of Edith's school life contains many pleasant anecdotes illustrative of her interesting personality. A few of them have been culled for this sketch.

She frequently introduces into her conversation original epithets of happy significance.

At the dinner table one day, when she was enjoying ice-cream,—her favorite dessert,—she said: "This is Jack Frost's pudding." She has asked many questions concerning the origin of dreams, which she designates as "sleep thoughts."

The possibility of secret joy in the heart was once prettily expressed in the sentence, "I may smile an invisible smile."

A recognition of certain pungent personal characteristics suggested these words: "Do you like peppery people? I do; they are good for us."

Electricity has been adopted into Edith's vocabulary as a simile for rapidity of motion. Its use is illustrated in the following sentence: "My hammock is growing very fast. I have been working on it like electricity for two hours."

Edith often exhibits charming fertility of resource in perplexing situations, and thus affords genuine "help over hard places."

In the play of *Vision of Fair Women*, which was acted at the institution upon the nineteenth of last April, each character advanced to the centre of the stage, and there remained during the time required for a recitation, or a *tableau vivant*. The moments devoted to the latter effect were determined by a musical accompaniment. How Edith, without the guidance of sound, could perform her part independently, was one of the most difficult problems which the rehearsals presented. Various expedients were tried, with discouraging results. When Edith fully understood the point at issue she said, "I can do it myself, I can tell by the music," and triumphantly proceeded to demonstrate the

truth of her statement. She walked with much dignity to the centre of the platform, quietly stood there the required length of time, and then marched slowly away. Her musical signal was the loudest chord of the accompaniment, the vibration of which was readily distinguished from that of those which had preceded it. The biblical character of Ruth which Edith personated upon this occasion delighted her. She adopted the name in preference to her own as an appellation for every-day life. "Ruth" was the signature appended to all school papers, and for some weeks it was regarded as a serious offence when her school-mates failed to comply with her wishes by their continued use of the name "Edith."

For some time past Edith has manifested a surprising eagerness in the quest of knowledge pertaining to the spiritual life. The source of her great interest in the Bible, and in other religious literature, is of mysterious origin; but her increasing regard for "whatsoever things are true" has undoubtedly been deeply influential in the moulding of her character. A strong power of self-control has been developed as a result of an earnest desire to subdue the evil forces of her nature. She welcomed the new year in the companionship of wise resolves, and, as a reward for her sweet and constant loyalty, they have admitted her to the secret of truest happiness.

The following statements are quoted directly from a letter which Edith wrote to a dear friend last January: "I am learning to resist temptation, and I am trying to bear trials now. There is a reason why I do not do wrong as I used to, nor get angry, nor naughty now. I used to get tempted easily; but I do not now you know. The greatest thing we suffer is sin. It is like a heavy burden upon our souls, we cannot unfasten it; but God can." During a conversation with one of her classmates she said: "You are related to me, I do not mean through your people, but through Jesus Christ. I should do to you as I would like you to do to me, that is why. I know what you and I can do when we are tempted to do wrong, we can give a rousing NO. Let us try it."

A few days later, Edith presented to the friend to whom the foregoing conversation was addressed a code of maxims carefully written in the Braille system. This had been prepared, early in the year, for her own guidance; but the secret of its existence had been carefully guarded until Edith realized that what had been of genuine help to herself might benefit others.

An exact copy of these rules of conduct is given below, together with the explanatory words of the unique title page:—

VERSES AND THE COMMANDMENTS IN THE BIBLE.

Composed by E. M. T.

For those to read, who wish to, and believe in God.

PERRINS INSTITUTION, MASSACHUSETTS SCHOOL,
SOUTH BOSTON, Jan. 26, 1895.

Verses as follows:—

- No. 1. Think of God first, then yourself.
- No. 2. When Nature tells you what to speak or to do, always follow her.
- No. 3. If a person said that she or he loved you and did not show it, believe it not, for it may not be true.
- No. 4. Before you do anything that is not right, watch it then you do not do it.
- No. 5. Be ye kind to one another.
- No. 6. Do as you are commanded to in the Bible and what you find, heed it.
- No. 7. Pay good heed to a person's words, and catch the meaning if you can.
- No. 8. Be ye tenderhearted one to another, and forgive one another for the very sake of Jesus Christ.
- No. 9. When you follow either Jesus or Nature on the right track, do not run off the right track and go on the wrong track, lest at times you be in danger of wrong doing.
- No. 10. This is the work of God, he that believe on him that had sent.
- No. 11. What you would do to them, do to them as they would to you.
- No. 12. If you feel in love with any one, show it by kind deeds.

No. 13. If you do not forgive, neither will your Father in Heaven forgive your trespasses.

No. 14. Let not the sun go down upon your anger.

No. 15. Think not of yourself, much nor please yourself, but think of others most and please them.

No. 16. When Jesus knocks at your heart let Him enter into your heart.

No. 17. Take no thought what you shall eat, nor what you shall put on.

No. 18. Do not do any work on the Sabbath-day but what the Lord has commanded you to do.

No. 19. When you feel angry, go to God and say your prayers.

Edith's fondness for poetry has led her to attempt to put into metrical form some of her favorite Bible narratives. The two specimens which conclude this sketch are typical illustrations of her achievements in this kind of composition

THE SOWER.

Jesus was speaking to the People about the seeds.	On rocks fell some seeds And they had not much earth.
By the wayside some seeds fell. And down came the fowls From the air.	They lacked moisture and In thorns some fell and Were choked with riches.
Devoured the seeds. By the wayside.	Some fell upon good ground And brought fruit.

THE GIVER.

After many years past, God the creator, made Earth and Heaven, The fowl of the air, And every living Creature that creepeth Upon the earth were Created.	After all that God Had created, he made Man in his image And there was the Garden of Eden with Its fruit-trees. The man which God Formed in his image, Was put in this garden.
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And the man which was
Set in the garden,
After a while was
Called Adam and
He had a wife Eve.
On the Sabbath, God
Rested and hallowed
It and blessed the day.

Many years passed on,
And many nations were
Still living upon
The face of the earth
And yet God was in
Sight and spoke to the
Children of Israel,
And other nations.

In Bethlehem was
Born a dear and wonderful
Child, which God sent
Into the world to teach
And preach when he
Was grown up.
Mary was the mother of
The little child.

God gave us this child
As the Son of God
And he grew up, and
Was greater than all
Nations of the earth,
And a deliverer,
What great miracles

And wonders did the
Son of God, and the
People marvelled.

Jesus, the Son of God
Went about doing good,
And preaching and teaching,
Some of the people who
Were Jews, believed not,
And others believed.
Some loved Jesus too.

Jesus had twelve,
Disciples, who used
To follow him, and go
With him to Jerusalem.
One of the twelve
Betrayed Jesus, and
Went to the high priest,
And Jesus was crucified.

But the third day Jesus
Was risen and went back
To his disciples and
When they saw him,
They were frightened,
And thought that
They saw a spirit.
And Jesus knew it.

And when Jesus had
Ended his life, he went
Right to heaven among
The angels with God.

At the close of the school year Miss Sarah M. Walker, who during the past two years has served as special teacher to Edith Thomas, declined a reappointment. Her place has been filled by the election of Miss Evelyn Torrey of Marblehead, Mass.

READING THROUGH THE SENSE OF TOUCH.

As soon as Phœbus's rays inspect us,
First, sir, I read, and then I breakfast.

—PRIOR.

THE rapid growth of our library and the manifold benefits, which the constant use of the contents of its shelves confers upon the blind of New England, are the pleasantest and most encouraging features in the annual story of the progress of the institution and of the wide diffusion of its advantages.

Our collection of books in raised characters of various kinds comprises nearly eleven thousand volumes, and forms a great aid and a most significant adjunct to the school. It constitutes a treasury of general and varied information, and renders a valuable and unrivalled service to the mental development of the pupils. To them it is one of the necessities of life, and its attractions beget in them not only a desire for the printed page but the habit of perusing it.

Reading plays a most important part in all literary education. Indeed, it is both its basis and its chief instrument. It enkindles the soul, enlightens the intellect, and vivifies and directs the imagination. Wise men and profound thinkers put a very high estimate upon it. Bacon says that "it maketh the man," and Locke asserts that it finishes the gentleman. Johnson characterizes it as the foundation of knowledge, and Magliabechi as the perfection of

pleasure. Steele avers that reading is to the mind what exercise is to the body, and Fénelon declares most emphatically that if the riches of the Indies, or the crowns of all the kingdoms of Europe, were laid at his feet in exchange for his love of reading, he would spurn them all. To persons bereft of the visual sense the perusal of books lays open a source of enjoyment and solace. It relieves their life of its dullness and sameness, and transports them into a livelier and gayer and more diversified and more interesting scene.

Most of our pupils read diligently and hard, and not a few of the choicest ideas contained in the works of the best authors "pass, like the iron atoms of blood, into their mental constitution." Due oversight is exercised in the selection of the works which are issued by our press, and in every one of them the greatest care is taken to preserve every feature of the original and to reproduce it accurately to the minutest detail. There is not a capital letter, a comma, a hyphen, an exclamation or an interrogation mark missing. The mutilations, abbreviations, contractions, omissions and inaccuracies, which, I am grieved to say, abound in most of the publications in point characters and mar seriously their usefulness, are not to be found in ours.

For the largest part our books are printed in the modified Roman character known as the "Boston line type." The literary, social and moral advantages which accrue to the blind from the use of a

form of letters similar to that employed by more than one-half of the civilized nations are so obvious that they need only to be stated in order to be fully appreciated by any thinking person who is not steeped in prejudice or blinded by ambition to pose as an inventor by rearranging the order of a series of dots, or as a reformer by speaking ill of "line systems." They were enumerated with marked lucidity and fairness in an excellent paper which was prepared by Dr. Frank Rainey of the Texas institution for the blind, and read before the World's Congress of the Educators of the Blind, held in Chicago in the summer of 1893. This essay presents the question of the various kinds of print in its clearest and truest light, and is so well written and so just in its spirit and direct in its statements that it deserves to be widely circulated among those who are interested in the matter; and I take great pleasure in copying it here *in toto*, with the permission of its author:—

I AM an earnest and even an enthusiastic advocate of the Roman letter for literary work, for the good reason that I wish as far as possible to untypify the blind, to unclass them, and represent them upon the world's canvas not as a distinct group, but in common with the human race as essential integrants of the people as a whole. In childhood, the plastic period of life, we must begin to educate and mould the character of every human being, and to do so properly we must select with care the methods, tangible or otherwise, which we intend to use to accomplish that purpose. A blind child will learn to think and act just as it is instructed by its teacher. If we use the ordinary methods, the child will think and talk like seeing persons: whereas, if we use odd or extraordinary methods, it will not have the same conception of concrete

things as we do. We must give the child in its schoolroom, as far as practicable, every method used by seeing persons. In support of this idea I will state that the famous Frenchman, M. Haüy, who did such noble work for the blind in France and Russia, was the first to embrace and carry out this idea of using seeing methods for the instruction of the blind.

In 1834 Mr. Gall of Edinburgh published the Gospel of St. John in modified Roman letter, and he used such strong arguments in favor of the latter that he influenced its adoption by the Royal Society of Arts. In August, 1872, the American Association of Instructors of the Blind passed a series of resolutions in favor of the adoption, as far as practicable, of seeing methods. In 1876 the London School Board investigated the educational condition of the blind in that city, and, after a patient and careful examination of the arguments advanced by some of the ablest educators of the blind in England, decided to adopt the methods used by seeing children in ordinary schools. There might be mentioned a host of similiar instances in other foreign countries. In America, Dr. Samuel G. Howe, who gave almost a life-time of devotion and study to the interest of the blind, and who was as well qualified as any man, living or dead, to understand their wants, urged with great ability that all methods used for seeing children should, as far as practicable, be adopted for the blind; Mr. Wm. Chapin, Wm. H. Churchman, N. B. Kneass, Jr., D. D. Wood, G. S. Smead, Dr. A. D. Lord, Mr. Otis Patten and others have presented arguments in favor of the line letter which are unanswerable; and, as my own extensive experience confirms to my satisfaction the ideas they advanced, I am committed to that which I regard as the most natural and most useful tactile facility for literary work in schools for the blind,—the Roman letter. I prefer the combined type of the American Printing House for the Blind; next, the Boston type. I am in favor of a point system for writing and music, but I favor the Roman letter for all other purposes.

Many of the principals of schools and their associate instructors object to the Roman letter. I am honestly led to the opinion that they do so for the same simple reason which actuates many of the educators of seeing children to object to some of the old and improved methods of instruction used in so many of our best schools, colleges and universities. Some of the old honored landmarks have been swept aside upon mere theoretical opinions

which grew out of psychological and physiological reasoning, and not because of universal or even generally acknowledged superiority of the new methods. Some of them advocate oral teaching and the abandonment of the text-book, and they jump at the conclusion that all other methods are inferior. They then proceed to engraft their new system upon the schools of the immediate section, regardless of the confusion which may ensue.

Nearly all of the supposed improvements for facility in reading were made upon the idea that, as the majority of the blind are adults, all methods must be directed for their benefit, whereas for the young the consideration should be incidental. The adult blind could not read the Roman letter with facility, because of its supposed inferior tangibility, and something better was needed. As a logical sequence of this trouble, several new methods for reading sprang into existence. There are only two of these which have any prominence at the present time: Dr. Moon's complex line type, and the arbitrary point character. I will not "carry coal to Newcastle" by taking time to describe these new systems to an assembly of professionals. On account of the great consideration for the adult blind, the opponents of the Roman letter persistently urge its inferior tangibility, because a majority of the adult blind read with difficulty, and the others cannot read it at all. Is it really true that a majority of the adults cannot read Roman letter? The argument that they cannot read it rapidly holds equally as well against the arbitrary point character.

Dr. Moon's system is read with facility, owing chiefly to its large type, which measures one-fourth of an inch. If we were to use Roman letter type of that size, it could be read with greater ease than the former, because of its clearly defined form and distinctive features, as contrasted with the combination of Roman letters with arbitrary characters, which we find in the Moon system. The latter occupies too much space, and the volumes are too unwieldy for convenient use. The sixty-four volumes of the Moon Bible can be printed in eight volumes with Roman type. Seeing persons cannot read Moon type because of the mixed characters. It is a good system, however, for those for whom it was intended; that is, for those adult blind who are past the meridian of life, and for those whose hands are roughened by manual labor. This class care but little, as a rule, about making the effort to learn to read, and seldom, if ever,

use any method for constant study. Just here I will remark that seeing adults seldom, if ever, learn to read well.

There is another and a more important class of blind persons whose interests are paramount to those just mentioned,—the youth and young adults. Roman letter, when properly taught, can be read with facility by either of the two last mentioned. Inferior tangibility is of slight force with this class, for with proper diligence they can read the combined type with ease. Many experiments which sustain this statement have been made by competent instructors. Mr. Lothian of Edinburgh remarks that “Roman characters vary from one-eighth of an inch and under to three-sixteenths of an inch. I have,” says he, “ascertained the minimum tactile in Roman lower case, and found and proven it before witnesses that a blind person of long education and good touch can decipher characters down to one-sixteenth of an inch; at three thirty-seconds this character can be made out without much difficulty; at one-eighth with comfort and ease; at three-sixteenths with very great readiness.” Mr. Marston of Worcester College, England, says that he has known men of say from fifty to sixty years of age reading Roman letter, which they had learned in the later years of their life. He also considered for quick reading the small Roman type was the better.

In 1876 Mr. F. J. Campbell, of the Royal Normal College for the Blind, when before the London board, said that he had used Roman letter all his life. Mr. Mead, of the Blind Visiting Society, lost his sight at the age of nineteen. He learned Moon’s system first; then Freer’s phonetic; then Lucas’; then Braille’s, which he thought superior to the American dotted system; then the Roman system, which he liked. Mr. W. Harris of Leicester thought that the success of the Moon type was largely due to its religious features. His books were mostly of a religious nature. “Moon type also had its advantages,—it was similar to the Roman in having no abbreviations. Special teachers, however, were required for this type, but to teach the Roman this was unnecessary. He thought children would not like Moon type if they had plenty of Roman literature.” In comparison with the point character, the experiment in other schools in America which sustain the claim of superior tangibility of the point over the Roman letter meets with an adverse report from the Texas school. In that school a better opportunity is

given for a just comparison of the relative merits of the two systems. The pupils are taught from early childhood how to read both systems, and have text-books in both. Then, when they have finished the course of studies and are about to leave school, a comprehensive and intelligent expression of opinion can be given. This course has been diligently pursued for about fifteen years, if memory serves me correctly. The whole school, without any known exceptions, express themselves in favor of the Roman letter. They read it better as a rule than point; they can read it longer than point without a sense of fatigue; it never irritates the end of the finger; they can understand with less effort and trouble the superior and less complicated system of punctuation; they appreciate the advantages of sighted assistance even when in school; it pleases them when reading to know that strangers can overlook them and see whether they read correctly or not; it pleases them to show that they can read from one hundred and forty to one hundred and fifty-five words in one minute in the system used by seeing persons; and it pleases them to know that they are in accord with the seeing world in this one particular at least.

I took occasion just before our last session ended to examine a class of boys in reading, both in Roman letter and New York point. There were ten in the class, and all had learned to read in both systems after they had passed the age of fourteen years. All of them had learned to read about the same time, and none of them had been long in school. All of them preferred the Roman letter, and, with one exception, all of them read that character somewhat better than point. Reports came from other rooms announcing the same results. The scholars prefer having the privilege of knowing both systems, so that they may form an intelligent comparison between seeing print and the character prepared for the blind. *

The advantages and conveniences arising from the use of the Roman letter are very great. For convenience, and to facilitate work, the blind student brings to me his line letter book that I may aid him in the preparation of his piece for recitation or declamation, when he needs instruction in gesticulation, emphasis, enunciation, etc. During their vacation seeing persons aid them very materially if they have Roman letter primers or readers. If a mother fail to send her child to the institution, I

send embossed books to her that she may instruct it at home. Some of the mothers have no education, then the brothers and sisters can be of assistance; but they will rarely if ever take the trouble to learn the point system when they themselves do not use it. In the large cities, where the relatives of the blind child can receive personal visitation from the superintendent of a school for the blind, they may be persuaded to learn the point system. Now and then intelligent mothers in the country will learn it, but they are exceptions, for the home people, as a rule, prefer that the teacher should do the teaching. Quite a number of the little ones could attend the ordinary schools for a while, to get a start, if we could give them Roman letter books. Their teacher, however, will not take the trouble to learn point merely for one or even two blind pupils. Sometimes the parents become dissatisfied with their child's supposed want of progress in the institution; then I settle the matter by sending them line letter books, advising that the child be sent to the nearest public school. One mother recently accepted this proposition. Our graduates can make fairly good governesses for families, if furnished with books in Roman letter, for this character is familiar to seeing children.

The friends of the point system wish to abolish the Roman letter altogether, and present many objections to it; but I do not regard any of them as being unanswerable. They say that it cannot be used for writing; but neither can seeing persons use it for that purpose,—they use script letter. The blind cannot use it for music; neither can seeing persons use it for music. The latter use three distinct methods for their educational purposes and music: Roman letter for reading, script letter for writing and an arbitrary arrangement of characters for music. The blind need have only two methods: Roman letter for reading and the point for writing and music. The point friends study psychology and physiology, theorize over touch sensations, and finally conclude that the Roman letter is based on incorrect physiological principles. Straightway they reason thus: "In the point type there is this advantage: The scholar gets his knowledge through a sensation, and not through a perception. In the line letter he must discover the *form* or outline,—must perceive something; whereas, if he can discover the letter by sensations, readily converted into simple perceptions, then he has a shorter

and better road. In their judgment touch is not a perceptive faculty, but affords sensation only, having no function whatever to give us perception as such, and in that fact lies the great superiority of the point character of any kind over the complex line letter." I believe that their opinion as to the necessary discovery of *form* is applicable to the point letter also. They object to discovering a letter by its form or outline, and want a letter to be built up synthetically, by repeated tactile sensations, each converted into a simple perception; but then, if they deny the idea of form for their point characters, they must be willing to admit the idea of "arrangement" as a substitute; for if a child, by consecutive, simple perceptions—feeling each dot separately—builds up the letters "k," or "g," or "x," or "z," then he must perceive the arrangement of the whole letter just as a child, after following the complex feature of a line letter, finally perceives the form or the arrangement. The distinctive features of the Roman letter, and New York or Braille point, may be described as follows: The first is complex, in that it is a form made of straight lines, curved lines and angles, with no solutions of continuity in the course of the lines. The point character, when composed of more than one dot, is complex, in that it consists of many parts, all of which, however, are alike: the whole method broken by frequent and regular solutions of continuity, developing elevations and spaces, and I say form, or arrangement, method, order.

Now, then, they say that the scholar gets knowledge through a sensation, for touch has no perceptive faculty of itself; and, further, that no idea of form can be obtained unless there is resistance coupled with motion. That is correct physiological reasoning. But then, when the child puts his finger, which is convex, on the character "k," he will have four distinct sensations, giving merely a sense of resistance, but no perception. Now then, as they contend that there is no form, how will he have knowledge? He must then have motion to complete his intention, that is, to get an idea of the form or arrangement: the child must perceive something, and by the aid of resistance and motion he gets a complete arrangement. The Roman letters have distinct forms with no solutions of continuity; but in the point letter, if a dot should be flattened, the solution of continuity, or spaces, are lengthened, creating disorder, for then there will be only three sensations: the order is

broken, and confusion results. This is a grave defect in the point system. The truth is, that there is no difficulty in learning the form, for the child must first learn it in either system, or at least must know the arrangement of either character before he can proceed from one letter to another.

On the psychology of blindness, Mr. Neill says: "Sight gives us perception of a complex whole at a glance,—a sight glance; then by analysis we dissect it into parts; whereas the blind, by synthesis, through successive tactile sensations, linking experience with experience, build the parts into a complex whole." The point character is a complex whole or a form, else it is nothing. It may be, if you choose, an arbitrary form; yet it has a definite arrangement. A "whole" may be defined as "a system; a regular combination of parts." The blind child builds up the letter "b" dot by dot into a whole; so, also, when he feels two vertical straight lines, then a horizontal straight line between the two, he puts them together and finds a form,—the Roman letter "H." In one instance he puts dots into arrangements or form, in the other he puts lines together for the same purpose. When instructing a child in either line or point, we first show the arrangement or form of the character and then tell the name of it. We cannot well name a thing and then declare that it is without form and void. Mr. Huntoon, in 1882, when speaking of the defects of the point system, said: "I wish to speak about the confusion arising from the *shape* of the letters." It is necessary to notice that the ability to observe form rests not so much upon the power of discrimination to distinguish the difference in the mode of contact but mainly upon the reader, his energy, his ambition and the way he has been taught. Dr. Carpenter, in his work on physiology, when speaking of the sense of touch as it concerns the blind, says: "After a short period of diligent application, the individual becomes able to recognize the combination of letters in words, without forming a separate conception of each letter, and can read line after line by passing the finger over each with considerable rapidity." After a child learns to read fairly well in Roman letters, as he passes his finger rapidly over the letters of a word,—according to the method used for reading in the Texas school,—there is not only sensation, but immediate conception, the physiological functions allowing no distinction between sen-

sation and conception; the movement being so sudden, he takes the whole word in at a glance,—a tactile glance. The form really presents no difficulties to the carefully taught youthful blind reader.

There are many other objections to the point system, aside from its unnatural features, wherein it tends to isolate the blind. The arrangement of its different forms is seriously confusing to beginners, especially to those who could once read ordinary print. Suppose in New York point we take “e” and “t”; to know either you must think of its position. Then “s” and “o,” “b,” “g,” “k,” “q,” “p,” “w,” “h” and “z”: in these letters, one dot reversed or changed in its position gives a different letter. Here you get a letter which means one thing one way, and another when its position is changed. The letters “d,” “m,” “r” and “l” present the same difficulties, and all candid minds must admit that this is more confusing than the Roman letter, which cuts no such conflicting capers; each letter is a distinct form, and stands for itself, allowing no substitutes. The point system of punctuation is cumbersome, and bears the marks of infirmity. The dash, for instance, which is similar in arrangement to that of the part-word sign “th,” may immediately follow the latter, causing the reader to drop his finger back to re-examine it. The hyphen, a simple mark for joining two syllables or words, is represented by two letters of the point system, “m” and “a,” taking up four points in length; and just think of it, two whole letters are given to the apostrophe. Sometimes the terminal letter of the last word in a sentence is the letter “p,” which of course is followed by a “p,” or five dots, for the period. Roman letters take their own places in all sentences, and the punctuation consists of small, compact, arbitrary characters. This dissimilarity between the two prevents confusion and allows quicker perception. The Braille point, in many respects, presents the same difficulties. Any system where frequent substitution of its characters is necessary for its perfection is essentially weak in all of its parts, and is fearfully defective, *in that its structure depends upon position, reversion and substitution.*

How far these discussions may affect either Europe or America I have no way to determine. The departure of many professionals from the conclusions arrived at in Edinburgh in 1834, from the opinion expressed at the meeting of the National Association for

the Promotion of Social Science at Birmingham in 1868, and from the principles adopted in the convention in Boston in 1872, will not lead unprejudiced minds to the conclusion that there is a nearer approach to uniformity in our methods of education; for, while there is a falling off from the number of advocates of the Roman letter, a hopeless dissension has sprung up among the dissenters, and a greater confusion prevails concerning the proper method for universal adoption. In England and on the continent the educators of the blind are hopelessly divided; and in America, where formerly the Roman letter and the New York point were largely in the majority, frequent discussions upon the subject of music and literary work have brought about great changes of opinion: so great, indeed, that our schools are farther off from uniformity than ever. Then we are all at sea, beaten by a tempest of troubles and doubts, and there is no great navigator with skill sufficient to lead us into one broad harbor, where the mighty barks of Roman letter, Braille point and New York point, all held by one common hawser, may in safety ride. So far as America is concerned, two prominent and able superintendents, Mr. Huntoon and Dr. Sibley, have in open convention declared that we never can reach uniformity. What, then, may we logically deduce from this state of affairs? That we should mutually agree to disagree, recognize the true condition of things, that is, that no one method is universally or even generally acknowledged to be the superior of any other, and then set about to remedy the trouble by a compromise. In America we can do this by agreeing that the American Printing House for the Blind shall print for literary work twenty per cent. each, in Roman letter, Braille point and New York point, and twenty per cent. each in music for the last two mentioned. As for the least important methods, leave each school to govern itself.

If you succeed in blotting out the Roman letter, you will at one fell swoop disassociate the blind from the seeing world altogether, and set them apart as a type, a class holding close communion, a mystery to all but themselves and the few seeing persons who are devoting themselves to the task of aiding them in their educational work.

Then, in behalf of a large and respectable portion of the blind who know the value of the Roman letter and know how to use it, I enter a solemn protest. They prefer the Roman print, for they

regard it as the print of their ancestors ; the print of their parents ; the print of their sighted companions ; the print which affords easy and natural reading and punctuation ; the print which brings help at home, in the hovel and in the palace ; and the print which first, in all languages, dotted the pages of the great Book which records the sufferings of our Lord and Saviour. These blind persons also make appeal for all practical seeing methods, such as Kneass' literary notation of music, the Arabic type for arithmetic and the cardboard for pencil writing. Why deny them seeing methods? Must a blind child grow to the age of youth, from youth to manhood, from manhood to middle age, from middle age to senility, and then topple from the pedestal of life into the abyss of eternity without having the slightest idea of the characters and methods used by the seeing world ; dying as a foreigner in the bosom of its family, save only in acquaintanceship ; wondering what sort of character its mother used when reading a prayer she would have it repeat before she laid it down to sleep? Give this class of the blind at least a chance to lift themselves out of their own sphere, that they may live, not as objects of mystery, but as peers of any whom they may meet.

Dr. Rainey's arguments in favor of the Roman letter are so forceful and conclusive that one is tempted, after reading his paper, to ask, what is then the great gain that can be secured by sacrificing such a helpful and universal system of familiar characters, and putting in its stead one of cumbersome arbitrary signs, which, having no resemblance whatever to those in common use, tend to segregate the blind from the great human family and drive them to form a separate class by themselves? "Legibility!" shout in chorus the champions of punctography, and in support of their assertion they do not hesitate to call to their assistance all sorts of sophistical tricks, exaggerations and mutilation of statistics. These gentlemen

produce arrays of figures which give only a partial statement of the matter, and hence are misleading. Their calculations cannot convince any one who has a full knowledge of the subject. "Figures cannot lie" in themselves, but they can be made to give a totally false impression.

Wishing to ascertain the exact facts in the matter, I asked the teachers of both branches of our school to test with strict impartiality each of the pupils individually, and find out how many of them could not read the line type. This examination was made with perfect fidelity and in the fairest possible manner, and its results were reported to me in writing.

Miss Gazella Bennett, the principal teacher in the girls' department, says:—

Reading, writing and spelling are required each day of the members of the four lower classes, first as regular lessons, and afterward as "implements of trade" in the preparation of other studies.

There are at present sixty-three girls in actual attendance. Of these, only two cannot read readily enough to spend an hour in the evening pleasantly by reading with their fingers. These two have been with us less than four weeks.

With the exception of five of our pupils, all the others write in pencil their own letters quite legibly.

Mr. Guy G. Furnel, the head-master in the boys' department, submitted to me the following summary:—

The number of pupils examined was seventy-seven. Of these, only four have not learned to read. In two of these cases want of sufficient sensitiveness in the tips of the fingers was evidently

the cause of failure, while in the other two a lack of average mental capacity and will-power renders sustained application impossible.

In the primary department of the kindergarten reading has been regularly taught during the past eight years, and there has not been one case of failure.

In view of these facts,—for the verification of which the test of the severest scrutiny is challenged,—is it unjust or unfair to say that the loud cry of illegibility serves merely to create an imaginary bug-bear, devised by unscrupulous partisans to alarm those who are not able or disposed to make proper investigation and form an intelligent opinion of the merits of each system? Or is it too harsh to characterize as an absolute falsehood the unqualified statement which has repeatedly been made, to the effect that only one-third of the pupils in American institutions can master the line print? Can any of the schools in which books in point letters are used exclusively obtain better results than those shown by our own? To speak more explicitly, has any one of them reached a higher degree of excellence in the matter of reading than that which has been attained in our institution or that of Texas?

Observation and experience have convinced us that, if the characters of each of the two systems are made precisely on the same scale, children and youth find them equally legible. They read both with equal facility. True, the majority of them manifest

a decided preference for the Boston type; but this is wholly due to the fact that lines and curves feel so much softer to the sense of touch than do sharp points that the former cause no weariness and no diminution in the power of endurance. With a few, a very few adults, however, the case differs somewhat. These, owing to the lack of sufficient sensitiveness in their fingers, find it a little easier to distinguish dots, especially when these are far apart. But what of it? The number of such persons is so small that they form a mere drop in the bucket. For the sake of meeting the requirements of these, are we to jeopardize recklessly the vital interests of a whole class of men and women? Must we give up what is eminently suitable, useful and beneficial to ninety-six sightless readers in order to provide what is needed for the accommodation of four? Is it reasonable, is it wise, is it even honest, to destroy one of the strongest links which connects our pupils with the rest of the community, under the pretence of removing imaginary obstacles from their pathway? Can the blind consent to sell their birthright of social integrity for a mess of pottage, and to abandon one of the strongest bonds of union between them and their fellow men for the sake of a mere change of questionable advantage?

I earnestly hope that the wise course will prevail over foolish clamor, that all nugatory and deceptive affirmations will be carefully considered and examined in the light of truth and of science, and that the

matter of abandoning the ordinary alphabet and replacing it by a series of arbitrary signs unintelligible to the great mass of the community will be judiciously considered in its social, literary and moral aspects before an egregious error is committed, which will prove enormously disastrous in its consequences. The blind cannot afford to be cut off from the world at large in any way,—they must form an integral part of it. Above and beyond all things they should realize the fact that whatever tends to detach them from the rest of mankind and to hold them as a separate class apart by themselves is anything but a blessing. Nay, it is an unmitigated curse, and as such it should be shunned and not encouraged. Temporary conveniences or mechanical facilities and effort-saving contrivances, the virtues of which are often fervently extolled and extravagantly overrated by men of small mental calibre, are positively harmful when they strike at the very root of social principles. It is not the division of the members of the human family into small clans and separate groups, marked by physical infirmities or by moral deficiencies and educational diversities, but the solidarity, the federation and close welding of all men into one social body,—the establishment of mutual sympathy and helpfulness,—that will promote their welfare and bring peace on earth and *gloriam in excelsis*.

CONCLUSION.

The setting sun, and music at the close,
As the last taste of sweets, is sweetest last.

— SHAKESPEARE.

IN bringing this report to an end, I deem it a great privilege to be able to state that the institution is in excellent condition in nearly every department, and that the wholesome and elevating influence which it exerts upon the fortunes of the blind of New England is steadily increasing. No matter where one may look, he will find no lack of earnest effort to keep the establishment abreast of the times and to enlarge the field of its usefulness.

In the course of the past twelve months there has been but one change in the staff of officers. Miss Persis N. Andrews, who has been acting matron for three years, expressed a desire to be released from further service, and Mrs. Frances E. Carlton of Danvers, a lady of refinement, experience, dignity, discretion and administrative ability, has been appointed to the position of matron in place of Miss Maria C. Moulton, who has been put on the retired list in accordance with the vote of your board.

To one and all of my assistants I am greatly indebted for the valuable aid which they have given me in the management of the affairs of the school. If any of my humble endeavors have met with your appreciation or with public approval, it has been simply because in making my plans and carrying them out

I have had the full sympathy and hearty coöperation of a corps of faithful officers and able teachers.

I gratefully record my obligations to you, gentlemen of the board, for your thoughtful consideration of all matters pertaining to the welfare of the institution and for the ready support which you have accorded me in the discharge of my duties.

We would cheerfully enter upon the work of another year with thankfulness for the past and with faith and hope for the future.

Respectfully submitted by

MICHAEL ANAGNOS.

LIST OF PUPILS.

Almy, Lillian.	Morse, Maria T.
Bannon, Alice M.	Muldoon, Sophia J.
Borden, Lucy.	Murtha, Mary Ann.
Boyle, Matilda J.	Newton, Eldora B.
Brecker, Virginia R.	Nickles, Harriet A.
Brodie, Mary.	Noble, Annie K.
Brown, Grace L.	O'Neal, Katie.
Carr, Emma L.	Perry, Ellen.
Caulfield, Elizabeth E.	Ramsdell, Harriet M.
Cole, Carrie W.	Reed, Nellie Edna.
Colyar, Amy H.	Rich, Lottie B.
Cross, Ida.	Ricker, Annie S.
Cushing, Annie.	Risser, Mary A.
Delesdernier, Corinne.	Rock, Ellen L.
DeLong, Mabel.	Roeske, Julia M. B.
Dover, Isabella.	Saunders, Emma A.
Duggan, Katie J.	Smith, Florence G.
Ellingwood, Mary E.	Smith, Nellie J.
Emory, Gertrude E.	Snow, Grace Ella.
Flaherty, Margaret.	Thomas, Edith M.
Fogarty, Margaret M.	Thurley, Blanche M.
Foss, Jennie.	Tierney, Mary E.
Gaffeny, Catherine.	Tisdale, Mattie G.
Griffin, Martha.	Tomlinson, Sarah E.
Heap, Myra.	Wagner, Grace.
Henley, Catherine.	Walcott, Etta A.
Higgins, Mary L.	Warrener, Louisa.
Hildreth, Grace.	Welfoot, Florence E.
Hilgenberg, Johanna.	West, Rose A.
Howard, Lily B.	Wilbur, Carrie M.
Kennedy, Nellie A.	Amadon, Charles H.
Kent, Bessie Eva.	Backman, J. Victor.
Keyes, Teresa J.	Baker, Frank G.
Knowlton, Etta F.	Barnard, Richard J. C.
Lord, Amadée.	Beckman, J. Arthur.
McClintock, Mary.	Black, Charles.
Meisel, Ruphina.	Bond, Samuel C.

- Bradley, Edward E.
 Brinn, Frederick C.
 Carney, Frederick.
 Clark, Frank A.
 Clark, J. Everett.
 Clennan, William T.
 Corliss, Albert F.
 Dayton, Reuben G.
 Delude, Louis.
 Devlin, Neil J.
 Dodge, Wilbur F.
 Drew, Francis.
 Ellis, William E.
 Fuller, Albert.
 Giesler, John H.
 Gibbs, Reuel E.
 Girard, R. George.
 Gosselin, Wilfred.
 Gould, Clarence.
 Harmon, Everett M.
 Heath, William Edward.
 Henley, John.
 Hill, Henry.
 Hogan, George H.
 Irving, Frederick.
 Jackson, Clarence A.
 Jennings, Harry A.
 Kenyon, Harry C.
 Kerner, Isaac.
 L'Abbé, Henry.
 Lawton, George.
 Leonard, William.
 Leutz, Theodore C.
 Levin, Barnard.
 Lynch, William.
 McCarthy, Daniel.
 McCarthy, William.
 McDevitt, Cornelius.
 McKeown, Thomas.
 Madsen, John.
 Mannix, Lawrence P.
 Martello, Antonio.
 Matthews, Ambrose G.
 Messer, William.
 Miller, Reuel E.
 Mills, George.
 Mozealous, Harry E.
 Muldoon, Fred. J.
 Newton, Wesley E.
 Nichols, Orville.
 O'Connell, John P.
 O'Donnell, Isidore A.
 O'Niell, Patrick.
 Parks, Edson.
 Putnam, Herbert A.
 Rasmussen, Peter A.
 Ratte, Alphonse.
 Rochford, Francis J.
 Rochford, Thomas.
 Ryan, Edward D.
 Sabins, Weston G.
 Schuerer, Edward.
 Sherman, Frank C.
 Simpson, William O.
 Smith, Eugene S.
 Stioher, Charles F.
 Strout, Herbert A.
 Tracy, Merle Elliott.
 Trask, Willis E.
 Tucker, Henry R.
 Vaughn, William M.
 Walsh, Frederick V.
 Weaver, Frank V.
 Welch, Harry W.
 Wenz, Albert J.
 Wilkins, James A.
 Witham, Perley D.
 Wrinn, Owen E.
 Younge, William Leon.

REPORT OF THE COMMITTEE ON THE SALE OF WORK OF BLIND GIRLS AND WOMEN.

DURING the latter part of December, 1894, a modest enterprise was ventured upon, under the auspices of the Alumnae Association, with the object of creating a market for the work of blind girls and women outside of the school (whether former pupils or not) who might be desirous of earning money by plain sewing or fancy work.

The committee which was appointed to help in carrying out this project feel that they have very much to be grateful for in the favor with which the undertaking has been received, and they desire through the pages of this report to make a slight mention of what has been already accomplished and to state the hopes which are entertained for the coming year.

The articles offered for sale consist of socks, shirts, sacques, blankets, etc., for babies, skirts and shoulder capes, graceful head coverings of ice wool, bedside slippers, wash cloths, dusters, iron holders, towels for china and glass ware, gingham and white aprons and a variety of miscellaneous articles.

The aim is to have all fancy work as dainty and tasteful as possible, and to keep the household supplies mentioned above always on hand in such amounts and of such quality as to warrant the dependence of regular customers upon them.

The articles have come from all grades of workers. Some live in towns or villages near Boston, others at quite a distance. Many have gained by their short business experience, having learned what they can do best and where they

can improve; so that the outlook for the next year, as regards supplies, is very promising.

Much gratitude is felt toward the Perkins Institution for the privilege of putting the goods on sale at No. 37 Avon place, and for the convenient showcase so kindly provided by it. The unstinted services of Miss Estelle M. Mendum are also greatly appreciated, as the committee realize how much is due to her unselfish interest in displaying and caring for the work.

Cordial thanks are rendered to the well-wishers and purchasers of the past, and it is hoped that future customers may not be wanting, since the opportunity of earning is earnestly prized by those who are able to have it through these means and no others.

LAURA E. POULSSON,
CORA L. GLEASON,
LENNA D. SWINERTON,

Committee.

ACKNOWLEDGMENTS.

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.

I.—Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor of the Boston Theatre, for a general invitation to the German opera and to the play of "Shore Acres."

To the Apollo Club, through its secretary, Mr. Arthur Reed, for eight tickets to each of four concerts.

To the Cecilia, through its secretary, Mr. Francis A. Shave, for fourteen tickets to each of three concerts.

To Mr. Carl Faelten for six tickets to each of two recitals in Bumstead Hall.

To Mr. John Orth for six tickets to each of two concerts.

To Mr. Alonzo B. Ham for eighty tickets to a concert in the People's Temple.

To Mr. E. W. Tyler for one hundred tickets to a concert in Music Hall.

To Miss Charlotte W. Hawes for sixteen tickets to musical lectures and for ten tickets to a concert in which she was assisted by Hungarian musicians with their national instruments.

To Mr. Edward Baxter Perry for ten tickets to a pianoforte lecture recital.

To Miss Jennie Girard for thirty tickets to one concert.

To Mrs. Helen Boice-Hunsicker for two tickets to each of two song recitals in Copley Hall.

To Rev. James Henry Wiggin for twenty tickets to a Shakespearean recital by Edgar C. Abbott.

To Rev. Mr. Perrin and the late Dr. L. D. Packard for twelve tickets to a lecture in the Methodist Episcopal Church.

To Mr. George H. Bond for a general invitation to the World's Food Fair in Mechanics Building.

To Mr. Edward A. Brooks for a general invitation to the "Bench Show."

II.—Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and lectures given from time to time in the music-hall of the institution, we are greatly indebted to the following artists:—

To the Berkeley-Beacon Concert Company,—Mrs. E. Humphrey Allen, Miss Harriet S. Whittier, Mrs. Marie Kaula Stone, Mrs. Ella Cleveland Fenderson, Mr. George J. Parker, Mr. George W. Want, Mr. Arthur B. Hitchcock, Mr. D. Marks Babcock and to Miss Agnes Snyder, accompanist,—for one concert.

To William Henry Heinrich for a vocal recital.

To Prof. Arlo Bates for a lecture on Dr. Johnson and his Dictionary.

To Miss Julia Osgood for a lecture on the art of Gilbert Stuart.

To Mr. George Riddle, reader, Miss Helen D. Orvis and Miss Hawkins, pianists, for an entertainment giving *Midsummer Night's Dream* with piano accompaniment.

To Mrs. Virginia Howe, assisted by Mrs. Fred A. Flanders, Mr. Huff, Mr. Delmont and Mr. Harry Murdough, for one concert.

To Mrs. Julia Ward Howe for a lecture on "Humor."

To Miss L. J. Sanderson for a lecture on Spain.

III.—Acknowledgments for Books, Specimens, etc.

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

To Mrs. Charles Lanier, New York; Joel West Smith, East-hampton, Conn.; Mr. Lewis Perkins, North Adams, Mass.;

Frank V. Weaver, New Bedford, Mass.; Mrs. C. B. Hildreth, St. Augustine, Florida. 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,	“ “
Youth's Companion,	“ “
Our Dumb Animals,	“ “
The Christian Register,	“ “
The Musical Record,	“ “
The Folio,	“ “
Littell's Living Age,	“ “
Zion's Herald,	“ “
The Missionary Herald,	“ “
The Well-Spring,	“ “
Woman's Journal,	“ “
The Century,	<i>New York, N. Y.</i>
St. Nicholas,	“ “ “
The Journal of Speculative Philosophy,	“ “ “
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 Reformed Presbyterian and Covenanter,	<i>Pittsburg, Pa.</i>
Our Little People,	<i>Inst. for Deaf-Mutes, Rochester, N. Y.</i>
The Journal of Pedagogy,	<i>Provo, Utah.</i>
The Silent Worker,	<i>Inst. for the Deaf-Mutes, Trenton, N. J.</i>
Church's Musical Journal,	<i>Cincinnati, O.</i>
The Messenger,	<i>Ala. Academy for the Blind.</i>
The Tablet,	<i>West Va. Institute 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>
L' Amico dei Ciechi,	<i>Florence, Italy.</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 FOR THE BLIND, for the Eleven Months ending
Aug. 31, 1895.

RECEIPTS.				
Balance on hand Oct. 1, 1894,	\$2,151.10			
Income from invested funds,	35,014.35			
		\$10,000.00		
<i>General Account.</i>				
From State of Massachusetts,		5,535.00		
" " Connecticut,		4,000.00		
" " Rhode Island,		4,300.00		
" " Maine,		2,400.00		
" " New Hampshire,		1,500.00		
" " Vermont,		300.00		
" " Massachusetts, for Edith Thomas, legacy, Benjamin Humphrey's,		25,000.00		
legacy, Stephen Fairbanks fund,		10,000.00		
donation,		10.00		
State of Massachusetts, for clothing for pupils,		94.55		
insurance, account of Purchase street fire,		10.50		
amounts received of M. Abagnos, director,		5,475.64		
	\$9,259.27			
From sale of books and appliances,			735.76	
				\$26,031.03
<i>Printing Account.</i>				
From donations,				\$63,934.15
EXPENDITURES.				
Drafts for general fund,		\$14,000.00		
less unexpended balance,		68.82		
Drafts for printing fund,		\$3,700.00		
less unexpended balance,		103.77		
Drafts for kindergarten fund,		\$15,500.00		
less unexpended balance,		1,520.01		
Paid treasurer for clerk hire,			13,979.99	
assessment on Atchison, Topeka & Santa Fe Railroad bonds,			250.00	
Expense, account of foreclosing St. Paul mortgage,			30.00	
			110.00	
			330.53	
<i>Investments.</i>				
Loaned on mortgage notes,		\$25,000.00		
Bought estate No. 402 Fifth street, estate in Jamaica Plain,		4,000.00		
Balance for the eleven months ending August 31,			63,476.43	
			30,300.82	

trustee of Tommy Stringer, for his board,
 A. Leggate, for clothing for Tommy Stringer,
 Mrs. Dolan, account of her daughter,
 city of Boston, account of James Lester,
 a friend, account of Willie Robin,
 proceeds of sale articles left over from fair,
 use of gymnasium,
 rents, Jamaica Plain,
 legacy, Mary B. Enmons,
 State of Connecticut,
 " " Rhode Island,
 " " Maine,
 " " New Hampshire,
 " " Vermont,
 money borrowed of New England Trust Com-
 pany,

700.00
 25.00
 38.00
 30.00
 100.00
 2.00
 42.00
 665.00
 1,000.00
 900.00
 1,666.67
 1,200.00
 725.00
 300.00
 6,000.00

38,824.70

\$176,005.18

\$176,005.18

Boston, Oct 5, 1895.

Examined and found correct.

GEORGE L. LOVETT,
 HENRY ENDICOTT,
Auditors.

EDWARD JACKSON, *Treasurer.*

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
FOR THE BLIND, for the Eleven Months ending Aug. 31, 1895.

RECEIPTS.		EXPENDITURES.	
<i>I. Income.</i>			
From State of Mass., appropriation,	\$30,000.00	Bills paid by the treasurer:	
" Mass., account of Edith Thomas,	300.00	Forcising mortgage, St. Paul, Minn.,	\$330.53
" Maine, kindergarten,	4,300.00	Rent of safe,	30.00
" Maine, kindergarten,	1,200.00	Assessment, Atchison, Topeka & Santa Fe Railroad bonds,	110.00
" New Hampshire,	24,400.00	Clerk hire,	250.00
" New Hampshire, kindergarten,	725.00		\$720.53
" Vermont,	11,500.00	<i>General Account.</i>	
" Vermont, kindergarten,	300.00	Paid by the director:	
" Rhode Island,	4,600.00	For maintenance,	\$45,434.70
" Rhode Island, kindergarten,	1,066.67	extraordinary repairs,	504.29
" Connecticut,	5,535.60	water taxes, insurance and repairs on buildings let:	
" Connecticut, kindergarten,	900.00	402 Fifth street,	\$125.20
States, towns and individuals,		412-418 Fifth street,	328.00
tuning,		424-428 Fifth street,	126.02
sundry small items,		537 Fourth street,	97.32
admission to exhibitions,		541, 543 Fourth street,	285.84
interest on mortgage notes,		557, 559 Fourth street,	326.30
" New England Trust Company,		553-559 Fourth street,	251.22
" Chicago, Burlington & Northern R. R.,		99, 101 H street,	61.29
" Kansas City, Clinton & Springfield R. R.,		11 Oxford street,	107.05
" St. Paul & Manitoba R. R.,		8, 10 Hayward place,	543.19
" Chicago, Burlington & Quincy R. R.,		250, 252 Purchase street,	541.78
" Boston & Lowell R. R.,		172-178 Congress street,	242.30
" Atchison, Topeka & Santa Fé R. R.,		205, 207 Congress street,	756.08
		levelling unimproved land, Fifth street, expenses of work department,	3,794.85
		expenses of tuning department,	1,320.00
		bills to be refunded,	1,964.00
		Harris benefices,	1,039.19
			439.05
			725.00

interest Eastern R.R.,	30.00
" Fitchburg R.R.,	1,250.00
" Kansas City, St. Joseph & Council Bluffs R.R.,	350.00
dividends, Boston & Providence R.R.,	\$225.00
" Chicago, Burlington & Quincy R.R.,	300.00
" Fitchburg R.R.,	280.00
" Boston & Maine R.R.,	168.00
" Boston & Albany R.R.,	888.00
" United States Hotel Company,	612.00
rents, 402 Fifth street,	\$138.00
" 412-418 Fifth street,	1,050.00
" 424-428 Fifth street,	1,545.50
" 537 Fourth street,	412.50
" 541, 543 Fourth street,	687.50
" 557, 559 Fourth street,	1,101.00
" 583-589 Fourth street,	1,954.00
" 99, 101 H street,	387.00
" 11 Oxford street,	360.50
" 8, 10 Hayward place,	1,333.32
" 250, 252 Purchase street,	3,588.62
" 172-178 Congress street,	5,225.00
" 205, 207 Congress street,	4,522.50
work department, men's shop,	22,234.44
rents, Jamaica Plain,	2,604.46
sale of books and appliances,	665.00
	735.76
	\$95,783.05

II. Receipts exclusive of Income.
General Account.

From donations,	10.00
	\$13,171.08
From donations, endowment,	2,661.00
debt on building,	5,129.00
ladies' auxiliaries,	5,666.95
ten-dollar fund,	26,031.03
	\$121,824.08

Amounts carried forward,

Invested.

For building corner of H and Fifth streets,	8,210.07
	63,931.15
<i>Kindergarten Account.</i>	
For maintenance,	\$13,798.67
expense on houses let,	492.5
bills to be refunded,	132.07
	13,979.99
	3,596.23
<i>Printing Account.</i>	
For expenses of office and library,	
	\$9,000.00
Purchase of estate 402 Fifth street,	29,476.43
Purchase of land, Jamaica Plain,	25,000.00
Mortgages,	63,476.43
Cash on hand Aug. 31, 1895,	30,300.82

\$176,005.18

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

<i>Amounts brought forward,</i>		\$121,824.08		\$176,005.18
LEGACIES.				
<i>General Account.</i>				
From Benjamin Humphrey,	\$25,000.00			
Stephen Fairbanks fund,	10,000.00			
		35,000.00		
<i>Kindergarten Account.</i>				
From Mary B. Emmons,		1,000.00		
loan, New England Trust Company,		6,000.00		
Cash on hand Oct. 1, 1894,		12,181.10		
			\$176,005.18	\$176,005.18

ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 32,643 pounds.	\$2,845.74
Fish, 4,232 pounds,	243.75
Butter, 1,931 pounds.	1,357.56
Bread, flour, meal, etc.,	930.75
Potatoes and other vegetables.	768.86
Fruit, fresh and dried,	342.00
Milk, 31,595 quarts,	1,675.21
Sugar, 9,194 pounds,	352.76
Tea and coffee, 753 pounds,	252.12
Groceries,	936.46
Gas and oil,	345.57
Coal and wood,	2,415.14
Sundry articles of consumption,	321.26
Wages, domestic service,	6,300.11
Salaries, superintendence and instruction,	19,213.19
Medicines and medical aid,	27.40
Furniture and bedding,	1,107.22
Clothing and mending,	51.64
Stable expenses,	560.81
Musical instruments,	202.09
Books, stationery, school apparatus, etc.,	1,780.82
Construction repairs,	2,645.69
Taxes and insurance,	660.50
Travelling expenses,	55.95
Sundries,	42.10

 \$45,434.70

KINDERGARTEN DEPARTMENT, STATEMENT FOR THE ELEVEN MONTHS ENDING AUG. 31, 1895.

RECEIPTS.		EXPENDITURES.	
For board and tuition, State of Maine,	\$1,200.00	For maintenance,	\$13,798.67
" " " New Hampshire,	725.00	expense on houses let,	49.25
" " " Vermont,	300.00	bills to be refunded,	132.07
" " " Rhode Island,	1,066.67		
" " " Connecticut,	900.00	purchase of real estate,	\$13,979.99
" " " of Thomas Stringer,	700.00	Cash on hand,	29,476.43
" " " of Willie Robin,	100.00		11,902.28
clothing for Thomas Stringer,	25.00		
From towns and individuals,	112.00		
From rent, Jamaica Plain,	\$5,128.67		
donations, endowment,	665.00		
" " " debt on building,	\$13,174.08		
" " " ladies' auxiliaries,	2,061.00		
" " " ten-dollar fund,	5,129.00		
legacy, Mary B. Emmons,	5,666.95		
income from invested funds,	26,031.03		
loan, N. E. Trust Co.,	1,000.00		
Cash on hand Oct. 1, 1894,	9,548.17		
	6,000.00		
	6,985.83		
	\$55,358.70		\$55,358.70

PRINTING DEPARTMENT, STATEMENT FOR THE ELEVEN MONTHS ENDING AUG. 31, 1895.

		EXPENDITURES.	
RECEIPTS.			
From income from invested funds,	\$5,771.66	For labor,	\$2,084.11
sale of books and appliances,	735.76	stock,	430.00
	\$6,507.42	machinery,	179.95
		type,	39.52
		electrotyping,	428.50
		binding,	377.40
		books,	34.35
		express, postage, etc.,	23.00
		Balance,	\$3,596.23
	\$6,507.42		2,911.19
			\$6,507.42

WORK DEPARTMENT.

STATEMENT FOR THE ELEVEN MONTHS ENDING AUG. 31, 1895.

Amount due Perkins Institution,	\$46,485.54	
Amount of receipts over expenditures,	889.95	
		<u>\$45,595.59</u>
Cash received during the year,	\$16,912.71	
Salaries and wages paid blind people, . . .	\$3,978.24	
Salaries and wages paid seeing people, . . .	3,265.91	
Amount paid for stock, repairs, rent and sundries,	8,778.61	
		<u>16,022.76</u>
		\$889.95
Stock on hand and bills receivable Oct. 1, 1894,	\$6,201.11	
Stock on hand Aug. 31, 1895, . . .	\$3,277.78	
Bills receivable Aug. 31, 1895,	\$2,986.33	
Less charge to profits and loss,	260.65	
		<u>2,725.68</u>
		\$6,003.46
Less bill payable,	483.33	
		<u>5,520.13</u>
		680.98
Gain,		<u>\$208.97</u>

The following account exhibits the state of the property as entered upon the books of the institution Sept. 1, 1895:—

Building 8 and 10 Hayward place.	\$51,000.00	
Building 250, 252 Purchase street.	44,000.00	
Building 172-178 Congress street,	77,000.00	
Building 205, 207 Congress street,	59,000.00	
House 11 Oxford street,	8,000.00	
House 402 Fifth street,	4,300.00	
Houses 412, 414, 416, 418 Fifth street.	12,400.00	
House 424 Fifth street,	3,700.00	
Houses 426, 428 Fifth street,	11,600.00	
Houses corner Fifth and H streets, un- finished,	11,696.00	
House 537 Fourth street.	4,400.00	
Houses 541, 543 Fourth street,	8,800.00	
Houses 557, 559 Fourth street,	15,100.00	
Houses 583, 585, 587, 589 Fourth street,	19,900.00	
House 99, 101 H street,	3,500.00	\$334,396.00
Real estate, St. Paul, Minn.,		26,666.31
<i>Real Estate used by the Institution.</i>		
Real estate Broadway and Fourth street,	\$288,378.00	
House 422 Fifth street,	3,700.00	292,078.00
Real estate used for school purposes, Jamaica Plain,		170,110.43
Unimproved land, South Boston.		13,859.00
Mortgage notes,		160,000.00
<i>Railroad Stock.</i>		
Boston and Providence R.R., 30 shares, value,	\$5,790.00	
Fitchburg R.R., preferred, 70 shares, value,	6,222.20	
Chicago, Burlington and Quincy R.R., 100 shares, value.	13,708.04	
Boston and Maine R.R., 31 shares, value,	3,938.96	
Boston and Albany R.R., 148 shares, value,	29,933.00	59,592.20
<i>Railroad Bonds.</i>		
Eastern R.R., one 6% bond, value,	\$1,270.00	
Boston and Lowell R.R., one 5% bond, value,	1,000.00	
<i>Amounts carried forward.</i>	\$2,270.00	\$1,065,701.94

<i>Amounts brought forward,</i>	\$2,270.00	\$1,065,701.94
Chicago, Burlington and Quincy R.R., 27 4s. value,	26,190.00	
Chicago, Burlington and Northern R.R., 14 5s. value,	14,416.88	
Kansas City, St. Joseph and Council Bluffs R.R., 5 7s. value,	6,375.00	
St. Paul, Minnesota and Manitoba R.R., 10 4s. value,	8,800.00	
Kansas City, Clinton and Springfield R.R., 3 5s. value,	3,051.25	
Atchison, Topeka and Santa Fé R.R., 13 4s. value,	11,470.50	
Atchison, Topeka and Santa Fé R.R., 5 4s, 2d mortgage, value,	3,850.00	
Fitchburg R.R., 25 5s. value,	25,531.25	101,954.88
60 shares United States Hotel Co.,		10,840.50
Cash,	\$30,300.82	
Less amount due N.E. Trust Co.,	6,000.00	24,300.82
Household furniture, South Boston,	\$17,000.00	
Household furniture, Jamaica Plain,	10,000.00	27,000.00
Provisions and supplies, South Boston,	\$161.68	
Provisions and supplies, Jamaica Plain,	20.00	181.68
Coal, South Boston,	\$2,010.00	
Coal, Jamaica Plain,	1,320.00	3,330.00
<i>Work Department.</i>		
Stock,	\$3,277.78	
Receivable bills, \$2,725.68		
Less bills payable, 483.33		
	2,242.35	5,520.13
<i>Musical Department.</i>		
One large organ,	\$4,000.00	
Four small organs,	200.00	
Fifty-nine pianos,	10,000.00	
Band instruments,	625.00	
Violins,	35.00	
Musical library,	1,100.00	15,960.00
<i>Printing Department.</i>		
Stock and machinery,	\$3,397.00	
<i>Amounts carried forward,</i>	\$3,397.00	\$1,254,789.95

<i>Amounts brought forward,</i>	\$3,397.00	\$1,254,789.95
Books,	19,396.00	
Electrotype and stereotype plates,	20,277.00	43,070.00
School furniture,		9,000.00
Library of books in common print,	\$4,440.00	
Library of books in embossed print,	16,149.00	20,589.00
Boys' shop,		396.45
Stable and tools,		766.00
		<u>\$1,328,611.40</u>

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

INSTITUTION FUNDS.		
General fund of the institution,	\$121,324.53	
Harris fund,	80,000.00	
Richard Perkins fund,	20,000.00	
Charlotte B. Richardson legacy,	40,507.00	
John N. Dix legacy	10,000.00	
Joseph Scholfield legacy,	2,500.00	
Mrs. Eleanor J. W. Baker legacy,	2,500.00	
T. O. H. P. Burnham legacy,	5,000.00	
Joseph K. Wait legacy,	3,000.00	
Mrs. Matilda B. Richardson legacy,	300.00	
Benjamin Humphrey legacy,	25,000.00	
Stephen Fairbanks fund,	10,000.00	\$320,131.53
Cash in the treasury,		18,398.54
PRINTING FUND.		
Capital,	\$108,500.00	
Surplus for building purposes	39,818.36	148,318.36
KINDERGARTEN FUNDS.		
Helen C. Bradlee fund,	\$40,000.00	
Mrs. Geo. W. Wales fund,	10,000.00	
Mrs. Warren B. Potter fund,	25,000.00	
Mrs. William Appleton fund,	10,700.00	
Sidney Bartlett legacy,	10,000.00	
George Downs legacy,	3,000.00	
Mary Williams legacy,	5,000.00	
<i>Amounts carried forward,</i>	\$103,700.00	\$486,848.43

<i>Amounts brought forward,</i>	\$10,3700.00	\$486,848.43
Elisha T. Loring legacy,	5,000.00	
Ellen M. Gifford legacy,	5,000.00	
Joseph Scholfield legacy,	3,000.00	
Mrs. Eleanor J. W. Baker legacy,	2,500.00	
Mrs. Lucy A Dwight legacy,	4,000.00	
Royal W. Turner legacy,	3,000.00	
Mrs. Eliza B. Seymour legacy,	5,000.00	
Mrs. Elizabeth W. Gay legacy,	7,931.00	
Mary Lowell Stone fund,	100.00	
Mary H. Watson,	100.00	
Miss Sarah Bradford,	100.00	
Miss Rebecca Salisbury,	200.00	
Mrs. Benjamin S. Rotch fund,	8,000.00	
Mrs. Richard Perkins legacy,	10,000.00	
Mary B. Emmons legacy,	1,000.00	
Transcript ten-dollar fund,	5,666.95	
Funds from other donations,	69,702.05	234,000.00
Cash in the treasury,	\$11,902.28	
Less amount due the N.E. Trust Co.,	6,000.00	5,902.28
		\$726,750.71
Buildings, unimproved real estate, and personal property in use of the institution, South Boston,		420,410.26
Land, buildings and personal property in use of the kindergarten, Jamaica Plain,		181,450.43
		\$1,328,611.40
Whole amount of property belonging to the kindergarten,		\$421,352.71
Whole amount of property belonging to the institution proper,		907,258.69
		\$1,328,611.40

LIST OF EMBOSSED BOOKS

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR
THE BLIND, BOSTON, 1895.

TITLE OF BOOK.	No. of Vols.	Price per Set.
JUVENILE BOOKS.		
Alcott, Louisa M. Little Women,	3	—
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
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
Kingsley, Charles. Water Babies,	1	2.50
Little Ones' Story Book,	1	.40
Poulsson, Emilie. Bible Stories in Bible Language,	1	3.00
Poulsson, Emilie. In the Child's World, Part 1,	—	.40
Poulsson, Emilie. In the Child's World, Part 2,	—	.50
Poulsson, Emilie. In the Child's World, Part 3,	—	1.50
Poulsson, Emilie. Stories for Little Readers,	1	.40
Richards, Laura E. Captain January, and other stories,	1	1.50
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
Twelve Popular Tales, selected by H. C. Lodge,	1	2.00
Wiggin, Kate D. The Story of Patsy,	1	.50

TITLE OF BOOK.	No. of Vols.	Price per Set.
Wiggin, Kate D. A Christmas Dinner,	1	\$0.40
Youth's Library, volume 1,	1	1.25
Youth's Library, volume 2,	1	1.25
Youth's Library, volume 3,	1	1.25
Youth's Library, volume 4,	1	1.25
Youth's Library, volume 5,	1	1.25
Youth's Library, volume 6,	1	1.25
Youth's Library, volume 7,	1	1.25
Youth's Library, volume 8,	1	1.25
Script and point alphabet sheets, per hundred,	—	5.00

GENERAL LITERATURE.

American Prose,	2	6.00
Cooke, Rose Terry. The Deacon's Week,	1	.25
Dickens, Charles. Christmas Carol, with extracts from "Pickwick Papers,"	1	3.00
Dickens, Charles. David Copperfield,	5	15.00
Dickens, Charles. Old Curiosity Shop,	3	12.00
Eliot, George. Adam Bede,	3	9.00
Eliot, George. Janet's Repentance,	1	3.00
Eliot, George. Silas Marner,	1	3.50
Emerson, R. W. Essays,	1	3.00
Extracts from British and American Literature,	2	5.00
Goldsmith, Oliver. The Vicar of Wakefield,	1	3.00
Hawthorne, Nathaniel. The Scarlet Letter,	2	5.00
Hawthorne, Nathaniel. Tanglewood Tales,	2	4.00
Johnson, Samuel. Rasselas, Prince of Abyssinia,	1	2.50
Lubbock, Sir John. The Beauties of Nature,	1	2.50
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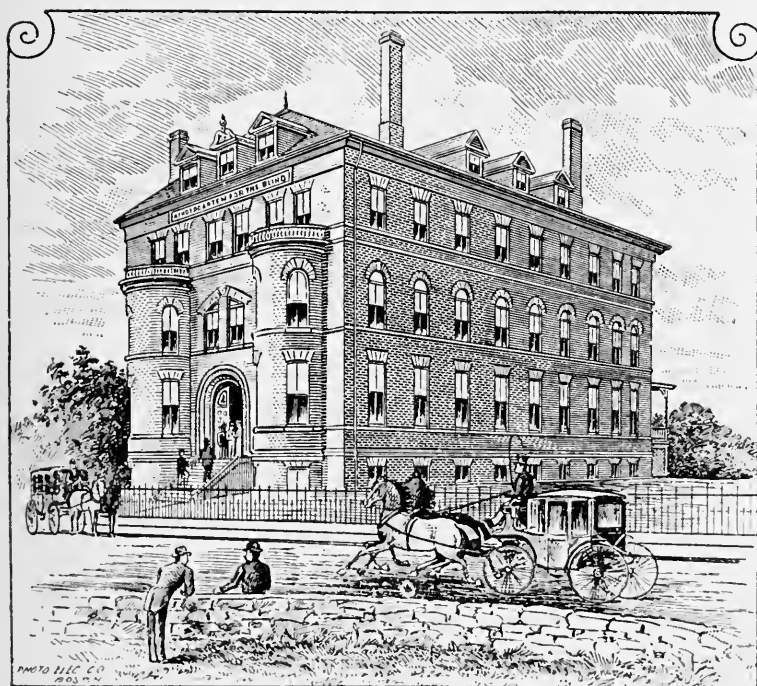
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NINTH ANNUAL REPORT
OF THE
KINDERGARTEN FOR THE BLIND

AUGUST 31, 1895



BOSTON
PRESS OF GEO. H. ELLIS
1896



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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 buildings.

KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

To the Members of the Corporation.

LADIES AND GENTLEMEN:— We are not only thoroughly satisfied but very greatly encouraged by the results of the year's work. Another year's experience has increased the interest of the public in this undertaking, has added to the skill and knowledge of the teachers, has widened the possibilities of usefulness and has further justified by its results this humane work. The kindergarten has fully proved its own high merit and usefulness. That its value to the community exceeds many-fold its cost is no longer open to question. We need not praise it, for it is its own highest praise.

It has come prominently before us in the past year that, as with the teaching of the defective in general, so with a kindergarten for the blind, the physical defects themselves greatly increase the amount of attention needed by each pupil, and thus the cost of schooling. But, as the cost is greater, so is the gain and so the need. For, though we can only minimize, not efface, the influence of the defect, yet, comparing

each with his untaught state, education betters the blind more than the sighted, mentally and in self-helpfulness.

The finances of the kindergarten are the most important subject to which we have to call your attention. As the work has become better known, the number of applicants has increased so as greatly to exceed the present capacity of the school; and in this increase the number of applicants from Massachusetts has shared. Now, we are under moral obligation to give preference to applicants from this state, and thus *pro tanto* to exclude those from other states.

This replacement of pupils from other states by those from Massachusetts cuts off an important source of income; for, while the kindergarten receives fees for board and tuition for the former, it receives none for the latter, the Massachusetts children being maintained without charge. In this way the income of the kindergarten for board and tuitions has diminished by nearly \$4,000 in the past year, as the following table shows:—

Received for board and tuition for the year 1894,	\$9,109.47
Received for board and tuition for the year 1895.	<u>5,128.67</u>
Deficit for the year 1895,	\$3,980.80

We regret to add that we are likely rather to suffer further loss of income in this way than to recover what we have thus lost.

PURCHASE OF ADDITIONAL LAND.

A STRIP of land containing $48,823\frac{1}{2}$ square feet, adjoining the kindergarten property on the west, and extending from it to a new road which has lately been opened, has been bought for \$29,476.43. We thought it necessary to control this land, because it will be needed eventually for the growth of the kindergarten, and because it could be bought more cheaply now than if it were covered with dwellings, as it would probably soon be if we did not secure it, in view of the growth of that part of Jamaica Plain, and especially of the opening of this new street. In that the interest on this purchase, \$1,350 per annum, is a further burden in addition to the debt of \$14,414 already existing on account of new buildings, it is unwelcome; but we believe that the investment is wise if not indeed unavoidable, that it will be profitable in the end, and that the friends of the little blind ones will see to it that we are enabled to carry this burden, too.

Thus, even though, as seems to us most wise, the question of enlarging the kindergarten to meet the increasing number of applications be postponed to a future date, when with greater experience in this difficult field enlargement can be more wisely planned, the financial needs of this school remain most pressing. We wish to emphasize the urgency of our needs; we feel compelled to appeal again most

earnestly to every friend of this good, this estimable work, to aid it in the fullest measure in his power, and to enlist in its support the sympathy and interest of his friends. We appeal in full confidence that a generous community, knowing the worth and beauty of this work, will not suffer it to take a step backwards for lack of support in this time of its need.

THE KINDERGARTEN AT THE ANNUAL FESTIVAL.

AFTER the opening number of the programme and an exercise in reading by pupils from the parent school, two groups of children from the kindergarten came to the front of the stage and began their modelling in clay in preparation for a very charming exercise. It was a delight to look into their eager, fresh, happy faces, full of earnestness and animation. Several boys and girls busied themselves with sloyd knitting, which was introduced into the infant institution by Miss Anna Molander of Finland. One of the girls personated the grandmother with snowy cap winding yarn from a skein held by a small boy, while she told us what her little folks could do with their knitting-needles, going from the coarser grades of twine to the finer. To her questions the other children cheerily responded; and when her winding was done, their slippers, bags and other articles were also completed, and their implements put away carefully in their workbags.

While the little ones were at work Rev. Alexander

McKenzie of Cambridge was introduced by Dr. Eliot, and made a most powerful and unique appeal for the kindergarten. He spoke as follows: —

ADDRESS BY REV. ALEXANDER MCKENZIE, D.D.

WITH this picture before you I am sure you do not want to hear anything from me, and really there should be no need of my saying anything. I would rather remain silent and look at these children; but I cannot help thinking, as you are doubtless thinking, what a fine thing it would be if we could do the work of one of these teachers: and yet you and I are the ones to do it. Would you not be glad to come up here on the platform and lay your fingers on each one of these children and by your touch give him sight, so that he could enjoy the delight of seeing the trees, the sun, the fields, the flowers, of seeing his father and mother with his own eyes?

We cannot quite do that, but we come near to it when we open to these sightless children the great world of intelligence which lies in the books from which they have been reading this afternoon. Is there anything that any of you would not be willing to give for the privilege of introducing one of these pupils to the delights of literature and art and science, to the great treasures of history, poetry, philosophy and religion, from which otherwise they would be shut out?

They are not of necessity shut out in every way from the world, though they cannot look upon it as we do. They have the same power of thought, of feeling, of love, that we have: each one has a mind as bright and active and as full of eager desire for learning as our own: and each stands at the threshold of life, waiting for help to take possession of his natural powers and of the great world to which he belongs. These powers become more intense when the outer world is obscured from the vision: and it is a very serious thing if they cannot in some way be put to use, and bring to the mind the truth of things in this world.

Now, it is a marvellous thing for these teachers to be eyes to these boys and girls; to be the agency by which these children can see and read and learn and know: to give to them the ability

and skill that we see them possess and employ. But they have gone further than that; they have gone so far that where the ears too are closed and the tongue is bound they have accomplished the greater marvel of teaching the hand to speak and to hear and to see, and so have they reached the mind, and opened even to the blind, the deaf and the dumb those treasures which are the treasures of our life,—for, after all, we care more for what we think and feel than for what we can see. The great world that we value most can be opened to these children, and we are called upon to open it further, and to open it to others who are shut out from it. For myself, I feel that it is unfortunate that so few of us have part in this wide work. I propose to have a hand in it. I cannot do anything alone. There is no skill in my fingers and no wit in my mind for this ministry, but I can enter into partnership with one of these teachers. I may stand and see her work, and I may applaud her, admire her, cheer her. What then? Shall I go home and do nothing more? When I say to this teacher, “You teach this blind boy to read; you reveal to his mental eye the treasures with which the world is filled,” she answers, “Nothing would give me greater delight, but I have nothing to eat: unfortunately I must have bread; and I must leave this child in the dark while I go out and make bread.” Now, if I am a man beyond the smallest and lowest terms of humanity, I say to her, “Stay here and teach this child, and I will give you the bread.” That is what is asked of us this afternoon; to share this work, not by using our fingers on the nighted eyes, but by using our hands to make bread for these teachers. That is our part, to provide bread, to provide a roof for shelter and books for study, and to enable these wonder workers to live that they may carry on this noble work. What does our applause and admiration mean this afternoon? They cannot live on praise. What does our presence mean? These children cannot be taught by our presence here; they need bread, houses, books, and to us is given this inestimable privilege of supplying these. I do not know anything finer for us than to enter into this partnership with these teachers in carrying on this divine work. It seems to me the New Testament over again. I am walking in Judea and Galilee, and the blind receive their sight; and I have a deeper sense of what our Lord Jesus Christ gave to them, and how real was the blessing which he conferred.

The method here is not like his, but the result is like his. It is marvellous indeed! Who ever saw anything more wonderful than this?

I remember being told that when Professor Bell, the inventor of the telephone, went abroad accompanied by his wife, who had lost the power of hearing and speaking in the ordinary way, and who afterwards had acquired the power of articulate speech,—the English people said, “Your wife is a greater wonder than your telephone.” We cannot all make telephones, but we can assist in doing a more marvellous thing, we can help make the dumb children speak. There is honor for him who does that, and he shall have great joy and quietness of mind, more than if he had astonished the world by some wonderful invention.

I saw Tommy Stringer in my own church one day, and I saw his teacher speak to him. It was marvellous to see her talk with her fingers in the palm of his hand. She put his fingers on her lips, and he learned to fashion words; he felt her breath, and he knew what that breath meant. Here was a greater thing than was done at the gates of Jericho when a man who had never seen received sight: for this gave vision to the mind, gave life and thought. Our Lord promised that those who fully received his life should do his work,—“The works that I do shall he do also; and greater works than these shall he do,”—and greater than opening the eyes of the child that he may see the visible world is the opening of the mind and heart of the child that he may see God, that he may see the life that is here and hereafter, that he may have eternal life; and yet that is the miracle that is made possible here as this work moves to its completion. We have testimony to this before us, in the three words of a boy,—three words which mean so much,—written by that boy there [Tommy Stringer]: this little phrase, addressed to his friend and teacher, “Mr. Anagnos, I love you.” Remember that that boy never had heard a sound, he never had seen a thing, he never had spoken a word distinctly; but he had by means of loving care and ingenuity on the part of his teachers come to the consciousness of himself; he realized this, “I am somebody;” and he had become conscious of some one outside of himself, of another personality, and he felt the impulse of human affection, and his heart went out to his friend in the dark. I have seldom read a sentence, and I think within these walls there has rarely been a sentence spoken,

which, taken for all in all, surpasses this in sublimity or intensity of meaning; this revelation of life expressed in three words, which his teachers had given this dumb, deaf and blind boy the power to write,—“I love you.” It is eternity; it is the beginning of the endless life. To take one boy and thus reveal to him himself and his friend, to teach him to know the master passion of love, is a work to which any one might aspire. There is nothing in Harvard University finer than that. The Kindergarten for the Blind is a branch of the university of humanity, and this illustration of its work which we see before us today should inspire us to do all we can to aid in the accomplishment of the result at which it aims. What it is doing rouses one’s heart and stirs his ambition. I want to do it. Do you not want to do it? Do you want to do it? You have simply to join hands with one of these teachers, and let her keep on with her work, and you keep on making the bread and passing it in, and building houses for her pupils.

But all this means cost, and here is where our part of the work lies. I asked my friend Dr. Eliot about the temper of these children in regard to generosity, and he assured me they were generous. I should like to try an experiment; I should like to say to these children, “There is a man there who needs help; he is blind and poor. Will you do anything to help him?” I do not believe, if these children had five pennies apiece in their pockets, there would be a penny left when they were through with this poor man. I am going to turn the tables; I am going to turn round and ask you not for a penny, but for everything you have in your pockets, except enough to get home with. You look at these children at their work and play, and you say, “This is beautiful!” Is it not beautiful enough for you to empty your purses for them, and to give them substantial assistance in this great, divine charity? I do not like to say “money” here; the sound of the word jars. But money means the continuance and extension of this work; it means sight, light, life for these poor children. I wish I could make you feel how hard it is for me to say these things. I was asked to make a plea. A plea for what? For the sun, for the forces to keep alive and sustain the world? I plead for eyes for the blind. What words could add anything to the pleading of these sightless eyes crying to us for light? Only one thing stands between the blind and this vision which delights us,—that one thing we call “money.” Every good work in this world

today is halting, and halting for the need of money. We stand as the multitude stood by the sea of Galilee so many hundred years ago, five thousand hungry men, with women and children. They gathered about the Lord and his disciples. They were willing to feed the multitude, but they had no bread. In the method of Christ's miracles there was always something to start with, and that day he had no bread. But standing by was a little boy with five barley loaves and two small fishes, and the problem was to get that bread from the boy's hands into the hands of Christ. This was done; and as soon as Jesus got hold of the bread and the fishes the multitude was fed. That boy is the missing factor today. He is the master of the situation today. That boy stands beside every Christian institution in the world today. Everybody who is trying to do something for humanity is trying to make that boy pass in the bread. My friend, you are that boy. What we ask of you is to put bread into these Christian hands for this Christly work. The boys and girls here are the multitudes waiting to be fed, and it is through you and me they are to receive the bread of sight and the bread of light. What names there are in the annals of these schools,— Laura Bridgman, Edith Thomas, Helen Keller, Willie Robin, Tommy Stringer! You remember Laura Bridgman's words as she looked onward, in the light which had been given to her here in her darkness: "By the finger of God my eyes and ears shall be opened. The string of my tongue shall be loosed. With sweeter joys in heaven I shall hear and speak and see."

That was heaven and immortality; and immortality and heaven come to these children here on the earth when we make them see, though it be our fingers that flash the light into their darkened eyes, or by our touch make them hear and make them speak; until in the glory of the greater light the powers within assert themselves in liberty, and the soul rejoices in its life, and this young humanity lives in the glory and strength of the great Father of us all.

Then four boys and five girls took for their theme "Water as one of our great helpers," illustrating it in a variety of ways. First they sang a chorus, "Rippling, purling little river," arranged from music by Mozart; and then each pupil held up the clay model

he or she had been moulding, at the same time telling us something about the subject. Alfred N. Heroux had made a millwheel. Joseph Bartlett described ice-cutting, and his clay represented blocks of ice. Willie Walsh referred to water as a drink, and his clay pitcher, tumbler and tray were for refreshing lemonade. Among these boys was Tommy Stringer, destitute alike of sight, speech and hearing. He told us with his fingers, his words being interpreted by his teacher, that his model was a watering-pot. Later in the afternoon he gave this to a gentleman who was so much interested in the performance that he sent him a gold piece.

Now the girls took their turn. Annie M. Kennedy described a reservoir, and had made a dipper. Nora Burke told the story of James Watt, and her model was the famous teakettle through which that inventor obtained his first insight into the power of steam. Lura Gilman showed how this power was utilized for land travel, and exhibited a clay locomotive; while Mattie Hughes held aloft her model of a steamship, and told us how Fulton applied the same force to navigation. On one side had been standing Willie Elizabeth Robin, at work on a clay map. Though deaf and dumb, as well as blind, she was able to tell rapidly by means of the manual alphabet her story of the brook, widening from mountain to ocean, as illustrated by what her hands had wrought.

Finally all the kindergärten children seated themselves on the floor in oblong groups, representing

boats' crews, and sang "The Golden Boat," some of them proudly holding little flags to the breeze, while others bent to and fro, with the motion of rowing; for this was one of their games, and the song was written by Mrs. Laura Ormiston Chant, the distinguished London philanthropist.

Then the kinder or child orchestra, of fourteen kindergarten pupils, played the *Electric Polka*, written by their teacher, herself blind, Cornelia C. Roeske; and in response to persistent applause they gave a second selection by the same composer, called the *Hub Waltz*. Thus ended the kindergarten share of the exercises of commencement day.

All which is respectfully submitted by

EDWARD BROOKS,
 WILLIAM ENDICOTT, JR.,
 CHARLES P. GARDINER,
 JOSEPH B. GLOVER,
 J. THEODORE HEARD,
 HENRY MARION HOWE,
 EDWARD N. PERKINS,
 WILLIAM L. RICHARDSON,
 HENRY STONE,
 THOMAS F. TEMPLE,
 S. LOTHROP THORNDIKE,
 GEORGE W. WALES,

Trustees.

KINDERGARTEN FOR THE BLIND.

NINTH ANNUAL REPORT OF THE DIRECTOR.

Life is joy, and love is power,
Death all fetters doth unbind ;
Strength and wisdom only flower
When we toil for all our kind.
Hope is truth,— the future giveth
More than the present takes away.

— LOWELL.

To the Board of Trustees.

GENTLEMEN:— Standing on the threshold of a new year and looking back upon that which has just closed, we rejoice in being able to observe that the kindergarten has steadily pursued its onward course, that its present condition is very satisfactory and that the prospect for its making greater strides of progress is brighter and more promising than ever.

The past year has been one of remarkable success and good fortune. With the exception of nine cases of measles of a very mild form, no contagious disease has invaded our premises. As a rule the children have enjoyed excellent health, and their training has been carried on in the best possible manner.

Our cordial thanks are due to Dr. Henry W. Broughton of Jamaica Plain for responding cheerfully

and most generously to all calls upon his time, and for prescribing readily for every child who was ailing and seemed to be in need of medical treatment. From the year when the kindergarten was first opened down to the present day this kind physician has attended faithfully to all cases of illness without having ever charged a cent for his labors. We are also greatly indebted both to Dr. Francis Ingersoll Proctor, ophthalmic surgeon, and to Dr. E. G. Brackett for rendering gratuitously such services as came within the scope of their special department.

There have been two changes in the corps of teachers. Miss Susan N. Read of New Bedford was chosen instructor of music in the boys' department, to fill the vacancy caused by Miss Cornelia C. Roeske's illness and subsequent death, to which special reference will be hereafter made; and Miss Alice M. Lane was appointed teacher of the primary class in the girls' department, in place of Miss Eleanor McGee, who was not able to accept a reappointment on account of her approaching marriage.

The kindergarten has been constantly improving the field of its operations. Never before has its work been so thoroughly organized, so carefully planned and so energetically pursued as in the past year.

FRUITS OF THE KINDERGARTEN.

Fructu non foliis arborem æstima.

— PHÆDRUS.

WE ken no more, Maister Sutherlan', what we're growin' till, than that neep seed there kens what a neep is, though a neep it will be. The only odds is, that we ken that we dinna ken, and the neep seed kens nothing at all about it. But ae thing, Maister Sutherlan', we may be sure o': that whatever it be, it will be *worth God's makin' and our growin'.*

ε

— GEO. MACDONALD in *David Elginbrod.*

IN these first years when the children sent from the kindergarten to the Perkins Institution are taking their places beside those entering without previous instruction,—putting the results of the kindergarten training on trial, as it were,—it is interesting to note the difference existing between the two sets of beginners. In fact, it becomes a matter of mere justice to accord to the kindergarten the credit found to be its due. The following statements from some of the teachers having these new-comers under their instruction and observation furnish the best evidence to be adduced on the subject.

Miss Sarah L. Dinsmore, of the boys' department, says:—

WHEN the class came to us from the kindergarten, I felt that, as a class, they were in advance of our other boys of the same age. After working with them two months my opinion has not changed. Although a great range of ability is represented among them, it may be said that they have, on the whole, a lively and intelligent interest in every subject brought before them; also a spirit of investigation and thoroughness, with which I am much pleased. This is to be noticed even in the oral reading. The

boys from the kindergarten are not willing to pass over a word the meaning of which they do not understand; while the other boys seldom ask the meaning of any term, and prefer to read uninterruptedly, though they do not fully comprehend the sense of the text.

The power to concentrate thought, reason for themselves and draw their own conclusions is much stronger in these boys than in those who have not had kindergarten training. Self-reliance has been developed in nearly all of them. They do not care to accept help until they can go no farther alone.

There are other characteristics of the class which I think should not be overlooked: one is, careful, painstaking work; another, a feeling that they ought to do and a determination that they will do the best they can.

Miss Caroline E. McMaster, also of the boys' department, speaks more particularly of development in character and physique: —

THE children from the kindergarten show that there has been real development of mind and body under the training they have received. It is a pleasure to read to them, for they listen intelligently and follow the course of what is read. They read for themselves understandingly and ask the meaning of words not understood. They speak clearly and express themselves easily.

In disposition and manners the beneficial effects of the pleasant kindergarten atmosphere reveal themselves very plainly. "They are dear children" is the commonly expressed opinion concerning them, owing to their sunniness of disposition and unaffectedly polite ways. They are quick to say "thank you" when books, pencils or other things are passed to them, and very spontaneous in recognition of all favors, deeming as such many little offices which might easily be accepted as matters of course except by hearts awake to gratitude.

The boys who come directly from their homes do not bring with them this brightness of disposition, nor are they equally inclined to acts of courtesy and thoughtfulness for others. They are slow and awkward in all their motions,—noticeably so in contrast with the freedom exhibited by the kindergarten boys; and

it takes much patience and perseverance to rouse them out of their physical as well as mental torpor.

In one case, the child has been "learning by doing" for several years under happy conditions, and now shows the results; in the other case he comes here to begin his education.

The estimate of the little girls' standing in their new school is given by Miss Gazella Bennett, the able principal of the girls' department, upon whose judgment and temperate speech the most implicit reliance may be placed:—

A CLASS of nine girls, from eleven to thirteen years of age, came to us at the beginning of the school year from the primary department at Jamaica Plain. They have had a full kindergarten course, have been two years in the primary department, and now enter upon our work of the fourth year. They are one year in advance of other girls of the same age who have had two years of primary work without a previous kindergarten training.

The active, joyous life at the kindergarten has developed healthy bodies, cheerful temperaments and responsive minds. The mental habit of concentration and the natural sequence of ideas have been so thoroughly established that we can say with perfect propriety that these children know *how* to study. They have acquired a marked ability, which has already gained for them one year of time, and which in the seven or nine years to follow will secure a mental discipline far superior to anything we have been able heretofore to bestow upon our pupils. These girls manifest, both in the home and in the school-room, the normal attitude of young life to the world about it,—a desire to understand its environment and to be in harmony therewith.

The work in botany is a special delight, for well-trained fingers, guided by well-developed minds, are quick to discover the characteristic form, structure and substance of leaf or fruit; while familiarity with the necessary scientific terms, such as apex, parallel, circumference, etc., provides a ready and accurate means of expression for what has been observed, thus giving free course, untrammelled by halting words or fingers, to their instinctive love for nature.

In these years at the kindergarten pure and natural tastes have been cultivated and much general information has been acquired. When the young ladies of the literature class invited the other members of the school to join with them in celebrating the one-hundredth anniversary of Bryant's birthday, this class was specially in the spirit of the thing, for they already knew and loved Bryant through "Robert of Lincoln."

The transition from the domain of the kindergarten to that of the school was so wisely effected while the girls were still among the young children, that they are not conscious of any transplanting. Their work continues to show the same spontaneity which has characterized it heretofore, and it is not less joyous because it grows deeper and broader.

Such, then, are the bountiful first-fruits of the kindergarten. Surely they must be richly refreshing to every friend who from his store of love and money has contributed toward the keeping of the "garden."

MANUAL TRAINING.

The hand is the instrument of instruments.

—ARISTOTLE.

MANUAL training has become one of the most prominent features in the work of the kindergarten. The sloyd course in knitting and sewing, which was arranged by Miss Anna Molander two years ago, and for which the blind children of this and of other countries owe a vast deal of gratitude to that ingenious and erudite daughter of Finland, has been carried on steadily and with marked success.

This system of manual training, based as it is on purely scientific principles, embodies Froebel's ideas. It was introduced into the primary classes of the

kindergarten with the distinct purpose that it should work its way upwards to the higher grades of the parent school. We believe, with the eminent founder of the workingman's school in New York, that this way of proceeding seems to be far more natural and logical than the opposite one. As Dr. Felix Adler says, the plan of education should develop from below upward like a tree, unfolding its several branches more and more as it rises in height, and thus maturing toward perfect fruition at the top.

It is a cause of profound regret that, owing to the expiration of her leave of absence from her position in one of the public schools of Helsingfors, Miss Molander could not prolong her stay with us for one or two years more; for, if she had been permitted to do so, she could have trained a number of intelligent and well-educated teachers, and would have watched over the gradual development of her system until it had been deeply rooted in the American soil and passed from the stage of infancy to that of full growth.

THE TRANSCRIPT FUND.

Such aid as I can spare you shall command.

— SHAKESPEARE.

AT the beginning of the year just closed the receipts of the kindergarten from paying pupils were steadily diminishing, and it was evident that its regular income from this source would fall short by about \$5,000.

This outlook was far from being bright, and it continued to grow darker as the friends of the institution gradually found their fears for the future to be only too well grounded. Finally it became so threatening, betokening as it did the danger of financial difficulties, that the adoption of such effective measures as would make up the amount of loss or shrinkage in the revenue was imperatively demanded.

Several ways in which the emergency could be met suggested themselves to us; but the best and most feasible of them all seemed to be that of making a determined effort to enlarge the list of the regular contributors, and also to bring about an increase in the amount of the annual subscriptions. To this end immediate steps were taken, and an appeal was issued in the form of a leaflet, in which the actual condition of the affairs of the kindergarten was set forth and assistance was earnestly solicited. This plea was widely distributed, and a copy of it fell by chance, as it were, into the hands of one of our public-spirited citizens, Mr. Charles H. Bacall, who was so deeply impressed with the needs of the infant institution, and who took such a profound interest in the matter, that he sent to the *Evening Transcript* the following card:—

TO THE EDITOR OF THE TRANSCRIPT:—I notice that Mr. Anagnos states that his income for the Kindergarten for the Blind will be reduced this year by about five thousand dollars, and I wish to suggest that five hundred men subscribe ten dollars each for this worthy object. I will be one to give this amount. Will you be kind enough to publish this suggestion, offering to receive

the funds for the purpose? It seems to me a man who is engaged in such a noble work as this should not be allowed to be embarrassed by a lack of funds in such a city as Boston, and I have no doubt there are not only five hundred, but a thousand citizens, who will be glad to contribute this sum. C. H. B.

The response to this plea was ready and liberal, and not only so, but a wide-spread feeling of interest was created in the minds of the public by this effort on the part of one of our leading men of business to obtain aid for the kindergarten. Other pens were soon enlisted in the cause, and many lovers of humanity expressed themselves eagerly in favor of the movement. One true and steadfast friend wrote these words: "It is a good thing for Bostonians to give to the blind children. It keeps everybody close to the very spirit of kindergarten work, which is living *with* children, as Froebel taught, caring for their needs from full sympathetic understanding, not merely from cold conviction." The columns of the *Transcript* continued to be open to all communications which were calculated to further the movement. Thus this newspaper, so long and so highly esteemed by the citizens of Boston, showed once more that one of its aims is to be a generous helper and staunch supporter of every benevolent enterprise. From week to week there was published in the Saturday evening issue of the paper an acknowledgment of the sums contributed, together with the names of the donors.

The appeals for help were heard beyond the borders of the commonwealth, and friends old and

new responded promptly and generously from all directions. The cordial words of appreciation of the work of the kindergarten and of love and devotion to the cause of the little blind children, which in many instances accompanied the gifts, were valued no less than the contributions themselves. The work went on apace, and on the 30th of March the sum of \$5,655.95 was in the hands of the treasurer. The kindergarten was safe for the time from the danger of unwise retrenchment or increased debt.

We cannot allow this occasion to pass without speaking words of the deepest gratitude to the editors and proprietors of the *Evening Transcript* and to each and all of the contributors whose offerings have aided to make up the deficit in the income of the infant institution. Of their abundance many have given cheerfully, while not a few people of moderate means have, from cordial sympathy for the little sightless children, stinted themselves to give their mite to the support of a beneficent enterprise, which is second to none in holiness and is dear to the heart of every true lover of childhood. The completion of this fund was the outcome of pure benevolence and unfailing generosity, and as we look at the list of the contributors, which is published in another part of this report, our feelings of gratitude and our rejoicing are too deep for utterance.

MORE ANNUAL SUBSCRIPTIONS SORELY NEEDED.

Our heart grows richer in giving;
 All its wealth is living grain;
 Seeds which mildew in the garner.
 Scattered, fill with gold the plain.

—MRS. CHARLES.

THE urgent pleas for aid which we have been obliged to address from time to time to a large number of benevolent citizens of Boston and of some of the neighboring towns have met with a very generous response. The total amount of annual subscriptions for current expenses, instead of falling off, as was feared at the beginning of the year, has been increased from \$4,520.50 in 1894 to \$5,129 in 1895. This very gratifying result is chiefly due to the constant appeals to the public for new helpers to come forward and fill the places in the ranks of our benefactors made vacant by withdrawals or by death.

The fact that there has been no diminution in the sum of the yearly contributions during a period of financial depression such as that through which the country has lately passed is certainly a cause for rejoicing and thanksgiving. But, owing to a lack of a sufficient endowment fund, and to the heavy debt which the purchase of a lot of land adjoining our premises has forced upon us, the need both of the continuance of the old subscriptions and of the addition of new names to the list of regular givers is greater than ever.

It is well known to our friends and benefactors

that the infant institution is doing a holy work, and that its growth has been amazingly rapid and persistent. No other undertaking which has for its aim the deliverance of the blind from the bonds of dependence and of helplessness has equalled it of recent years, nor is there anything now in contemplation which can excel it. Aided with munificent liberality by a large number of public-spirited and warm-hearted men and women, it has reached a stage of development which is far beyond the most sanguine anticipation of its projectors. It has become one of the best and most efficient agencies for the permanent good of those who live in never-ceasing darkness, and the solid groundwork upon which rests the extension and perfection of our scheme of education.

The strength of the kindergarten lies in the fact which is the very cause of its existence,—that it serves in great measure to ameliorate the condition of those who suffer under one of the greatest misfortunes which can befall the lot of man, that of blindness. It renders most effectual aid in the rescue of the little innocent victims of affliction from the woes of poverty and neglect and from the dangers of corruption or indulgence. Its doors stand always open; it is ever ready to welcome as many children as can be accommodated within its walls, and to give them not only the love and affection for which they are famishing, but that equipment of solid educational endowments which alone can raise them from a position of dependence and inferiority to one of indepen-

dence and social equality. Sixty-four of these unfortunate little boys and girls are gathered at present under the hospitable roof of the infant institution, surrounded by the sunny atmosphere and the healthy influences of a well-regulated and wholesome home, where kindness is the schoolmistress and love the reigning law. Here they receive the very best of physical, intellectual and moral training.

All this is most excellent, so far as it goes, and for it we are most profoundly grateful; but it does not cover the ground completely. More is absolutely needed. Nearly a dozen tiny applicants are seeking admission; yet they are excluded from the little heaven of childhood for lack of room. Hence it behooves us not only to maintain the kindergarten in its present state of development and efficiency, but to enlarge its accommodations so that we may keep the gates ajar to every suitable comer, and to widen the field of its usefulness and beneficence. In other words, we must remove every hindrance and provide the necessary motive power for its steady progress towards the fulfilment of its highest mission. We cannot do otherwise. It would be grievously wrong to pursue a different course. Our obligations to a large number of little sightless children are too sacred and binding upon us to be neglected or overlooked. These stricken lambs of the human fold are entitled to the best cultivation which an enlightened and high-minded community can bestow upon them. Their claims for it, viewed from whatever stand-point, are stronger than those of all

others, and we must struggle on unflinchingly until these are satisfied to their fullest extent.

In order that the blessed work of the kindergarten may go on in its integrity without the least interruption until the endowment fund is completed and a solid financial foundation secured, an increase in the number of the annual contributors is indispensable. Indeed, there is no escape from our perplexities and no assurances of steady progress without it. Hence we are compelled to ask for further assistance, for new subscribers. Our call is earnestly addressed to all philanthropic and tender-hearted persons; but it is directed with special emphasis to you, fathers and mothers, whose sons and daughters not only are in full possession of their faculties, but have the pure wheat and the sweet waters of life in abundance, and are favored with the enjoyment of many advantages, comforts and pleasures. The case of the little sightless children, for whom we bespeak your generosity, is entirely different from that of all others.

These hapless little human plants are shrouded from infancy in a ceaseless gloom that has settled down like a thick, sullen shadow upon them. They live in everlasting night from the cradle to the grave. No human power can restore their sight. To them all is, and will ever be,—

Dark, dark, dark, amid the blaze of noon,
Irrevocably dark, total eclipse,
Without all hope of day.

A sable curtain is drawn around them, and their hori-

zon is completely veiled. The outer world, with its countless images of beauty and sublimity and with its marvellous sources of knowledge and inspiration, is a "blank of sadness" to them. Not for them are the grandeur of nature and the glory of art, nor the colors of the flowers, nor the plumage of the birds, nor the brightness of the firmament. They are isolated by their infirmity, and, if left to themselves, degenerate through idleness and run the risk of falling victims to an intellectual blight that often approaches closely to feebleness of mind. In some instances they are not only oppressed by extreme poverty, but are constantly exposed to unhealthy and deleterious influences, which hinder their normal development and stunt their physical, intellectual and moral growth.

O suffering, sad humanity,
 O ye afflicted ones, who lie
 Steeped to the lips in misery.

The deliverance of these afflicted children from the clutches of woe, and their future welfare, depend wholly upon a broad rational education. To them this is not merely an accomplishment or a luxury, but a veritable necessity. It is the only sure means of emancipating them from the bondage of an appalling calamity. It is the spark that will kindle in them the aspiration for self-helpfulness and the ambition for self-improvement and guidance. It is the Aladdin's lamp that will illumine their pathway and will lead them out of the shadow of affliction into the sunlight

of activity and happiness, the lever that will raise them in the scale of humanity, the passport that will introduce them into the society of their fellowmen.

Plunged into a sea of ills, these puny and weakly little figures stretch their hands toward the shore, calling for a life boat. Will their petition be allowed to prove as ineffective as a cry in the wilderness? They turn their pale and wan faces toward you, fortunate parents, whose offspring are hale and "greatly blessed with every blooming grace," and beseech you, in doleful accents of supplication,—

Save us! Save us! woe surrounds us,
Little knowledge sore confounds us;
Life is but a lingering death.

Are you going to fortify yourselves behind the walls of continued hard times and turn a deaf ear to the appeal of these unfortunates? They implore you to provide for them a plank wherewith to cross the river of their affliction, to land at the shore of self-reliance and to enter upon a career of activity and usefulness. Will you dismiss their request with a cold denial? They beg of you, in the name of mercy, to roll away for them the ponderous stone that closes the entrance of the sepulchre in which their humble talents are entombed, so that these may be vivified by exposure to air and shower and sun and bring forth blossoms. They ask you for nothing less than what is to them the veritable bread of life. Can it be possible that such a piteous and pathetic plea will receive no heed

from you, generous men and women of Boston and high-minded citizens of Massachusetts, so liberal in aiding every sufferer,—

So just, so generous to all distressed,
Whoever, or wherever they may be?

I do not believe that this is possible; at any rate, I trust not. The instincts of humanity, the promptings of benevolence, the dictates of wisdom and the experiences of the past, all combine to strengthen me in a belief that a ready and abundant response will be accorded to this appeal, and that the kindergarten will be adequately supported and enabled to fulfil its gracious mission.

THE ENDOWMENT FUND IS STILL INCOMPLETE.

The sum of \$45,325 is needed for its completion.

Wie schränkt sich Welt und Himmel ein,
Wenn unser Herz in seinen Schranken banget!

— GOETHE.

THE picture of anxiety, which the greatest and most learned of German poets draws in these lines, is so familiar to those of us who are deeply concerned about the financial condition of the kindergarten and the permanence of its usefulness that we can bear testimony to its absolute correctness. We know from personal experience "how heaven and earth seem to contract when our heart frets within its barriers," and how depressing and dispiriting are the effects of perplexity.

We have every reason to be very thankful for what the kindergarten is doing and for the constant enlargement of the field of its work. But, while we rejoice at the steady advancement of the infant institution and at the abundance of the blessings which it confers upon the little sightless children of New England, we are not free from uneasiness and worryment in regard to its future destiny and to the continuance of its beneficent ministrations without interruption or degeneracy. On the contrary, we are extremely solicitous about these matters, and we have real reasons and not imaginary ones for our anxiety, the two principal and most weighty of which are: first, the insufficiency of the endowment fund; and second, the slowness which characterizes its completion.

This fund is of the utmost importance to the life and development of the kindergarten. It is the vital sap of its growth and the anchor of its safety. It is the solid rock upon which alone it can rest securely as on a firm foundation, and on which its very existence depends. Only an adequate endowment can furnish the little school with the motive power of its progress and with the main stay of its perpetuity. Until we obtain this safeguard we cannot free ourselves from a feeling of insecurity, nor from black visions of apprehension as to the future.

The total amount of money which has been added to the permanent fund during the past twelve months is \$13,174.08, and the balance which still remains to be obtained for its completion is \$45,325.92.

In order to raise this sum we are again compelled to appeal to the public with all the earnestness that we can command, and with the most eager hope that our plea in behalf of the little blind children may touch a responsive chord in the tender hearts of many of our benevolent and liberal-minded citizens.

The importance of the endowment fund has been repeatedly shown in these reports, and has been fully realized by a large number of cordial sympathizers and public-spirited men and women. These have contributed generously to the fund and have labored zealously for its completion. Yet there are many others, who are favorably disposed toward our enterprise, and who would undoubtedly have their hearts warmed to deeds of beneficence, could they see the helpless little ones, who appeal powerfully though unconsciously to all beholders, and should they obtain a clear knowledge of the work actually done at the kindergarten.

Has not the time come for us to begin a systematic canvass for soliciting funds, and to try with all possible diligence to enlist in the cause of the little blind children the active interest of those who can be of service to it?

If the stanch friends and stout champions of the kindergarten should take concerted action, it will undoubtedly be productive of substantial results and will pave the way to the accomplishment of its highest purposes. Emerson says:—

One thing is forever good;
That one thing is success.

This precious boon of success, so greatly valued by the sage of Concord, and which, according to Smiles, "treads on the heels of every right effort," is by no means beyond our reach. Verily we are not very far from it; but unless we put forth our best energies we cannot possibly win it. We must continue to labor for it with a patient, persisting and unyielding enthusiasm, unwearied by toil, undeterred by drudgery, undaunted by disappointments. We must not be appalled at the sight of the immense difficulties which we have to encounter. The greater these are, the higher our spirit must rise to meet and overcome them. If it be necessary for us to try to move heaven and earth for the purpose of insuring the perpetuity of a little paradise, in which scores of blind children live on the fruits of kindness and parental care, and thrive physically, intellectually and morally, let us not hesitate to do this. Let us determine to summon to our help all our forces and resources, and they will come.

Still shine the grand heavens o'erhead,
Whence the voice of an angel thrills clear on the soul :
"Gird about thee thine armor, press on to the goal."

By earnest appeals and unremitting striving we will finally succeed in building and endowing an institution which will be a perennial source of good to the blind, a psalm of praise to the benevolence of Boston and a noble monument to the liberality of Massachusetts.

WHO WILL HELP US TO WIPE OUT THE DEBT?

This burden has reached the sum of \$43,476.43.

My chief care
Is to come fairly off from the great debts.

— SHAKESPEARE.

IN addition to the need of the immediate completion of the endowment fund, the financial condition of the kindergarten is seriously complicated by another factor of vital importance, namely, the growth of the debt, which on account of its present size is pressing more heavily upon us now than heretofore.

During the past year two generous friends have come forward with liberal gifts to enable us to pay another part of the money, which we had to borrow in 1892 for the erection and equipment of the new buildings. Mrs. Edward Motley, the widow of one of the steadfast helpers and constant benefactors of the blind, sent to us \$1,000 for this purpose. An equal sum was received through Mr. William H. Sayward of Dorchester from a benevolent gentleman, whose name has been withheld from the public ken at his earnest insistence.

By means of these donations and of a few other contributions the amount of the debt, which remained unprovided for, was reduced from \$16,475 to \$14,414, and it was earnestly hoped that the whole of it was soon to be wiped out. But meanwhile a strip of land, contiguous to the western side of the estate of the kindergarten and consisting of 48,823 1-2 square feet,

had been put up for sale and was liable to be disposed of at any time, either in separate lots or in the lump. For obvious reasons this piece of property was not merely desirable as an addition to the grounds of the institution, but so indispensable to the steady growth and full development of the latter, that it would have been a lamentable lack of foresight and an unpardonable blunder on our part if we had allowed it to pass into other hands. Hence we were compelled to purchase it at a cost of \$29,476.43, and this sum, added to the balance of \$14,414 which is still due on account of the new buildings and their equipment, brings the total amount of the debt up to \$43,476.43.

It is scarcely necessary to state that this burden is too heavy to be carried for an indefinite period of time, and we ought not to be allowed to go through another year with such a ponderous load resting upon us. It hangs like a murky cloud over the kindergarten, and is a hindrance to its growth and a standing menace to its prosperity. By absorbing nearly two thousand dollars per annum in the form of interest, it preys unsparingly upon our revenue,—which has already suffered marked shrinkage and is far from being sufficient to cover current expenses,—and increases the gravity of the financial condition of the infant institution. Freed from this debt, the kindergarten will make more rapid progress and may be expected to fulfil without drawback its sacred and beneficent mission.

May we hope that a strenuous and systematic effort will be made for the speedy removal of this incubus?

Who will help to relieve us from it?

INCOMPLETENESS OF THE MAIN BUILDING.

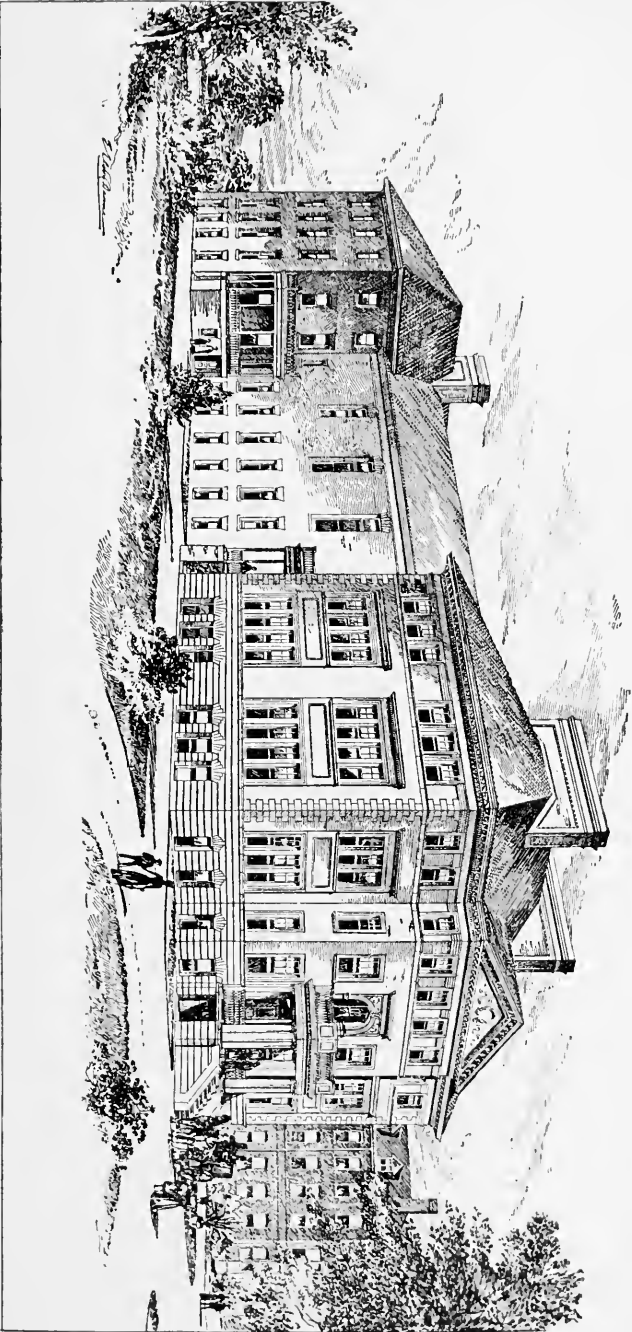
Build on and make your castles high and fair.

— LONGFELLOW.

THE auspicious hope of finishing the main building, which has been fervently expressed in previous reports, has not yet "ended in joy." Its realization has again been deferred. No steps have been taken for the consummation of a wish which has for some time past been uppermost in the hearts of the friends of the kindergarten. No regular effort has been made to obtain the necessary funds for the construction of a building, without which the reorganization and readjustment of the scheme of the education of the blind on a broader and more comprehensive basis is impossible.

The necessity of the completion of this edifice is too obvious to need demonstration. It is this structure that will supply more than all the others the needful force for the invigoration, development and expansion of the infant institution, and give to it life, power, impulse and the means of growth.

Is it expecting too much to hope that the matter will soon attract the attention and enlist the interest of some wealthy persons, who will undertake



MAIN BUILDING OF THE KINDERGARTEN FOR THE BLIND. (As it will appear when completed.)

to pay the cost of carrying out the excellent plans, which have already been prepared with great care and good taste by an able and skilful architect, Mr. Walter R. Forbush, and which are now ready for use?

Buildings of various kinds are constantly presented to all sorts and grades of educational institutions for seeing children and youth. Why should not the like spirit of munificence be shown toward the sightless?

Thus far no message of encouragement nor order to proceed with the work of building has been sent to us. Nevertheless, we cannot but hope that sooner or later some of the tender-hearted friends and generous benefactors of the blind will combine together and supply the means for the erection and equipment of an edifice which will be an enduring monument to themselves and a magnificent temple to humanity.

WILLIE ELIZABETH ROBIN.

A beautiful and happy girl,
 With step as light as summer air,
 Eyes glad with smiles and brow of pearl,
 Shadowed by many a careless curl
 Of unconfined and flowing hair.

— WHITTIER.

THE case of this beautiful little girl, who has attracted so much attention in the past, continues to be as noteworthy and as abounding in interest as ever.



WILLIE ELIZABETH ROBIN.

Since the publication of the last account of Willie's education, her progress from every point of view has been steady and uninterrupted. The development of her mental faculties has kept pace with the growth of her body. She is a model of harmonious unfoldment and of healthy childhood.

In personal appearance Willie is one of the handsomest and most charming girls that ever entered the kindergarten. She is comeliness and symmetry itself. To use the words of Tibullus, whatever she does or wherever she turns, grace insensibly pervades all her movements and attends her steps.

*Illam quicquid agit, quoquo vestigia flectit.
Componit furtim subsequiturque decor.*

Happy she certainly is, and there is everything in her environment to make her so. She is in perfect tune with her surroundings. No one ever hears her repine, nor is there room for discontent in her sunny soul.

Emerson says: "If a god wishes to ride, any chip or pebble will bud and shoot out winged feet, and serve him for a horse." These words may be applied to Willie's case with peculiar fitness. She is determined to break the fetters of her affliction and to rise above it, and in all her undertakings she displays such earnestness and perseverance that through her own ingenuity and the aid readily proffered by those around her obstacles are often turned into stepping-stones, which help her over

many a hill of difficulty. Indeed, the dominant features of her character are indomitable energy and steadfastness of purpose, combined with a natural buoyancy of spirits.

As in former years, the methods pursued in Willie's instruction and training during the past twelve months have been objective, rational, direct and free from rote, formality and mere mechanical effort, which, instead of aiding the development of the active and creative principles of the mind, tend either to prevent it altogether, or at least to stint the growth of the intellectual faculties. Her studies have been carried on in the primary class with other girls of her own age, and no effort has been spared to keep her under such influences as are calculated to foster and develop in a simple and natural way the striking originality with which she is unquestionably endowed.

A tender and loving heart, a serene and well-poised mind, a sweet and amiable disposition, a daintiness and an irresistible charm of manner,—these are the principal attributes which vitalize Willie's personality and render her a lovable, bright and happy little maiden.

The story of the mental and spiritual development both of this beautiful girl and of Tommy Stringer has been told so well and with such a rare accuracy and clearness in previous reports by Miss Laura E. Poulsson, that it has commanded general admiration and met with the unqualified approval and cordial

approbation of those who are competent judges in matters of this sort. This kind friend has again been urged to render a similar service this year. She has cheerfully consented to do so, and the following account which she has produced from the materials placed in her hands is a work of painstaking research and absolute truthfulness, and withal so gracefully and vividly written as to be deeply interesting and even fascinating to the reader.

I pity the man who can travel from Dan to Beersheba and say:
 " 'Tis all barren ": for so it is, and so is all the world to him
 who will not cultivate the fruits it offers.

— LAURENCE STERNE in "*A Sentimental Journey*."

VISITORS at the Kindergarten for the Blind, however much they may be affected personally by pity and sympathy, cannot fail to be struck by the dominance of the note of joy among the children themselves. In the class rooms the atmosphere is one of cheerful confidence both in their teachers and the stranger within the gates. They have no doubt but that their expressions of feeling or opinion will be met with sincerity and good will, and the result is a frankness and cordiality which it does one's heart good to encounter. In the play hours the air is full of eager chatterings, catches of song and the enthusiasm of games. Life seems eminently "worth while" to these little people. They are no dullards journeying from Dan to Beersheba and finding it all barren, but cultivators of the world's good fruits and quick spyers of its wayside joys. Yet, though the great world is full of fruitage and beauty for all who have the heart to cultivate them, life has for each of us his individual pathway; for these children, a pathway darkened by a mighty wall, whose face, unscalable, ever confronts them. Thorwaldsen-like, they make the stern rock yield them occasion for noble accomplishment, and work in happy bravery, carving out beauty from hardness and adding to

the joy of mankind. They and the great Danish sculptor teach us a lesson of acceptance and work,—of making the best of whatever comes.

We often fail by searching far and wide
 For what lies close at hand. To serve our turn
 We ask fair wind and favorable tide.
 From the dead Danish sculptor let us learn
 To make Occasion, not to be denied:
 Against the sheer precipitous mountainside
 Thorwaldsen carved his Lion at Lucerne.

A sunny spirit, patient, unstinted effort and no asking for "fair wind and favorable tide,"—these are what we find in the kindergarten at Jamaica Plain, and what we believe in more sacredly for every visit made there. It is among such influences and as one of these happy children that Willie Robin is still growing up, though she is now fitted for South Boston, and would enter the higher institution if there were room for her accommodation. She is a fine, large girl of eleven years, strong in health, fair of face and with good mental ability. Her past school year has been an uneventful one. She has not "made history," so to speak, either by great achievement or by catastrophe of any sort. There has been the steady jog, jog of daily progress, but no wonderful advance unless in the matter of articulation. Miss Hobart, the special teacher in that branch, has been seconded in her laborious task by the ambitious little girl's best efforts, and, although it is more or less difficult for strangers to understand her at first, she now speaks so well that a little practice and care in listening enable almost any one to understand her. All her recitations are given in spoken words as well as her share in conversation, while those who communicate with her use the manual alphabet. If any one wished to realize what a cumbersome piece of business it is to learn to read aloud under the double deprivation of sight and hearing, attendance upon one of her reading hours would help him to do so. No zeal is lacking on Willie's part, and her recognition of the letters in the embossed print is very ready; most of the words are voiced



WILLIE E. ROBIN WITH TWO OF HER SCHOOLMATES.

quite promptly and clearly; but, as in the case of the ordinary pupil of her age, the hard words come sometimes with troublesome frequency; while, for Willie, the achievement of their proper pronunciation is a much more complex and difficult process than for the seeing and hearing child. Some of the hard words may be, let us say, *Aurora Borealis*, *gigantic*, *twanging*, *approximate*, *cherished*, etc. Willie tackles them syllable by syllable as she feels the printed page, giving perhaps a wrong accent, a hard for a soft g, a poor nasal sound, a weak palatal, an imperfect dental, and the like. To correct these, it may need only a reminding touch upon the throat, nose or mouth, and a single repetition of the mispronounced word; but often the teacher must take the little girl's hand (daintily clean, as Willie herself likes to have it) and hold it to her own face, so that the position and action of the organs of speech may be felt, the stress of voice gauged and the combinations imitated. Occasionally the effort of both teacher and pupil becomes unconsciously so intensified that, when relaxation ensues, they feel a panting fatigue from their friendly strife, and find it wise to put off further practice of the exciting word until another time, when they can attack it afresh from the vantage ground of partial victory. Besides her regular lessons in the Fifth Reader, Willie has other reading,—fairy and wonder tales,—which she enjoys very much; in addition to which her teacher reads to her (*i.e.*, in her hand) in the evening. Willie also learns poetry with the rest of her class, two of this year's poems being *The Constant Dove* and *The Landing of the Pilgrim Fathers in New England*. Through these means and through conversation, of which she is very fond, Willie gains constantly in the understanding and use of language. Her lessons in zoölogy also contribute largely to the same end, besides being otherwise extremely valuable in her development. She takes much pleasure in examining the specimens provided for inspection, and is very observant. The principal specimens studied this year have been the clam, the sea-anemone, the coral animal, the jelly-fish, the starfish, the sea-urchin, the sand cake, the earthworm, the lobster, the crawfish and the oyster. Several of these were

reviewed from the work of the previous year, and taken up the second time in a more advanced manner. After her second study of the lobster and the crawfish, Willie recalled the meagre account which she gave of the latter last year and referred to it with derision, feeling that she had become competent to do much better, as, indeed, can be truly judged by her minute description of the lobster and the oyster, as given below.

During this year a beginning has been made in the study of geography, and, though only one lesson a week could be devoted to it, Willie has been interested and has made fair progress. In arithmetic she has had practice in weights and measures, common and decimal fractions and United States money. Knitting of various sorts, following a scientifically graded system, has been continued in the sloyd class, with the introduction of sewing twice a week. In gymnastics she has done very satisfactory work and shown a spirit of hearty enjoyment. The writing hour has been devoted chiefly to the copying of compositions and writing of letters. A few of these are here given, to show the advance which a year has made.

THE LOBSTER.

The lobster belongs to the class Crustacea, which means crusty covering, and the Arthropoda, which means jointed footed. The lobster has a hard shell and is divided into two parts, the cephalo-thorax and the abdomen. The cephalo-thorax is made up of fourteen rings and the abdomen has seven rings counting the telson. The cephalo-thorax is covered by the carapace. The lobster has five pairs of walking legs, but the first pair is changed to claws. If you should put your finger between the claws they would bite you with its teeth which it has on its claws.

It has eighteen gills on both sides under the edges of the carapace. It has seven pairs of swimmerets under its abdomen, but the seventh pair and the telson make together the caudal fin. The female carries her eggs with her swimmerets. It has two pairs of antennae which they use as feelers. Its swimmerets help it to swim in the salt water. The lobster is larger than the crawfish.

THE OYSTER.

The oyster belongs to the branch Mollusca, which means soft-bodied, and the class is Lamellibranchiata, which means folded gills. It has two parts to its shell, so it is called a bivalve. The hinge is at the left side of the oyster and the convex side is at the back of the oyster and the concave side is at the front of the oyster. The side opposite the hinge is wider than the hinge side.

It has a great many layers which are laid by the mantle to make the shell grow larger. The oyster's shell is rougher than the clam's shell.

Now I am going to tell you what is inside. At the hinge side is the viscera. The mouth is at the left of the viscera. It has four palpi. Two above and two below the mouth. The oyster has four gills. They begin at the palpi and go round to the muscle on the concave side. They are like the leaves of a book.

The water goes to the convex side and flows over the gills. The gills take the air from the water. The air freshens the blood. The food is taken from the water by the little hairs on the gills and is rolled into balls and goes to the edge of the gills and then goes along to the mouth.

It has a very strong muscle in the middle of the shell. It is joined to both shells and holds them together. The oyster has a mantle which is to cover the oyster on the inside. It is in two parts.

MY VISIT TO HAMILTON.

On Saturday my friend Miss Annie Poulsson invited me to go with her to Hamilton to see some of her friends. I was very much pleased to go. We spent the afternoon. There were two little girls named Alice and Julia. When I went into the house Alice asked me what I wanted to see, and I told her that I wanted to see her donkey; so we went out to the tilt while the man was harnessing the donkey. When the donkey was ready I felt of him and took a ride in the little cart. The donkey's name was Peter.

We went to the barn and saw a little calf. It was trying to get out of its pen. It was only six days old.

Then I went to see the pigs, but I could only smell them. They were not sweet as flowers.

Then I went in the little cart and was carried back to the house.

When I got out Peter was looking at me, so I gave him three lumps of sugar.

Julia and Alice had a swing just like the one I used to swing in at Gardiner last Summer.

Next we went to the summerhouse, which was built in a tree, and we had to go upstairs. While I was up there I told the little girls a story about the pigeon. Then I went in the house to get ready to go home. I had a very nice time, and I hope the little girls will come to see me some time.

JAMAICA PLAIN, Nov. 15, 1894.

DEAR PAPA: I have a playmate named Ellen. There are twenty-three girls. What were you growing? You said in your letter that you were growing something.

One teacher has a green parrot; another teacher has a black and white mouse, named Jacky, and an alligator. We have two cats.

I am going to spend Thanksgiving day with Mr. and Mrs. Whiting. What are the little girls' names that asked my mother when I was coming home? Be very sure to write to me soon. I would like to have my sisters write to me, too.

When you come to see me, would you like to see Etta?

Please give my sisters a kiss for me. With much love, from

WILLIE.

JAMAICA PLAIN, Jan. 23, 1895.

DEAR MAMMA: I got for Christmas a bean pot, running monkey, orange tree, doll, bottle of cologne, mittens, candy, doll's bed and a great many more that I will not mention now. I love Miss Smith very much and she loves me, too. I try to be a good girl all the time.

I went to New Bedford last Saturday with Mr. and Mrs. Whiting to see some twins. I want to know if I have a great many cousins. Please come to see me with my family before summer. Did you forget how to talk with your fingers? I am learning very fast. I go out every day to play with the other girls and I like to slide on the ice with them.

I love you very much and wish you would write to me every week.

With love from

WILLIE.

DEAR MATTIE: I want you and Bonnie to be good girls all the time. What is your teacher's name? Are you learning^g fast? Do you like to learn in school? I have two playmates. Their names are Gertrude and Daisy, and I like them very much. Do you like the beads I gave you?

From

WILLIE.

JAMAICA PLAIN, Jan. 28, 1895.

DEAR MR. ANAGNOS: Will you please send my mamma and all my family to see me before summer? Did you know that I went to South Boston last Saturday to see Edith and Dora? Can you understand Edith talk with her mouth? Do you think I can go to South Boston next year? I try hard in my studies all the time. I have not much time to write to you, so goodbye from your little friend

WILLIE.

JAMAICA PLAIN, April 23, 1895.

DEAR LITTLE CHILDREN: I want to write and thank you for all the flowers you have sent to us by Miss Partridge. I should like to see you very much and know you.

What are you studying about? I am learning to write, knit, read and arithmetic, and after dinner we have zoology and gymnastics and in the evening my teacher reads to me.

Last Monday we celebrated Froebel's birthday. Did you? I would like to have you write to me sometime. With love to my little friends, from

WILLIE E. ROBIN.

Willie's desire to go to Texas to visit her own people whom she has not seen for three years, has been metamorphosed into a wish that they should all — father, mother and three children — come up North to visit her at the school; and she has cherished the idea as a most pleasurable one ever since it first occurred to her. The off-hand request in her note to Mr. Anagnos, that he should transport the family of five from Texas to Massachusetts and back again, was putting to the touch the fate of this fondly meditated scheme. But no one, as Willie has had to learn, can give her the moon, though she may beg for it ever so prettily.

The summer vacation and also the shorter holidays of the year were spent with her faithful friends, Mr. and Mrs. Albert T. Whiting, to whom she owes many comforts and pleasures, and of whom she is very fond. Much of her present fine health is probably due to the bathing, driving and other open-air pastimes which she enjoys in Hingham under their watchful care.

Miss Marion G. Smith, who has been Willie's special teacher for the past twenty months, still continues in that capacity; and it is hoped that she will be able to make the coming year one of benefit, in spite of the fact that it must unavoidably be spent among surroundings now too juvenile for Willie's best development.

The comparison of plant life and child life is very trite, yet one is tempted to use it repeatedly. The first awakening of the plant, its rapid putting forth of leaf and stalk, the forming of the blossom and the fruit,—all these have their beautiful analogies in the unfoldings of babyhood, in the miraculous years of early childhood, in youth's ardent longing after the ideal and in the later fruition of knowledge and character. But there is a further analogy, not so salient, yet quite as true. Between the early "wonder-period," when every day, nay, almost every hour, shows forth some new mark of individuality, some new marvel of absorption and assimilation,—between that period and the later one of blossoming and ripening, there is an interval of slow, almost unobservable growth, the outcome of which is expansion, symmetry and strength. It is at this stage or period that Willie has now arrived. The days of childish "signs and wonders" are passing by, and in those now coming it is for us to do our part faithfully, knowing that the processes of storing, expanding and strengthening are surely going on if the right conditions are supplied, even though we may not perceive marked evidence of it.

What Willie receives from every source is now of paramount importance. Expression is not a prominent characteristic of this stage, and must not therefore be expected in so full a measure as in the earlier and later periods, though it is



TOMMY STRINGER.

still to be wisely fostered. The main concern is that knowledge be poured out in copious and refreshing streams for her drinking; that the atmosphere about her be aglow with the quickening spirit of goodness; and that her daily life be enriched by examples of noble deeds and by the highest incentives.

Luther has said that the best thing you can do for your child is to be good yourself; and perhaps it was just at this point of his child's life that he was constrained to express such a conviction. Certain it is that at no other time is it more required of a tutor to teach goodness and wisdom than in these smooth years, when all may go seemingly well though she slight her highest duty. The conscientious teacher sometimes has an oppressive sense of being the little girl in the story: "All I ask of you," said the little girl's mother, "is to be absolutely perfect;" which, like Willie's "trying to have good lessons *all the time* and to be a good girl *all the time*," is a very exacting ideal, difficult for the best of little girls to live up to. Yet it is true for Willie and for all of us that only through ideals are we uplifted and sustained and led to worthy accomplishment. So, here at the end of one school year and the beginning of the next, we will leave Willie going forward under the standard of her own devising: "Good lessons and good conduct all the time," earnestly hoping that she may reach a blessed measure of attainment.

THOMAS STRINGER.

Thou, having yet no words, aloud dost call
Upon our hearts.

THE account of the work of the kindergarten would fall short of completion if the story of Tommy's progress were left untold. He has reached a stage where acquisition is both easy and pleasant, and as a consequence the onward course must now be rapid. Tom takes a genuine delight in exploring the undis-

covered country which is opening to his bright and ready mind. He grasps ideas with quick and keen intelligence, and is far from being dull in the use which he makes of them. He possesses a good memory and a keen sense of humor, and is a clever imitator. He has an attractive personality and is both loving and lovable.

Tommy is growing to be a sturdy, self-reliant and fearless boy, and he takes an increasing pleasure in carrying on his own independent investigations. The interest which he shows in "life and her children" is developed by the three months of freedom which he enjoys in the country during the summer vacation, and his gain in knowledge, as well as in health, is very noticeable.

Tommy is making good progress in articulation, and he shows a willingness if not a desire to use this means of communication to a considerable extent. His efforts in this direction receive due encouragement.

Perhaps nothing will better illustrate the advance which Tom has made in twelve months than the letter which I received from him during the summer. The *fac-simile* which is here inserted, if compared with the one which was printed in our last annual report, will be of inestimable value as presenting a clear and convincing proof of the intellectual improvement made by the little boy in the course of the past year.

Wrentham,
 September 5
 Dear Mr. Anagnos,
 I am going
 to school September
 eighteen. A man
 took away the calf
 in a cart. The calf
 has small hoofs.
 It is five weeks
 old. The calf gives
 us veal. Good bye.
 From Tom.

In preparing an account of what has been accomplished in Tommy's education during the past twelve months, Miss Poulsson has had no lack of materials; on the contrary, an abundance of them was placed at her disposal. The journals and memoranda of Miss Helen S. Conley, the special teacher of the little boy, have been kept with such scrupulous care and assiduity that they afford a veritable mine of valuable and trustworthy information, gathered with good judgment and recorded in clear and concise language. To these were added Miss L. Henrietta Stratton's

and Miss Laura A. Brown's private notes, in which were chronicled many incidents and facts of importance. Thus Miss Poulsson has found herself in the midst of an abundant supply of materials, and from these she has selected with rare diligence and discretion what was needful for her most interesting narrative, which is herewith printed *in toto*, and will be found by the student, the teacher and the philanthropist full alike of instruction and of inspiration.

AT the beginning of the past year Tommy Stringer entered upon the honors of a "primary boy" at the Jamaica Plain institution. On the first proud day of his promotion, when he found himself installed as rightful occupant of one of the primary room chairs (larger than those of the kindergarten), he seemed filled with dignity and ambition; and, drawing himself up, said, "Like Fred,"—Fred being his bosom friend and paragon, who had just been promoted to the higher educational sphere of South Boston.

This momentary attitude of Tom's proved prophetic of that of the year, for he has kept pace nobly with his class and has accomplished what must be considered a most creditable amount of work. All his lessons have been in common with the other boys of his grade, excepting the morning talk, which he has shared with the kindergarten children, and his lessons in articulation, which were of necessity special.

He is the same interesting fellow as ever, with many lovable characteristics. His principal fault—that of obstinacy—grows less as he grows older, and his laziness is now chiefly evinced in his unwillingness to talk and in clever ways of saving himself trouble. His health has been almost uniformly good, only two breaks having occurred in the school year from sickness, and these merely from over-fatigue. In fact, there is every cause for congratulation in Tom's progress, mental, moral and physical, and much gratitude is due from him and all his well-wishers to the teachers who have labored so faithfully in his service.

In giving an account of Tommy's progress the temptation is strong to overcrowd it with incident, because the year's garnering is so plentiful and there is so much individuality in his sayings and doings. The routine of school work, with its slow advance from one day to another, is enlivened by them, and they often reveal as nothing else does the development of his character and of his faculties. It is hoped, therefore, that the following review of his past year may not be deemed too profuse in this respect.

As a means of gaining in the use of language and in general information, it was thought best that Tommy should continue to attend the morning talk with the kindergarten children. In these talks the topics are varied but unified. Last autumn a number of different kinds of leaves were examined and made the subject of conversation; later came animals,—some of the rodents, some insectivorous and a few domestic animals; now and then, as they occurred, the different holidays were taken as the subject; and, for a season, ships. Tom was interested in all. The nasturtium leaf reminded him of the leaf of the water-lily, and he showed his teacher how the latter rested on the top of the water in the pond at Wrentham. With the horse-chestnut leaf he saw the burr and the nut, and showed with his hands how the nuts dropped from the tree when the burrs opened. The oak leaf and the acorn pleased him, and he enjoyed picking up a boxful of acorns to distribute among the other boys when he took his next daily walk. When several kinds of leaves had been studied, the boys were taken out into the grounds (where most of the specimens had been obtained) to see how many they could find for themselves, and after that they outlined the leaves on sewing cards.

The animals examined were the rat, the mouse, the rabbit, the chipmunk, the common gray squirrel, the woodchuck, the porcupine and the beaver, as well as the bat, the mole, the hedgehog, the horse and the cow. The children studied their names and families, their modes of life, their habits and their peculiarities. All this attracted Tom's interest and furnished a good opportunity for exercise in the use of

language. His questions and answers showed great intelligence, though they were, of course, quite limited in scope, especially when he was called upon to express them in articulate speech.

Unwearied effort is expended in getting Tom to speak, and a close connection is made between his articulation and all his other lessons, particularly that of reading. Words of two or three syllables are often easier for him to master than shorter ones. His voice is sweet and clear. Once, when under a special spell of ambition, he attempted to read a whole lesson without any use of the manual signs, placing his right hand beneath his teacher's on the table, as though he feared the force of habit might prove too strong for him. His teacher commended the effort as praiseworthy, though the performance was not. His unwillingness to answer questions is a great hindrance to his acquiring a good use of oral language. Conversation, in his estimation, seems to be of "more bother than it is worth." Nevertheless he often speaks quite freely with his hands, and proffers descriptions of visits which he has made, telling whom he saw, what he had to eat and what particular events happened. His constant determination, however, is to make one word serve for a whole sentence if possible, and continual effort is necessary on the part of those who know his attainments to get him to make use of what he has learned. He can read simple sentences from the lips, though this is not as yet insisted upon as part of his work. Early in February, Miss Hobart, a special teacher in articulation, was engaged for Tommy, Willie Robin and Edith Thomas, Tommy having an hour's lesson twice a week. Since then he has had practice on sixty words containing all the oral elements, and on a variety of other words and sentences. The following conversation was carried on one day between Miss Conley and Tom, and is given as a specimen of his skill in lip-reading and articulation. He read the questions from Miss Conley's lips and articulated the answers.

What have you? — I have a book.

Whose book is it? — It is Miss Stratton's book.

Do you love Fred? — Yes, I love Fred.

What will you have for dinner? — I shall have meat and soup for dinner.

Will you have bread for dinner? — Yes, I shall have bread for dinner.

Will you have milk for dinner? — No! I shall not have milk for dinner. — Water! — I shall have water for dinner.

What day is today? — It is Monday.

Whom did you see yesterday? — I saw Mr. Ballou.

What have I? — You have a pencil.

Who are you? — I am Tom.

One day in the course of his reading Tom came to the phrase "going to Boston." Stopping immediately he spelled "Fanny Lang," a name entirely without suggestion to his teacher, who consequently could not imagine what he meant. When there was an opportunity she asked Miss Stratton, the primary teacher, "what can he mean by Fanny Lang?" and was told that in the primer there was a story about Fanny Lang's going to Boston. Tom had had the primer for private reading in spare hours, and had remembered the expression. Miss Conley gave him the book and told him to find the story of Fanny Lang. He evidently knew the place well, for he turned the leaves quickly until past the fortieth page; then he became more deliberate, and read a little from each page before turning it. When he came to page fifty he presented it in triumph to Miss Conley, and there, sure enough, was Fanny Lang "going to Boston." It delighted Miss Conley to have this proof that he understood and remembered what he read.

At another time, having tired of play, he asked for a book to read. A certain one being offered, he rejected it, saying: "Small, small; caterpillar," referring to another book, less in size, which told about caterpillars. This exhibition of choice was received very thankfully by Miss Conley.

In spite of his distaste for the tedious and personally unsatisfactory labor of writing, Tom has mastered all the alphabet, both capitals and small letters. As these are taught by direction and can neither be seen nor felt by the

writer, it is largely a matter of memory, association with the printed form not being of very much help. Tom shapes his letters well and seldom forgets the directions for making them; but nevertheless the writing hour has always been an abomination to him. One of his first exercises in the writing of sentences disturbed his mind greatly. Being requested to write "see the cat," all the words of which he had practised separately, he rebelled. Unpleasant fancies or memories flitted through his mind, his aversion to the animal reinforcing his aversion to the writing lesson. Besides, as he declared, the cat was "gone." There was no cat to *be* seen. "*Ergo*," reasoned Tom, "I will not write 'see the cat.'" After explanation and admonition he yielded and wrote the sentence, although under protest of "bad! Cat gone!" "See the hat" induced no cavilling, and the rest of the lesson went well. The next advance was to the writing of short notes. The first were acknowledgments of Christmas presents.

DEAR MRS. B. : I thank you for the candy. TOM.

DEAR MR. — : I thank you for the oranges. I have one every day for breakfast. Love from. TOM.

DEAR MISS — : I like the monkey. Thank you. TOM.

A few months later he achieved a lengthier production. The ideas were his own, but he was aided in clothing them properly.

JAMAICA PLAIN, April 30, 1895.

DEAR RUTH : I thank you for the roses. I like flowers. Spring has come. I went to walk and found three dandelions. Goodbye from TOMMY STRINGER.

During the summer, while at Wrentham, he wrote seven letters, of which the following may serve as samples. Nearly all the letters contained some reference to the train

of cars which had been a birthday present from his friend Fred, and also something about the garden.

WRENTHAM, July 27.

DEAR TOAD. I send a kiss. Miss Brown and I went to the ocean Monday and Thursday. I rode on four horses. July third I was nine. Miss Brown made a cake with nine candles.

Fred sent me a steam car and coal car and a steam engine.

Good bye

TOM.

WRENTHAM, August 18.

DEAR UNCLE ALEXANDER: I play in the barn. There are five cowstalls. Mr. Brown has a pond. The wharf is broken. Parker made a new wharf. I have a steam car, coal car and engine.

With love from

TOM STRINGER.

Goodbye.

WRENTHAM, August 28.

DEAR MRS. DAVIDSON. Cows have two horns. They have big ears. Cows have long tails. They have two eyes and one mouth and hoofs. There are big cabbages cucumbers rhubarb squashes tall corn and beans in the garden.

With love and a kiss from

TOM.

Good bye Cow.

Tommy, like other boys, has fallen under the enchantment of Robinson Crusoe, about whom he has learned through his reading book. So one day in February Miss Conley inaugurated the writing lesson with the question: "Would you not like to write something about Robinson Crusoe?" "Yes," was the quick reply, and the subjoined was produced with some help from Miss Conley in forming the sentences. The thoughts were his own.

Robinson Crusoe was a sailor. His ship was wrecked and he lived all alone. He made a house and table and chairs. He had some goats, a dog, two cats and a parrot.

The next composition had not so spontaneous and happy an inception. It demonstrates, however, the excellent

nourishment which the bread of repentance imparts, for it is the best which he has thus far achieved. The writing hour of the previous day had been a very unsuccessful one. Tom had spent the time in laughter and play, and had shown a decided intention not to apply himself to work. The result was that he was allowed no pudding at dinner,— a sad result for pudding-loving Tom. Happily the discipline proved effective, for the next day when Tom came into the writing class he spelled: “Be good! Pudding!” and settled down at once to earnest work, writing rapidly and well about the cow.

The cow is a domestic animal. It lives in a barn. It has four feet, and it has hoofs on its feet. The cow has two horns. The cow gives us milk and butter and cream and beef. It gives us boots from its skin and glue from its hoofs and buttons and combs from its horns. The baby cow is called a calf. The calf gives us veal.

Decided progress has been made in arithmetic. He has become familiar with the use of the type slate, and it will surely be surprising to note the sort of examples which he is now capable of doing. Arithmetic is his strong point, and he is the quickest in his class, although the youngest. He solves mental problems rapidly and correctly; for instance, such as:—

“If one orange cost five cents, how many could I buy for thirty-five cents?”

“Miss S. had four pears, Tom six and I five; how many did we all have?”

“If one apple costs five cents, how much will ten apples cost?”

“Tom had twenty marbles and gave Lyman eight. How many did Tom have left?”

He also adds “in his head” numbers of two figures as they are given out by the teacher; *e.g.*:—

$$43 + 36 + 13 = 92$$

$$34 + 27 + 21 = 82$$

The rapidity with which he does it is astonishing.

When adding on the type slate he passes his finger down the column to read the figures, and has the correct answer ready when the bottom is reached. The idea of "proving" the addition by running the finger up the column to see if the result obtained is the same excites his laughing contempt. He is so sure of the first result that he considers the second addition a piece of foolishness. He can write, unaided and with perfect comprehension, such numbers as: 9,500; 6,006; 4,040; 25,000; 1,707; 120,000.

The multiplication tables have been conquered, even the bugbears of 7, 8 and 9 times proving no bugbears to him. Of course these specimens represent Tom's acme of progress in arithmetic during the past year. Simpler work during the earlier months led up to this, which certainly is an excellent point for a boy to have reached before his ninth year.

To teach him the *modus operandi* in buying and selling, and the denomination and value of the different coins, Miss Conley instituted a game of store keeping. Providing Tom with a few pennies, nickels and a variety of silver pieces, and herself with such articles as pencils, sticks of candy, books, postage stamps, etc., business was commenced. Tom, in charming unsophistication, carried all the amenities of the drawing-room into the precincts of trade. After politely greeting Miss Conley, and even going to the length of shaking hands, he made his purchases, getting his change and going home (to the other side of the room) after each transaction.

Another pleasant method of instruction adopted by Miss Conley was the making of a calendar by Tom, under her supervision and with her help. Taking a large sheet of paper, she pasted at the top the name of the month in raised letters. Six strips of paper pasted from top to bottom gave the seven divisions for the days of the week, each division headed by the name of its day in raised letters. When this was done it became Tom's daily duty, unfailingly performed, to paste on the date of each day as it arrived, this

also being in raised characters. In this manner he soon became familiar with the division of time into weeks and months, and grasped the idea of their grouping into seasons and years. The calendar proved a source of delight as well as a text of instruction, and Miss Conley is to be congratulated on the happy inspiration which brought forth such a result.

Tom's ideal of sublunary happiness is in summer time in Wrentham, and he fortunately attained it once more this year. He spent the long vacation in the home of his former teacher, Miss Brown, and many were the joys in which he revelled. The barn, the garden and the wharf each yielded ecstasies of its own to the freed school-boy, while within the hospitable home took place those miraculous kitchen and dairy ceremonies in which he was graciously allowed to be assistant votary. The barn was his great playhouse. He swung on the iron chains, looped and unlooped them at pleasure, clambered up ladders and hobnobbed most familiarly with the cows. His old fear of these gentle creatures exists no more, and it was his delight, under their kind sufferance, to mount on their backs, measure their tails, creep under them and count their hoofs during the process of milking.

Many hours were spent in the garden. Tom would go to Miss Brown and spell: "May I go to the garden?" and, upon receiving a favorable reply, would lift up his face for a kiss, saying: "Goodbye; goodbye, Miss Brown," and start off. He had a stated route which he invariably followed. It led down the path in front of the house, then along the road until exactly opposite the point where the stone wall of the garden began, at which point he would leave the road, cross the bordering grass and enter the garden at the corner. Miss Brown often watched him as he went. He always estimated the distance correctly, striking the corner of the stone wall as accurately as if he saw it. Whether he counted by steps, or how he reckoned, Miss Brown did not fathom. Once inside the garden, down dropped Tom upon his hands and knees, ready to examine everything that grew. So circumspect

and gentle was he in his investigations that nothing was known to have suffered from them save the obtrusive tendrils of the cucumber and squash vines, which could scarcely have been avoided by any one. Tom usually chose bright, warm mornings for these visits, and when he returned to the house after an hour or two spent in the glowing field it was with reddened visage and saturated clothing, but with an expression of satisfaction and wonder beautiful to behold. Then came an excited description, spelled out on flying fingers; and Miss Brown was informed how large the beets and cabbages were, how high the corn, etc. Happy little boy! brimming his marred and broken cup of life by the patient catching of drops!

The farm at Wrentham possesses one attraction to which Tom was allowed freer access during his last stay than when he was younger, and that is a pond with a small board wharf built at the end of some projecting stones and earth. The water at this place is so shallow that it was possible to give Tom a good deal of freedom in playing there. He used to amuse himself for hours at this wharf, pushing the boat out to the limit of the chain and then drawing it in again, pouring water into it, stretching himself out at full length on the boards and dabbling in the water with his hands. It was sometimes difficult to induce him to leave the entrancing pleasures of the wharf even when meal times demanded it.

Notwithstanding all these open-air attractions, Tom's interest within doors has not at all abated, and he still likes to have a hand in the culinary matters of the household. One day he asked if he might grind some corn in his pet coffee mill. Miss Brown gave him permission, and after the corn was ground helped him to make some muffins with the meal. The result was fairly satisfactory, but Tom thought he had achieved a marvel, and ate none of the family bread as long as his muffins lasted.

One peculiarity of Tom's development in the year which has just elapsed is a suddenly increased propensity for

mischief, especially of a destructive order. At school and in Wrentham people were sometimes at their wit's ends to know how to deal with it. In his excess of spirits during the first few weeks at Wrentham he played all sorts of mischievous tricks, and destruction reigned. A silver spoon was twisted and bent double; his birthday harmonicon broken to bits and its tin case actually *torn* asunder; other articles not usually considered breakable were destroyed; and so on. Finding that reasoning had no effect in curbing him, Miss Brown made two bags and tied his hands in them. When his hands were released, he spelled: "I will be gentle, careful; yes, yes." Miss Brown put the bags away for future use if necessary; and what was her surprise to have them returned the next week among the freshly laundered clothes. Tom had come across them in a drawer and put them into the basket of soiled linen, thinking thus to make them disappear. For Tom's justification it should be said that Miss Brown found no occasion to repeat the use of the bags.

At school, during one of his bouts of abandonment, he committed various pranks. Meddling with Miss Conley's pen one day, he forced it deep down into the holder. Miss Conley enlarged upon the naughtiness of his action, telling him that he ought not to handle her belongings, that he had spoiled her pen and must get it out again; but her endeavor to awaken repentance in him met with small success. Tom regarded it all as a good joke. The joke wore off a little, however, when he found what a difficult task he had drawn upon himself. His efforts were so valiant and his sobering down so irresistibly comical that Miss Conley could not help laughing. A quick movement of Tom's hand, and the smile was surprised upon her lips, which put to rout any further discipline for that time.

Tom had at one period a great fancy for playing with the faucet in the dressing-room, and was now and then discovered at the washstand, with the water turned on, clapping his hands in the gushing stream and spattering the water all

about. He was reproved, and the reproof would probably have had its desired effect had not the top of the faucet become somewhat loosened, and thus offered an irresistible temptation to Tom's mechanical fingers. So, finding himself in the deserted dressing-room, at a rash moment he unscrewed and took off the entire top of the faucet, composed of two or three small pieces. No one knows how much fun Tom had with the lively spurting water before duty called him away or satiety set in. Fortunately no real damage was done; for some one heard the rushing water, investigated the matter and summoned the janitor, who immediately cut off the supply from below. When the state of affairs was reported to Miss Greeley, her first care was, of course, to get track of the missing faucet. Inquiry was made of the boys, but all disclaimed any knowledge of it until Tom's turn came. He was a most debonair, not to say gleeful, culprit, confessing the deed with delight, and leading the way with eagerness up to his room, where the faucet top was produced from the treasures of his play drawer. Miss Greeley's strictures upon his conduct were accepted as something which merited and must receive respectful attention; but as to Tom's actual repentance perhaps the less said the better. He appreciated thoroughly, however, the conclusion which was declared on their return to the scene of disaster, — namely, that he must try his best to put the faucet in order again. Great was Miss Greeley's gratification to see the skill with which her command was obeyed; for in a trice the top was on, each part in its proper place, and the faucet restored to good condition, all being done with the deftness of an experienced plumber.

The destructive side of Tom's character having had a rapid development, there is hope that it will speedily run its course. His mischief has no indication of viciousness in it, but is like that of a young puppy, and is always at its worst when he is particularly high-spirited and well.

A bit of fun into which the teachers and pupils of the boys' building were enwebbed, and still are to some extent, was the origination of a scheme of nomenclature on Tom's

part. It began by his playing teacher to Miss Conley, and calling her "Tom" while she called him "Miss Conley." This pleased him so much that he concluded to carry it further. So he exchanged the names of boys and teachers all through the house and held to his confusing arrangement for a fortnight or more without making a single slip in applying to each one the name which he had originally bestowed upon them. But this was succeeded by what he considered a more satisfactory series of titles, and every one received the name of an animal. Miss Conley was "Fly," Miss Stratton "Toad," Miss Brown "Squirrel," Mrs. Davidson "Cow," himself "Rabbit," and so on. Out of curiosity Miss Conley made a list of his titles, thinking as he conferred each of the later ones that he had come to the limit of his knowledge; but no, he went through the house and gave twenty-eight names in all, without a single suggestion from any one. Strange to say, he never forgot or confused these names, but used them constantly and correctly. As the distributor of books for reading (a post of honor much to his liking) he is obliged to name the person for whom he wants the book before he receives it. After the animal names were in vogue, he called for the "hen" book, "rat" book, "duck" book, etc., instead of using the real name of the boy for whom he desired the book. This he thought great fun. Moreover, when a review of the animals studied in the morning talks was made, he had one of his fits of playfulness and turned everything *vice versa* by calling the fly "Miss Conley," the rabbit "Tom," the squirrel "Miss Brown," the hen "Lyman," etc. This little farce of the fictitious names was played from November 14 to the end of the school year in June, with more or less continuity; and is interesting as being a curious exercise of the imagination as well as a remarkable feat of memory.

Tom's short cuts to avoid work are sometimes quite amusing and he is as quick as a flash in seeing his opportunity. When he was told during the course of an arithmetic lesson to write 1,000 he did so; 6,000 was then given out, but instead of starting afresh, Tom in a twinkling changed the 1

to a 6 and had his number ready. In telling about the maple leaf he noticed the repetition of the letters *le*, and tried to shorten the spelling of the two words into *maple-af*. Doubtless he considered his teacher an unreasonable martinet for insisting on an *le* in each word.

Among the beautiful characteristics of this dear little fellow are his patience and friendliness. He is very loyal to his old friends and sweetly ready to make new ones. In a visit to Manchester, N.H., he grew much attached to the children of the household, and missed them while they were at school. When he thought it was nearly time for their home-coming he would station himself at the door with his nose pressed against the crack, to make sure of meeting them at once when they came. Sometimes he would stand there half an hour before his patience was rewarded, spelling to himself "George will come soon," "Helen will come soon." He was fond of the children's father, too, and watched quite as eagerly for him when evening drew near. Leaving his play and going to the centre table, he would raise his hand cautiously to feel whether the lamp had been lighted; if not, he would go back to his play and repeat the test later. When he found the lamp lighted he would go to Miss Conley and spell "George's papa will come soon."

Tom has other graces of character also. He is very sympathetic toward any one who is hurt or in trouble, and generous with his belongings. The lesser virtue of neatness is his in a marked degree, making him a very comfortable little companion personally. He behaves nicely at table, and dearly loves his bath. On Friday (his bath night) he can hardly take time to eat his supper properly, so keen is his desire to get upstairs to see whether the water is being prepared and everything put in readiness for him.

His taste for mechanics is strong, and when he was presented with a tool box by the little children of the Second Church, at their Christmas entertainment, his delight was unbounded. He could scarcely credit his good fortune. The tool box seemed a pedestal which raised him to the exalted height of Miss Greeley, hitherto the only person in the school with tools to use and to lend.

Best of all, as an ingredient in Tom's character, is his thorough honesty. All who have to do with him unite in the opinion that he evinces not the least tendency toward deception. Many examples of his trustworthiness could be cited, but of these one must serve. His teacher found that he was threatened with a severe cold one night as she was putting him to bed, so she prepared a hot mustard foot-bath, to which, however, Tom objected strenuously. In lieu of insisting and thereby arousing still further opposition from the half-sick little chap, Miss Conley wisely diverted his attention by producing a second and more alluring preventive for his cold in the shape of a glass of delicious hot lemonade, telling him that when his feet were in the water he could drink the lemonade, but leaving him otherwise entirely free in the matter. That lemonade was very tempting! Time after time the glass was raised almost to his craving lips, only to be put unwaveringly down again because the unwilling, cowardly feet refused to do their part. Finally, after several denials of the dainty sip, he gathered himself together for a great effort, and with a heavy sigh plunged his toes into the dreaded tub. Upon that the enjoyment of the lemonade was felt to be rightfully his own; and oh, how good it tasted!

It is "a far cry" from the Tommy Stringer of today and four years ago, when he was first brought to the kindergarten for the blind. He came a poor, helpless baby, without sight, hearing or speech. Now, what a change! Sight and hearing are still lacking (alas! the pity of it!) but how many are the mitigations of his lot, and how great the intelligence and activity which have been awakened. Once almost forsaken, he has now a home in hundreds of cherishing hearts. Having no wherewithal for food, clothing and shelter, these have been provided by gracious givers from far and near. Unwilling at first to venture a groping foot-step, he now roams the farm at Wrentham, delights in his sled after a snow-storm, and is even able to follow the class directions in gymnastics — a feat more difficult than the free movement of play. Mentally inert in those early days, so



DARKNESS.

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



LIGHT.

The Tom Stringer of to-day.

that he seemed but barely within the pale separating himself from the lower creatures, how capable has his mind now become! If we call upon the three R's and their associates in mental discipline to attest his cleverness, they do so in the pages of these reports; and the ingeniousness of his lively pranks bears the same witness. Who does not cry joy! joy! over a fellow-being thus redeemed? and who does not earnestly wish that this redemption should go on? As in former years, Tom's only dependence is upon the sympathetic hearts and bounty-dropping hands of those who "rejoice they are allied with That which doth provide." He can never render adequate thanks to his good friends and helpers. Child like, he is as yet unconscious of any burden of obligation. But there are those who can say from a full heart what he cannot say for himself: "Thanks for the many bounties of Tommy Stringer's past, and blessings on his future and all concerned in it."

It is a great privilege and a source of delight to be able to state that, like Edith Thomas, both Willie Elizabeth Robin and Thomas Stringer are no less fortunate in their surroundings than they are in the way in which they are brought up. They are taught not only to perceive with their fingers, to feel, think and do many things, but to be natural and to love truth, which alone can mould the mind, fertilize the heart and form the character. There is nothing crafty, tricky, dishonest or selfish in the influences which control them either in the school-room or in the family circle. Nor is there the slightest desire or inclination on the part of those who come in contact with them to make them appear phenomenal children or intellectual prodigies by encouraging or helping them to appropriate the compositions of other people

and present them as their own productions. Every one of the teachers both at the parent school and at the kindergarten would look upon such practices with amazement and disdain. Deceit has no place whatever in their thoughts and aspirations. Genuine sincerity is their temper, and absolute veracity constitutes their "virtue in words, manners and actions." Honesty with them is not merely a casual guest or a welcome visitor, but an inseparable companion and steadfast guide.—

To whom they give unflinching trust.

They believe, with Scarella, that truth is the offspring of heaven, and, keeping close to it, they instill a love of it into the hearts and minds of their pupils by example rather than by precept. Thus the training which they bestow upon the children placed under their charge is more than the cultivation of the remaining senses of the latter or the exercise of the intellect and the enlargement of its horizon; it is a means of saving grace, aiming to bring out their higher nature.

HOMER BURNHAM WARDWELL.

Blind are his eyes. his ears are deaf.

—WATTS.

ONCE again the kindergarten has been called upon to open its doors and to receive a little child, whose double affliction gives him a claim to share with Willie Robin and Tommy Stringer the fostering and beneficent ministrations of the infant institution.



HOMER BURNHAM WARDWELL.

Homer Burnham Wardwell was born in Cambridge, Massachusetts, on the second day of February, 1891. He appeared to be a strong and healthy baby, but when only four months old suffered a severe attack of cholera infantum, and this disease was followed immediately by meningitis. With great difficulty and by means of the most tender and careful nursing his life was saved, but the well-nigh fatal scourges left him delicate and weak, and it became apparent in the course of the slow stages of convalescence that he was blind. At the present time he sees but very little, and no encouragement is given for hoping that his eyesight will ever improve. His sense of hearing was totally destroyed by the ravages of the disease.

The barriers of this twofold calamity hedge the little boy about and environ him with a world of stillness and gloom.

Homer is now nearly five years of age, but his dependence upon others both on account of physical feebleness and of the loss of sight and hearing has tended to prolong his babyhood, and he is still helpless and inactive to a great degree. He lacks both courage and strength and on this account his footsteps are unsteady and his walk is marked by the wavering uncertainty which is characteristic of a very young child. His personal appearance is exceedingly attractive. He has always been a child of happy disposition, and he is so friendly and winsome that he has already endeared himself to those under whose

care he has been placed. He entered the kindergarten in September of the present year. He seems to feel at home and happy and to be disposed to adapt himself contentedly to his new surroundings. A special teacher has been provided for him and the methods of instruction and training which have produced such marked results in the case of both Willie and Tommy will be followed with little Homer.

DEATH OF MISS CORNELIA C. ROESKE.

Sleep the sleep that knows no breaking,
Morn of toil, nor night of waking.

—SCOTT.

WITH hearts filled with sadness we mourn the loss of one of the most talented musicians and accomplished graduates of the Perkins Institution at South Boston, Miss Cornelia C. Roeske, who died on the eighth of July last, thirteen days after the close of the school term. The immediate cause of her decease was Bright's disease, but she was also suffering from pulmonary consumption, like nearly every member of her family, her mother and two of her sisters having fallen victims to the dread malady.

Miss Roeske received the best training in the art of music that could be afforded by the institution, Prof. Carl Baermann having been her special teacher on the pianoforte for several years. In 1888, when the kindergarten was thoroughly organized, she was placed in charge of its musical department, and occupied that position until the close of the last

school term most acceptably. In all her movements she was the most fearless, independent and self-reliant blind young woman that I ever knew.

In addition to her unremitting industry and uncommon energy, Miss Roeske was blessed with many natural gifts, which helped to render her an excellent teacher and a good composer. Many of the pieces of vocal and instrumental music taught to the children were her own productions, and on most of these her personality was deeply impressed. They were a reflex of her character. Hers was a poetical mind endowed with intellectual variety and strength, and her compositions had a free and melodious flow. There was an eloquence in her soul that sought and found expression in them. She had a joyous, buoyant disposition, which enabled her to rise superior to the ordinary troubles and misfortunes of life.

When it became known to the members of the Ladies Visiting Committee that Miss Roeske was obliged to resign her position on account of the precarious condition of her health, they acknowledged the value of her services in a graceful and substantial manner. This recognition afforded her great pleasure and gratification.

Miss Roeske will be sadly missed, not only by her pupils, who loved and revered her, but by her associates and by a large circle of friends. One and all will grieve over the premature ending of a career which was full of promise.

ANNUAL RECEPTION AT THE KINDERGARTEN.

To say you are welcome, were superfluous.

— SHAKESPEARE.

THE annual reception at the kindergarten is a yearly pleasure to hundreds of people, who are invited to this gathering amidst the busy days of spring. The bidding is issued by the ladies of the visiting committee, several of whom are always on hand to welcome the guests. The reception was held this year on Monday afternoon, April 22, and the school-rooms, parlors and hallways were early filled with sympathetic visitors, including some of the most generous residents of Boston and its suburbs. For an hour they roamed about, looking into the apartments both in the old building and new, where the children were pursuing their customary exercises; but at half-past three o'clock there was a gentle movement towards the hall, which was soon crowded to overflowing. On the platform were seated the speakers, pupils, teachers and a few officers and chief guests. Among those present were the following ladies and gentlemen officially connected with the institution: Dr. Samuel Eliot, Edward Jackson, William Endicott, Jr., Joseph B. Glover, Henry M. Howe, Mrs. William Appleton, Miss Caroline Abbott Derby, Miss Clara T. Endicott, Miss Olga E. Gardner and Mrs. E. Preble Motley.

The regular exercises opened with the following address of welcome by the president of the corpora-

tion, Dr. Samuel Eliot, who always speaks to the point and never repeats himself.

The hour for our exercises has come, and we shall be glad to begin them, and I hope they will give as much pleasure to the old friends of the school and the new friends as they have done in former years. We are very glad indeed to see new faces here this afternoon. The object of these receptions at the kindergarten is constantly to increase its *clientèle* and make friends for every day of its existence; and I am quite sure that none of those who are here today will go away without a sense of deepened friendship if it already exists, and of new friendship if it has never existed before.

The kindergarten girls followed with Froebel's *Birthday Song*, in three verses, written by Eleanor Smith. Then the boys came forward and sang a song called *Two little birds are we*, by Charles White. This was followed by a waltz, composed by A. Webster, and played on two pianos, by Vinnie F. Forbush, Margaret Coberg and Mary Goggin. Next James H. Cunningham recited *Spring Fashions*, a poem humorous in itself, sounding pathetic also from the lips of the little blind boy, who can never see the things he described save with the mind's eye.

It is customary to have one special appeal on these occasions, which was made this time by Rev. Samuel M. Crothers, a young Unitarian clergyman, mature beyond his years, who, after two very successful pastorates in the east and west, the first at Brattleboro', Vt., and the other in St. Paul, Minn., has recently become minister of the ancient First Parish in Cambridge, so long closely associated with the fortunes of Harvard College.

ADDRESS BY REV. SAMUEL M. CROTHERS.

It is very difficult for one to say what feeling is uppermost at such a time as this, after all we have seen and heard of the work that is being done by this institution. One hesitates to say whether it is the spiritual or the intellectual side of such a work as this that most appeals to one's interest and thought. On the one side we are brought to feel the deepest reverence for the spirit that has inspired this work and that makes it possible, the spirit of humanity in the community at large and the devotion of those immediately concerned in it. This is the spiritual, the moral side of the work; and then, as one looks at what has actually been accomplished, and sees the achievements of this kindergarten for the blind, there comes the admiration for the skill, the insight, the power behind it.

There was a great advance when the weakness and misfortunes of men ceased to be the cause of the mockery of those more fortunately born or situated. When pity came to take the place of scorn, that marked the rise of man out of his barbarism. But for a long time the love that was evoked at the sight of misfortune was a helpless love.

We stand before those who are most unfortunate. Pity comes, and people say, "we would if we could alleviate their lot." But a great gulf seems fixed that cannot be passed over; and the achievement of love in this generation has been through its invention, through its skill, that has made it possible to do what all along other men and women had longed to do. And of such a union of love and wisdom it seems to me that this institution is the crowning example, because in every such work there is one great test; it is the test which in the New Testament was made of the Gospel; it is the ability to save even unto the uttermost. We have before us those who, from what seemed to be the uttermost of human misfortune, have been saved to joy, to intelligence, to hope.

John Bunyan, after his *Pilgrim's Progress*, wrote another allegory which he called *The Holy War*, in which he pictured the soul of men as a town walled about. This town of Mansoul had five gates leading out of it. At the beginning of the allegory he tells how this town of Mansoul was besieged by all the forces of evil. So began the Holy War, which was primarily a war of

resistance to the outside forces of evil which were seeking entrance. That was one conception of human life. This kindergarten brings to us another conception; it brings to us the thought of a still holier war, in which we find that good people today are engaged around Mansoul. There is the great world of thought and human feeling outside. Here are souls where one or another of the gates through which this great world seeks to find entrance into the soul are closed, closed to the words of friendship and closed to the knowledge of truth, human and divine. In this holy war, in which those who are working for this kindergarten are engaged, the problem is not to shut the world out, but to find some entrance into the soul. If one or another gateway has been closed, then through some other gateway the intelligence from without must pass. The pathos of it, and more than that, the hope of it, must touch every one of us who sees what has actually been accomplished. Here are human souls which have been imprisoned: here are human souls from without coming to those imprisoned, opening the doors, bringing messages of hope: it is literally a preaching to the spirits that have been imprisoned. When one simply sees what has already been done, and comes to know how much more with adequate means may be accomplished, when he sees all this skill and all this love freely offered to the service of humanity, there needs, I think, be no further appeal; the work itself is the supreme appeal. I think it comes to all of us who in any way, a small way or a large way, may be able to help in such a work as this, it must come to us simply as a great privilege. Here is the work before us. It is our privilege to give it not simply the encouragement of our thought, but the encouragement and substantial aid of whatever means are at our disposal, so that in some way each one of us may be privileged to take part in this great work, which is the work of religion manifest to this generation, of opening the doors to those who have been imprisoned.

This appeal was followed by a trio for female voices, *Good Morrow, Sweet April*, written by Tufts, and sung by Sophia J. Muldoon, Margaret Coberg and Blanche M. Thurley. Next Miss Muldoon played a violin solo, *Confidence*, composed by J.

Schuloff. Waving their little flags with delight at the line, "Up with our banner bright," the boys then sang the song, *Union and Liberty*, to music written by their teacher, herself a graduate of the Perkins school for the blind, Miss Cornelia C. Roeske. Guy Jacobson enlivened the songs with his whistling.

The kinder orchestra always elicits hearty applause. On this occasion it played the *Froebel March*, another composition by Miss Roeske; and the audience demanding something more, they played a second piece by the same composer, *Christmas Waltz*.

This orchestra has thirteen instruments, arranged as follows, Miss Roeske playing the piano as a background: —

Pipes,	{ Guy H. Jacobson, Albert Fuller, Louis Delude, Richie J. C. Barnard.
Ocarinas,	{ R. J. C. Barnard, Harry L'Abbé.
Autoharp,	Edward F. Bradley.
Triangle,	William Walsh.
Clappers,	{ Henry M. Muldoon, Alfred N. Heroux.
Rattle,	Frank Nilson.
Cymbals,	Edward D. Ryan.
Tambourine,	George Beckwith.
Kazoos,	{ Robert D. Muldoon, James H. Cunningham.
Drum,	John Wesley Lord.
Zither,	E. F. Bradley.
Paper bags,	{ J. H. Cunningham, R. J. C. Barnard.

Dr. Eliot, with his happy faculty of stating the school's needs in terse and fitting terms, closed the exercises with an earnest address. No one connected with the kindergarten is doing a nobler or more effective work for it than he. In the field of calling public attention to the needs of the little blind children he leads the way. His services are invariably rendered with cheerful readiness and with an enthusiasm that is most refreshing and helpful to his fellow-workers in the cause of the blind. His eloquent and touching appeals have never failed to produce excellent results, and what has been accomplished through his efforts is of permanent worth and of imperishable value. Here is Dr. Eliot's plea for the kindergarten.

CLOSING ADDRESS BY DR. SAMUEL ELIOT.

Now comes the only disagreeable part of this performance to me, in that I am called upon to make a closing address. I never make it without misgivings; I never raise my voice here in the nature of remarks, after these children have gone through with their exercises, without feeling entirely out of place. I am sure we are all grateful for the pleasure they have given us this afternoon, and we are all grateful to the teachers for the proofs of their training which they have shown us; and we know — not merely from what we have heard and seen in this brief hour and what we hear and see every time we come here to spend an hour in the kindergarten — we know that there is not only a training of the children, but a cherishing of them that is an example to every school in the country and in the world. This is the great evidence, as it seems to me, of the success which has attended the foundation and development of this institution. We might simply have gathered children within our walls, we might have seen them go through a certain perfunctory round, we might have been glad they had been rescued from the neglect and suffering from which

they had been drawn, yet it would have been a negative rather than a positive congratulation we should have for them and for ourselves: but there is nothing negative in the felicitations we can bestow upon those who have trained these children as we see them here, upon the director, the matrons, the teachers, and upon every one who has been concerned in the management of the kindergarten. That is the great proof of its necessity and the great proof of its success.

The work has been done in a perfectly quiet way. The great vice of the age, as it has been called, which consists in carrying every movement forward with great display and shouting, has never entered here. The delight which all connected with the school take in it and its advancement is due in a large degree to the simplicity, the earnestness, the quiet dignity and reserve which have characterized its administration from the beginning. Long may it be so! Long may there be continued, as it exists to-day in this kindergarten for the blind, that retiring and simple spirit which seeks no applause from men, only their sympathy and co-operation. We need all the sympathy and co-operation we can obtain. Notwithstanding everything in a domestic way is supplied and is entirely satisfactory, notwithstanding the success that has crowned the training that is given here, we still need something which no teachers, no director, no trustees alone can supply, and that is the material support which such an institution requires.

I feel the highest gratitude, not only to men but to God, for the support which the kindergarten has received, for the great and generous gifts of money which have been poured out within the last decade, and the still greater and still more generous gifts of sympathy and love which have shed their dew upon this place; and I pray that these offerings may continue, both material and spiritual, and that the whole kindergarten may be filled with them from end to end. But there are facts which cannot be ignored. I hate to be the organ through which they are communicated to these generous people. Every year I have presented them to you who have been here on previous occasions, over and over again; but what else can I say besides that which has already been said, that we want money for the school? We have recently had — through the benevolent suggestion of one of our citizens, and through the still more benevolent co-operation of large numbers of men and women among us — a gift of more than five thousand

dollars, making up the deficiency in the income from paying pupils. But that is not the way in which these expenses should be met. We do not wish to rely upon the chance impulse of some one, however kindly he may be in his disposition: we do not wish to rely upon appeals in the newspapers for the money which is absolutely necessary to carry on this work. We want it to come unasked, free and full, like the spring flowing from the hills, with deepening and widening current, towards the sea. We want five thousand dollars over and above the income of the kindergarten to meet its annual expenses. We want still more than that to pay off its debts. How can it be possible that on a school like this there should rest the shadow of a debt from year to year? When we first asked that it might be paid, two or three years ago, I thought the cloud would be dispelled like a mist of the morning, and we should never have to ask for it again; but we have to ask for it year after year, and we ask for it to-day,—that sixteen thousand dollars may be obtained from generous hearts and hands towards the extinction of the debt. That is absolutely the first necessity of this place. And then we want much more to complete the endowment of the kindergarten. We want, this hour, between fifty and sixty thousand dollars, and nearer sixty thousand than fifty, to make up the sum which was long ago fixed upon as a very modest amount for the endowment of the school.

How long shall we wait for it? How long will the people of Boston or the people of Massachusetts wait before they avail themselves of this priceless opportunity, which every one of them ought to seize upon, and for which every man, woman and child to whom it is presented ought to be grateful?

I read in the last annual report of the kindergarten, which I commend to your attention, that Willie Robin, on being asked the difference between one-fourth and one-fifth, replied that one-fourth was the larger amount; and being questioned which she would prefer, one-fourth or one-fifth of something very nice, said she would rather have one-fifth of it, because she "didn't want to be selfish." Now, we do not prefer one-fifth, we want one-fourth; we are selfishness itself; not content with a fraction, we want the whole integer, the amount of five thousand dollars for the current expenses of the school, and seventy-five thousand dollars to cancel the debt and to fill up the endowment, all making eighty thousand dollars,—if I am wrong

Willie Robin will correct me; and I am willing to plead and shall continue to plead for it, however much it might be wished that somebody else should be found to plead for it besides myself; but I shall continue to plead for it as long as the necessity exists, and the sooner you make up your minds to establish this institution on a sure basis, the sooner you will be relieved of hearing upon this stage every spring, and on the stage of the Boston Theatre every summer, of this opportunity, which I trust we shall not have to prolong until everybody in Boston desires to put us down. But surely you cannot wish to put us down. I know your hearts enter into this noble enterprise, I know you will help us out, that aid will as surely come as that tomorrow will succeed today. Yet do not keep us waiting too long; do not delay your encouragement to this great charity until its demands are forced to be greater than they are.

Now, when Millet was languishing in poverty he painted his *ANGELUS*, but could find no purchaser, until finally a Belgian gave him seventy-two pounds for it. In 1890 the picture was sold for thirty thousand pounds. I trust we shall not have to wait as long before the work done here will be recognized and appreciated at its true worth. It costs a good deal to wait on such occasions. It will cost the city of Boston a good deal to wait for anything that works to the glory of God and the good of man.

I will say to those who are here, and to those who are not here but whose sympathies can be reached, come and help this work forward! It is a great work, how great we sometimes do not realize. The teaching of the blind was a great discovery, to be ranked with the discovery of America or with the invention of printing; greater certainly than the last discovery of science, the discovery of argon. It began in Europe, was enlarged in America, culminated in the teaching of the deaf and dumb as well as blind, in what may almost be called the discovery of Laura Bridgman's soul. Knowing what is done for the nurture and training of these blind children here, you will agree with me that their development is one of the signal events of modern history, and we should be thankful for the privilege of taking any part in it.

I am in danger of talking far too long when I speak on this

subject, and therefore I stop, only urging you to give your aid in this noble work, which is to be carried forward by material means, by financial aid, and yet more by spiritual means, by sweet and generous sympathy. May my words to this audience reach other benevolent men, other benevolent women, and I dare to add other benevolent children who have the interests of their fellow children at heart, and stir them to sustain the director, to sustain the teachers and all concerned in this ministration of heavenly love.

Among the children were some with very pretty faces. One girl is of Italian parentage, and her dancing feet were merry during the singing. Willie Elizabeth Robin and Thomas Stringer always attract attention, because of the peculiar deprivations from which they suffer, and received much attention both before and after the reception; for the public exercises were followed by pleasant chats in the parlors, and further inspection of the premises. Great interest was shown in the children and their work. Thus one elegantly dressed lady was heard saying, "I feel as though I ought to go without everything in the way of dress that I do not absolutely need, and give all the extra money I waste on clothes to help these wonderful blind children along."

All which is respectfully submitted by

MICHAEL ANAGNOS.

A DAY IN THE KINDERGARTEN FOR THE BLIND.

Sir, you are welcome to our house.

— SHAKESPEARE.

ONE of the admirers of the gospel of the new education and a constant friend of the blind, wishing to visit the kindergarten and become thoroughly acquainted with the details of the programme of its daily work and with the fruits of its ministrations, was cordially invited by the teachers to do so at his convenience. Availing himself of the opportunity presented to him, he repaired thither on a beautiful day in May, and spent nearly ten hours with the children. He watched their movements in going in and out of the house, was present at their exercises both in the school-rooms and in the gymnasium, listened to their performances of vocal and instrumental music, examined the modes of their training, and participated in their frugal meals, sitting side by side with them at table. He was so well pleased with what he had seen and heard that he embodied his impressions and observations in a very interesting narrative, which was written with great care and which is printed herewith in full, as depicting faithfully the home life of the kindergarten and the ways and means employed for the

physical, intellectual and moral development of the children.

MISS POULSSON, the author of many kindergarten song-games, some of which are in constant use among the blind, occasionally spends a night at the infant school in Jamaica Plain, and always rejoices in the sounds of greeting heard from the children in their chambers, when the six o'clock bell unlocks their lips. They formerly began talking as soon as they awoke; but this was so disturbing to those who were still asleep that the pupils' freedom had to be partially abridged.

The writer of this sketch had not the privilege of hearing these happy sounds greeting the dawn; but, finding himself at leisure, he went, without previous notification, to visit the kindergarten, and spent a bright day in it, and a record of his observations may afford a vivid picture of life's daily routine there.

It was about nine in the forenoon when a ring at the bell of the girls' building introduced the writer to the reception room, where visitors are cordially welcomed by the efficient matron of that department, Mrs. J. M. Hill, and then entered the nearest school-room, under the charge of Miss Fanny L. Johnson, an English lady who studied at the Boston training school, under the Misses Garland and Weston, and then taught awhile in a kindergarten connected with Emmanuel parish (Episcopal) in Boston, whereof Rev. Leighton Parks is rector; but she has been with the blind ever since their kindergarten was organized.

Her girls are discussing water and its sources, not only for the sake of information, but in order to use the knowledge when commencement day arrives, in June, and they are to show the public a part of what they have learned. The visitor talks with them of travels by the river Nile, and its value to sandy Egypt as a fertilizer. He tells them also about the introduction of Cochituate water into Boston, a half-century ago, and describes the huge stone reservoir on Beacon hill, behind the state house,—a structure then thought essential to an aqueduct system, but which has since disappeared before the wider knowledge of hydrostatics. One girl describes the overflow of rivers, and they all unite in telling what a watercourse may accomplish. They sing a song about it, "Run, little rivulet, run," with faces full of interest and voices full of harmony. They discuss James Watt, and his

knowledge of steam, gained from the bobbing cover of his mother's teakettle. Perhaps it is the mention of the Nile which suggests further chat about the baby alligator in a tank; for blind children have a special love for living things. In clay they have not only modelled alligators, but lobsters, spiders, frogs, tadpoles, oysters, and other animals,—all from real life. Indeed, such animals are likely to suffer death from too much handling by these affectionately inquisitive hands. In the window seat of this school-room is domiciled a dormouse. Miss Jack is a great pet with the children, and shows no disposition to run away; and this fact brings up the nautical song, "We all love Jack," and the use of this name as the generic title for a sailor. Birds also are talked about, especially parrots, the children being familiar with one of this tribe; the visitor tells them of a polly who disliked so much to show off before people that she would exclaim sturdily, "too much company!" when her master insisted upon her talking against her will. He also tells them about Dr. Norman McLeod's quaint story called *The Starling*, which shows what a religious commotion was once stirred up by a talking bird in a Scotch village.

From Miss Johnson's room we pass into the one at the other end of the hall, where the teacher is a Scotch lassie, Eleanor McGee, whose birthplace, however, was not bonnie Scotland, but Kansas, and who has lived in Colorado, Ohio, New York, Brazil and the Argentine Republic, her father being connected with important railroad enterprises in different parts of the world, among others in the short line from Saratoga to Mount Macgregor, in the Southern Pacific Road and a railway in Peru. Miss McGee can therefore talk Spanish readily. She had been teaching a kindergarten for seeing children on the Kennebec River, when, through the urgent advice of Miss Poulsson, her services were secured by Mr. Anagnos.

In the cabinets in this room, as in the other, one sees shelf after shelf laden with clay work, for the best specimens are kept, and the practical study of zoölogy goes on from day to day. Here are models of snakes, breathing-tubes, turtles, sponges; and here also are rows of books in raised letters. As the morning caller enters the room, the postman stops at the open window to pass in the letters.

There is an electrical apparatus for ringing bells in different parts of the building every quarter-hour. Its sound now brings a

class of four elder girls to the door, where they await the march, played by Miss McGee on the cabinet organ as their signal for entering. As they come in, one girl, recognizing the visitor's voice, gently bestows an approving pat as she passes: for the girls have decided already (so reports Miss Johnson) that his remarks are discreetly adapted to the very subjects most needful for them to know about at the moment. These four children now take a writing lesson on paper, which they crease into lines on the ridged cardboard beneath. It is rather surprising to find that little fingers which fold, stitch, knit and mould so cleverly do not more naturally take to freehand writing, but depend for help on the necessary apparatus; yet this is always the case.

The four scholars now before us are neither the youngest nor the oldest, but form the connecting link between the upper and lower kindergarten and primary classes. They write little tales, partly fictitious, but mostly drawn from real life,—about the baby brother at home, their cousins or some treasured token. They answer questions in arithmetic, and tell us about wet and dry measures. They can do all sorts of things with numbers up to one hundred; and on being catechized by their visitor they show how the number fifty is related to the weeks and months of the year and to the hours of the day. They are anxious to know about shillings and other coins not in use now in this country; and daintily finger a Danish coin the guest chances to have in his wallet. They quickly guess why English *sovereigns* and *crowns* are so named, thus showing the development of their reasoning powers.

Back we go into Miss Johnson's room, to see what the children can do in making outline drawings of steamships, a model thereof having been sent to the school by Miss Olga E. Gardner. Among the clay articles they are making are a street car, wheelbarrow, bedstead, settee, boat and cow: and every bit of work evinces intelligence and good teaching, even when the animals and vehicles are no better proportioned than the Indians and houses drawn by seeing children on their slates. Certain suggestions, in connection with the work, show them not to be unmindful of the long vacation to begin in a few weeks. Worth inspection are the stuffed birds given by different friends, and the ingenious paper-work and weaving, with many patterns invented by the pupils themselves.

Now we make a second sojourn in Miss McGee's room, whither, at sound of bell and organ, comes a class of larger girls, to read from the big books in raised letters. The age at which children begin to read varies from six to ten years, but those who begin earliest make the best progress. A special object of interest is Willie Elizabeth Robin, now eleven years old and developing a most unselfish disposition. She is always ready to give away her dolls, or to allow others to enjoy them. In fact, from this generosity arise certain little troubles, sometimes involving a day's discipline. She is here among the readers, seated beside her special teacher, Marion G. Smith. She has been dumb, as the natural result of her total loss of hearing in infancy, but has now learned to talk in rather pleasant though labored tones, and reads her lesson aloud, though occasionally pausing to ask her teacher a question with her fingers; for, like other children, she is puzzled over certain words. It is noticeable that Willie has a tendency to confound the letters J and Y, which recalls the fact that the German J has the same sound as the letter Y when used as in English.

One of the children, Blanche Thurley, now conducts the visitor upstairs to the big hall, in the top story, where eleven smaller children are at work with Miss Johnson,—or rather at play,—singing and marching, showing us about mill-wheel and river, and imitating in their games cackling hens, crowing roosters, hissing geese, gobbling turkeys, cooing pigeons, grunting pigs, lowing cows, barking dogs and bleating sheep. Meanwhile they merrily act out a story about a farmer's poultry, a drover's herd of cattle and a flock of chickens in a coop, the songs being taken from Emilie Poulsson's book, *Nursery Finger Plays*, for which Miss Cornelia C. Roeske has furnished the music, and of which more than fifty thousand copies are in use all over the land. In a very useful exercise each child tries to distinguish as many individual voices as she can, when a group of others are singing together. One girl thus recognizes and correctly names five of her mates.

Next we go downstairs one flight, into the studio of Miss Elsie M. Fairbanks, the girls' music teacher. She plays not only the piano but the violin, receiving instruction from a kind resident of Jamaica Plain, Julius Akeroyd, a member of the Boston Symphony Orchestra, in order that she herself may

be better able to teach Sophia Muldoon, who is making great progress with the latter instrument. Etta Hayes is taking her piano lesson, playing the notes as her teacher reads them to her. She gets a trifle confused over the minor third, about which some question arises, but bears herself bravely throughout the examination.

Now sounds the call to dinner, and the girls assemble with their teachers in the dining-room on the main floor, opposite the school-rooms, Mrs. Hill presiding over a veritable family party. The bill of fare is attractive and the food is homelike in quality, consisting of boiled halibut with egg sauce, potatoes, green peas, pickled beets and other accessories for the chief course. There follow plum pudding and fruit; but so well have the girls been served that many of them do not care for more, and ask to be excused, preferring an extra quarter-hour of romping to dessert.

Dinner and the ensuing chat over, the visitor crosses the lawn into the boys' building, and there sits awhile in the class room superintended by an efficient instructor, Mrs. Sarah J. Davidson, the daughter of one English physician and the widow of another. Her boys are talking about steamers and other vessels, and they have a model of the *Augusta Victoria*, sent by a kind friend. They are particularly anxious to understand the difference between ships, barques, brigs and schooners; and fortunately the visitor is able to show them roughly the difference between square and fore-and-aft rigging, by means of short wires used for kindergarten lessons.

In the room at the other end of the hallway the teacher is Miss L. Henrietta Stratton, a native of the good old town of Grafton, Mass. Like Miss Johnson, she formerly had charge of an Episcopal kindergarten in Detroit, Mich., but she preferred to return to the east. Her boys are talking about islands, mountains, volcanoes and Cape Cod, and are glad to hear something about the buried cities of Pompeii and Herculaneum.

To speak in detail of the boys' exercises in the old building would be largely to repeat what has been said of the girls' exercises in the new; we will therefore content ourselves with a cursory survey of the scene, though equally interesting, as the visitor vibrates between Miss Stratton's and Mrs. Davidson's rooms, jotting down his impressions.

In clay the boys are making hyacinth bulbs and cows' feet, and giving considerable attention to rats and mice. So well done is a water-wheel that its moulder will be asked to make its mate at the Boston Theatre on commencement day. Another boy is equally successful with a baby's tray. They all try hard to copy a squirrel, which is still graceful in spite of the fact that it has been stuffed and mounted. It was sent to the kindergarten by a friend, and Lyman K. Harvey succeeds very well in reproducing it in clay.

Among the clay workers is Tommy Stringer, whose only senses are those of touch, smell and taste. He is modelling a watering-pot; and his present practice will enable him to make a similar contribution to the annual commencement exercises a few weeks hence. Here too are specimens of Tommy's pricking, weaving and sewing, all replete with originality. His teachers say that he has a head for mathematics, inherited doubtless from his father, this unfortunate lad being the youngest of a mechanic's nine children. His former teacher was Miss Laura A. Brown of the quiet ancient town of Wrentham, some twenty miles from Boston; she is now engaged in a different department, and her successor is Miss Helen S. Conley of South Boston. This young lady has lived during the greater part of her life with her grandparents, who will soon celebrate the sixtieth anniversary of their marriage, and who have lived for more than half a century in a house on Broadway, opposite the Phillips Church. Like Miss Brown, she has pleasant anecdotes to relate about her special pupil. Though now able to use his voice, he greatly prefers the finger alphabet, not from self-consciousness,—for he has not apparently learned to realize his own deficiencies and differences,—but because he finds it easier.

The visitor presently meets the matron of the boys' department, Miss Isabel Greeley, who has also a general supervision of the establishment. Miss Greeley is a native of New Hampshire. In Concord she is well acquainted with certain kinsfolk of her guest, and this circumstance at once furnishes an open sesame to conversation. In the other building Mrs. Hill has for an assistant matron Miss Cornelia M. Loring, while in this one Miss Greeley is aided by Miss Nettie B. Vose.

Among the interesting matters of which Miss Greeley chats is

the Kindergarten Primary Club, consisting of nine boys. Awhile ago they raised, by a home concert, five dollars, which they presented to Director Anagnos, with an address composed by themselves without outside aid and spoken by one of their number.

With Miss Greeley the visitor crosses the yard to the gymnasium building, partly to see the sloyd knitting, which is taught by Miss Laura A. Brown, formerly Tommy's teacher, but now in charge of the manual training department. The pupils knit and cast off by direction, after once learning the stitch, and from coarse twine they go on to finer, till mats, bags, chains and many other pieces of useful cord-work come from their skilful hands. The word *sloyd* is commonly associated with woodwork, but really applies to handwork of any sort; the system originated, not in Sweden, but in Finland. From Helsingfors, where she had taught this branch in the public schools, Miss Anna Molander came to the great Chicago Fair of 1893. Quick to appreciate its value for the blind, Mr. Anagnos persuaded her to come to Boston, and here she spent a year, instructing both pupils and the teacher. Unable to remain longer, she consented to write out her system in full, and named Miss Brown as a specially apt learner. It happening just then that Tommy Stringer was ill, Miss Brown was able to become Miss Molander's assistant, and ultimately this led to a nomination as her successor.

By a wise provision pupils are occupied with each lesson for a short period of time only, in order to avoid fatigue. For the same reason the teachers, busy with the children all day, are released from immediate relations with them when twilight comes and study hours are over, so that the instructors have their evenings free.

Conversing now in the reception room are a few of the young ladies, among them Miss Cornelia C. Roeske, who has charge of the boys' music department. Though she sits apparently at leisure, her busy brain is doubtless occupied arranging some piece of music for a future day. Among her compositions, recently published by the Ditson Company, are the *Dover Galop* and the *Hub Waltz*.

Looking from the window we can see the boys racing about the grounds as fearlessly as if they could see, in the very exuberance of blossoming life. More visitors now arrive,—a group of girls from Dorchester, called the Primrose Club.

Presently there is a singing lesson for the boys in the main hall, and thence the guest of the day goes back to the other building to hear Miss Fairbanks give to her girls a lesson in the parlor. Mr. Akeroyd, the violinist, has come over with his niece, and we listen with interest to scales and exercises as well as to songs and piano solos. After the lesson is over, we notice how carefully the girls restore the chairs to their places.

It is time now to return to the city; but Miss Greeley comes from the other house to say that, as the visitor has dined with the twenty-six girls, he must stay and sup with the thirty-four boys; so he sits at Miss Greeley's right hand, while on her left is another guest, especially welcome, Dr. Brackett, who has done much for the school, both as physician and as friend and adviser. It is a plain supper, so far as the pupils are concerned, heavy meals not being wholesome for them at night; but there is plenty of bread and butter, milk and plain cake. Next the writer sits Guy Jacobson, who affords a good example for the general conscientiousness. He is hungry and asks for more bread; so the visitor spreads him a slice of the toast; but Guy doubts whether Miss Greeley will permit this luxury, and does not eat a mouthful till she, overhearing his protest, gives her consent. Across the table is Tommy Stringer. Dr. Brackett has been his good friend and physician in time of need, and when the meal is over Tommy tries to find out who he is. As the little boy cannot even hear the doctor's voice, the recognition is no easy task, for new cuff-buttons have replaced those familiar to the lad's touch.

Then comes more chat in the parlors, and thus ends the happy day at the kindergarten for the blind, though on his return to the city the visitor is accompanied by both of Tommy's teachers, the Misses Brown and Conley, for an enjoyable evening of reading and music in Steinert Hall.

REPORT OF THE MATRON.

TO MR. M. ANAGNOS, *Director*.

SIR:—I herewith submit the following report for the year ending September 30, 1895.

For a period of nine years it has been my duty to give vigilant attention to most of the daily affairs of the kindergarten, and this, in turn, has afforded me the privilege of watching, always with solicitude but with ever-deepening interest, the process of character-building which goes on without interruption in this garden of humanity.

Surrounded by pure and elevating influences, a number of the children committed to our care have already advanced to bright and happy youth, and it is what these little boys and girls have accomplished in the way of moral and intellectual development which has given the kindergarten for the blind its present name and standing.

Amid harmonious surroundings, enveloped in an atmosphere of peace, where joy is duty and love the law, the little school has won the confidence of all who are interested in the emancipation of childhood from pernicious and effete systems of education. For it is certain that through the agency of the kindergarten great and beneficial changes have been wrought in methods used in the instruction and training of the blind, while schools for the seeing have not been slow to adopt our ways and to profit by the great object lesson which is continually going on here. Moreover, all unconsciously to themselves these little children, through the power of habits formed within these walls, *live* the gospel which teaches that to minister to others is nobler than to exact service; and the ready and cheerful spirit of helpfulness of these boys and girls, both here and in their own homes, exerts an influence which refines the manners and cultivates the minds and hearts of their associates.

The following incidents will serve to show the hold which kindergarten training has upon these children, and the ingenious use which they make of the talks, stories, gifts and occupations which, alternating with one another, constitute their daily work. They are given a few hours each day to use as they see fit, and it is noticeable that the kindergarten games mould their taste in free play and turn it to good account.

The spare time of one boy was for several weeks devoted to an experiment in electric lighting. By means of discarded ink bottles and some copper wire that he had begged he connected the different articles of his bedroom furniture, and it was found that he could explain in an intelligent manner the principle of the lighting system and of the trolley.

Two boys, eight and nine years of age, respectively, composed a duet for the piano one morning while they were walking together in the corridor of the building, and a few hours later they played the composition, which proved to have some degree of merit.

A clever mimic among the girls derives great enjoyment from conducting music classes, and if real pupils are not to be had at the time, imagination is called in to aid the play and easily supplies the scholars, to whom the little actor proceeds to give instructions after the exact manner of her teacher.

For a long time one girl busied herself in stringing necklaces made up of pieces of stiff paper which she had cut in regular designs, both original and pretty. These ornaments were not by any means unattractive, and were found to be acceptable gifts to a large number of her friends.

As a rule, the girls take kindly to dolls and housekeeping, though the games of "Wolf" and "Bluebeard" prove fascinating diversions not infrequently.

One little boy made several original designs during his hours for play, and reproduced them skilfully in both the gift and the sewing work.

Conspicuous among the boys during the past year was a set of story tellers or narrators. They continued this pas-

time for several months, and became quite proficient in the art. The plots of the little stories were well laid and the developments were wrought out with considerable skill.

The entire work of the kindergarten has been carried on during ten months of the year which has just closed in the same spirit of fidelity and with the same degree of earnestness which has marked its prosecution in the past. The fundamental principles of kindergarten instruction have been strictly adhered to by conscientious and painstaking teachers. Habits of regularity, punctuality and orderly conduct have been inculcated, both by precept and example, and nothing has knowingly been left undone which would tend to promote the welfare of these children.

Physical training continues to receive special attention, and the admirable system which is in use here has served a good purpose. Carefully planned exercises and a limited use of apparatus seem to secure good results. In a few cases special exercises are prescribed for the purpose of correcting curvature of the spine or unevenness of the hips and shoulders, and in order to bring about a firmer and more upright carriage of the head and body.

Sloyd as applied to knitting and sewing proves to be invaluable. Its processes are highly educational, and it is shown daily in these classes that manual effort increases intellectual power. During the year there were forty-nine children in the sloyd classes (twenty-two girls and twenty-seven boys), and the products of their labor were represented by more than three hundred and fifty articles.

With the warp and woof of kindergarten life music is closely interwoven. The morning talk opens with a hymn. The singing class receives daily instruction and drill, while songs and finger plays have a definite place and purpose in each day's programme of kindergarten work. Thirty-seven pupils (fifteen girls and twenty-two boys) have had instruction on the pianoforte and five on the violin. The marked advancement which the kinder orchestra has made is chiefly due to several new compositions written by Miss Roeske, which have required the introduction and use of a larger variety of instruments.

We cannot turn away from the year that has just closed without recalling in sorrow but in loving remembrance the name of one closely identified with this department,— our beloved associate and friend, Cornelia C. Roeske, whose death occurred on the 8th of July. Miss Roeske was a graduate of Perkins Institution, and came to the kindergarten at the beginning of its second year. She soon proved to be an earnest and untiring teacher, thorough and exact in discharging her duties, and able to inspire her pupils with a large measure of her own enthusiasm. By the force of an independent and self-reliant nature she overcame obstacles which would have seemed insurmountable to a person less courageous and persevering. She possessed marked talent for musical composition, and took great delight in the exercise of this gift. Miss Roeske was ever ready to lend a hand in any work or undertaking pertaining to school or social life, and she infused into our household her own bright and cheerful spirit, born of a pure and contented nature. Our loved and esteemed fellow-worker was called suddenly from this world while still in her youth, but she leaves the record of a sweet and true life nobly lived.

At the beginning of the new school year, September 18, eleven pupils were transferred to the parent school at South Boston. To fill their places four girls and six boys have already entered, and two more children will be admitted in a few weeks. On the 30th of September sixty-four names appear on the list.

During the entire year the health of the children has been uniformly good. The only epidemic which invaded our households was measles, and but nine cases of this disease appeared. Little Martha Swanberg entered the kindergarten in September, 1894, but she soon proved to be the victim of an incurable disease, and in a few weeks was removed to the children's hospital in Portland, Me., where she died on March 15, 1895. We desire to make grateful acknowledgment of the kind and generous service which Dr. Henry W. Broughton has rendered the kindergarten throughout the entire year, without compensation.

The members of the Ladies' Visiting Committee have re-

peatedly extended to us timely help, and the encouragement which their visits and words of advice have afforded is most warmly appreciated by all.

It is extremely difficult for a person in daily association and intercourse with Willie Elizabeth Robin (who is blind and deaf) to realize the limitations which hedge her about. Her attainments are not below the average of girls of her own age, while the ease with which she accomplishes her undertakings can hardly be excelled among those who are in full possession of both sight and hearing. She seems to obtain correct impressions both of persons and things, and indeed her power of perception is so strong and reliable that her conclusions are seldom at fault. She shows a lively interest in all that goes on around her, and her nature is so disposed toward sympathy that she is never indifferent to the affairs of others. Willie shows an intuitive love of beauty,—the beauty of order, fitness and use. She delights in the open air, in flowers, in living animals, and, in short, in every form of life. She is specially fond of little children, and always takes notice of their manners and deportment. Willie is herself easily controlled and guided, for, while she possesses marked strength of character, it is so united with sweetness of disposition and a sturdy good sense that she never becomes wayward and intractable. She has become so proficient in articulation as to rely upon it almost wholly in her intercourse with others. Indeed, she seldom finds it necessary to resort to the manual alphabet. As in several former seasons, Willie had the privilege of spending the long summer vacation with her kind and devoted friends, Mr. and Mrs. Albert T. Whiting.

Tommy Stringer is now nine years of age. He has made rapid progress during the last year in physical and intellectual development, but he is somewhat slow in the acquisition and use of language. He gives abundant evidence that his rational faculties are not stunted, and he shows great eagerness to learn and to understand all about things which appeal strongly to his boy nature. He pays the closest and most careful attention to all explanations of things pertaining to nature, and his lively curiosity leads him to make many in-

vestigations on his own account. Full of fun and frolic, he is never without resources for amusement. Tom has already begun some work which will lead, a little later, to the study of geography. He is becoming familiar with the boundaries of the kindergarten and with the direction and course of the streets of Jamaica Plain, while during the summer he learned many features of the country about the farm where he spends his vacation. He seems to be skilful in reproducing his notions in sand, and it is seen that he has clear ideas of the relations of things. Tom no longer relies wholly upon the manual alphabet; he speaks many words and even whole sentences, and, while he does not express himself freely in this way, his articulation is good, and with encouragement in its use he will soon become proficient. He writes a legible square hand, and reads in the Fourth Reader.

The foundation has been so carefully laid in the case of these children that the success of all future work with them is assured. In fact, there can be no obstacles in their onward course. The kindergarten has prepared them, and scores of little sightless children as well, for a new life of intellectual activity which will lead to usefulness and to happiness. But behind the kindergarten stands the sentiment of an educated community and the beneficent philanthropy of the host of men and women whose generous support has made the infant institution possible. In behalf of afflicted childhood I desire to extend hearty thanks to all friends who have encouraged and aided our work for these hapless little boys and girls. I also wish to acknowledge gratefully the receipt of many gifts with which the following friends have been so very good as to favor the kindergarten.

Miss Kate L. Brown's primary class of the Sunday School of the Second Church of Boston has given twenty dollars to purchase a stuffed beaver for the museum.

Mrs. Frank B. Allen of Longmeadow has sent a fox, a blackbird and a crow to be added to the collection of mounted specimens; and Mr. Harry Eastman of Framingham has given a bluejay, a pine grosbeak, a sand-piper, a tree sparrow, a tern, a yellow warbler, an oven bird and

a sanderling, and made Miss M. E. Trook the almoner of his gift.

The Kindergarten Primary Club of 1895 has contributed the dues of the organization toward the purchase of a mounted lion. This specimen proudly bears a placard inscribed, "From the Club of '95."

The children of Miss Look's kindergarten in Florence, Mass., have given ten dollars to be used in buying something for the school-room; and from distant Japan Miss Freji Koka has sent a letter, together with gifts from her kindergarten.

Several children have been provided with homes in the country during the summer vacation by means of a sum of money contributed for this purpose by Miss Mary Carter, Boonton, N.J., Miss E. M. Hibbard, Miss Fitch, Mrs. Whittemore and Mr. H. E. Damon of Newton, and "a friend," through Mrs. H. W. Scott, Newton Centre.

The publishers of the *Jamaica Plain News* (weekly) have kindly furnished the kindergarten with a copy of their paper.

A rocking-horse given by Philip Hart has been gratefully appreciated by the little boys.

We are indebted to Mr. J. M. Rodocanachi for a supply of figs; to Mrs. Frederick Tudor for eighty jars of preserved fruit and jellies; to Mrs. William H. Slocum for twelve barrels of apples and other fruit and for a quantity of vegetables; to Mr. David Rice for two barrels of pears; to Mrs. George R. Fowler and to Mrs. Louis Schwartz for a quantity of fruit; to Mr. Thomas A. Watson of Weymouth for an abundant supply of apples; to Miss Helen D. Orvis for tickets to the course of young people's concerts; and to Mrs. Alonzo O. Swift of Waquoit for cranberries, jellies and chickens.

Respectfully,

ISABEL GREELEY.

LIST OF THE CHILDREN.

Allen, Mary K.	Beckwith, George.
Anderson, Elizabeth.	Butters, Albert W.
Burke, Norah.	Cotton, Chesley C.
Coberg, Margaret.	Cummings, Edwin.
Cummings, Elsie.	Cunningham, James H.
Dart, Marion F.	Curran, John.
Dolan, Ellen.	Dewhurst, Henry.
Elwell, Gertrude.	Furrow, George.
Gavaghan, Annie.	Graham, William E.
Gilman, Lura.	Harvey, Lyman K.
Goggin, Mary.	Heroux, Alfred N.
Hamlet, Ethel.	Jacobson, Guy H.
Hayes, Mary Etta.	Lester, James.
Hughes, Mattie.	Lord, John W.
Ingham, Beatrice.	Muldoon, Henry M.
Kennedy, Annie M.	Muldoon, Robert D.
Langdon, Margarette.	Nelson, Charles S.
McKensie, Maggie.	Nilson, Frank.
Myers, Mabel.	Paige, Frank H.
Noyes, Kate.	Prince, Ned B.
Ovens, Emily A.	Rand, Henry.
Perella, Julia.	Ransom, Francis.
Puffer, Mildred E.	Rawson, Willey.
Robin, Willie Elizabeth.	Stamp, Charles.
Root, May E.	Stitcher, Frank W.
Ryan, Margaret.	Stringer, Thomas.
Travers, Margaret.	Stuart, Edwin.
Veasey, Emma A.	Swift, William S.
Viles, Alison.	Walsh, William.
Wagner, Alice M.	Wardwell, Homer.
Walsh, Annie.	Wetherell, John.
Bartlett, Joseph.	Williams, Albert L.

FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING AUGUST 31, 1895.

RECEIPTS.

Cash on hand Oct. 1, 1894,	\$6,985.83	
Legacy —		
Mary B. Emmons,	1,000.00	
Mary Lowell Stone fund,	100.00	
Endowment fund,	13,074.08	
Annual subscriptions through Ladies' Auxiliary Society,	5,129.00	
Transcript ten-dollar fund,	5,666.95	
Donations for new building,	2,061.00	
Board and tuition,	5,128.67	
Rents,	665.00	
Income from investments,	9,548.17	
Loan from New England Trust Co.,	6,000.00	
	\$55,358.70	

EXPENSES.

Maintenance,	\$13,798.67	
Expenses on houses let,	49.25	
Bills to be refunded,	132.07	
Purchase of real estate,	29,476.43	
	43,456.42	
Balance Sept. 1, 1895,		\$11,902.28

PROPERTY BELONGING TO THE KINDERGARTEN.

Helen C. Bradlee fund,	\$40,000.00	
Mrs. Warren B. Potter fund,	25,000.00	
Mrs. George W. Wales fund,	10,000.00	
Mrs. William Appleton fund,	10,700.00	
Mrs. Benjamin S. Rotch fund,	8,000.00	
Mary Lowell Stone fund,	100.00	
Legacies —		
Sydney Bartlett,	10,000.00	
George Edward Downs,	3,000.00	
Mary Williams,	5,000.00	
Elisha T. Loring,	5,000.00	
Ellen M. Gifford,	5,000.00	
Joseph Scholfield,	3,000.00	
Royal W. Turner,	3,000.00	
Mrs. Lucy A. Dwight,	4,000.00	
Mrs. Eleanor J. W. Baker,	2,500.00	
Mrs. Elizabeth W. Gay,	7,931.00	
Mrs. Eliza B. Seymour,	5,000.00	
Miss Rebecca Salisbury,	200.00	
Miss Sarah Bradford,	100.00	
Mary H. Watson,	100.00	
Mrs. Richard Perkins,	10,000.00	
Mary B. Emmons,	1,000.00	
Transcript ten-dollar fund,	5,666.95	
Funds from other donations,	69,702.05	
		\$234,000.00
Cash in treasury,		5,902.28
Land, buildings and personal property in use of the kindergarten at Jamaica Plain,		181,450.43
Total amount of property belonging to the kindergarten,		\$421,352.71

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS.

From Sept. 30, 1894, to Aug. 31, 1895.

A Bostonian,	\$200.00
A few friends in Salem "in recognition of what has been done for Henry Rand,"	150.00
A friend,	100.00
A friend,	15.00
A friend (K.),	100.00
A friend in Cambridge,	10.00
A friend through M. B.,	1.00
A friend to the little blind children,	500.00
Allen, Mrs. Hannah,	1.00
Amory, C. W.,	100.00
Amory, Mrs. William,	5.00
Anonymous,	2.00
Appleton, Mrs. William,	1,000.00
A schoolmate of Julia Romana Howe,	10.00
Baker, Mrs. Richard,	50.00
Balfour, Miss Mary D.,	10.00
Ballou, Mrs. A. M., Detroit, Mich.,	5.00
Bigelow, Mrs. Harriet A., Melrose,	50.00
Birch, Miss H. Alida, Providence, R.I.,	5.00
Brackett, Miss Nancy, Quincy,	25.00
Brett, Mrs. Anna K., Avon,	5.00
Brewster, Mrs. O.,	5.00
Brewster, William,	5.00
Brown, E. R., Dover, N.H.,	50.00
Brown, Miss Harriet T.,	20.00
Chapin, Mrs. Adaline M., Milford,	5.00
Charles, Mrs. Mary C., Melrose,	25.00
Cheney, Mrs. E. D.,	5.00
<i>Amount carried forward,</i>	\$2,459.00

<i>Amount brought forward,</i>	\$2,459.00
Children of Herbert Street Kindergarten, Salem, through Miss Esther W. Sheldon,	5.00
Children of Miss H. F. Seger's School, Jamaica Plain,	13.00
Clark, Mrs. Henry, Worcester,	400.00
Clarke, Mrs. James Freeman,	5.00
Cook, Mrs. Chas. T., Detroit, Mich.,	25.00
Coolidge, Mrs. J. T.,	10.00
Cushing, Thomas,	5.00
Dewey, Mrs. Arthur W., Jamaica Plain,	100.00
D., L. W. and M. M. D.,	50.00
Dorr, Miss C., Roxbury,	5.00
Drew, Mrs. E. C.,	10.00
Eliot, Dr. Samuel,	100.00
Ellis, George H.,	75.00
Everett, Mrs. Emily, Cambridge,	25.00
Fairbanks, Miss C. L.,	10.00
Fay, Miss Sarah M.,	1,000.00
Fenno, Mrs., . . . . .	.50
Ferris, Miss Mary E., Brookline,	50.00
Ferris, Mrs. Mortimer C., Brookline,	100.00
Field, Mrs. E. E. V.,	10.00
First Congregational Unitarian Society, New Bed- ford,	50.00
Fiske, Miss Elizabeth S.,	500.00
Fiske, Mrs. Joseph N.,	1,000.00
Friend G. S. H., in memory of Charles W. Faulkner, Friend R.,	25.00 5.00
From Eliot Hall Dances, Jamaica Plain,	60.00
From friends in West Newton, through Miss Caro- line S. Burrage,	25.00
Fuller, Mrs. Caroline A., West Hingham.	20.00
Gilman, Miss E. G.,	5.00
Goldthwait, John,	25.00
Grew, Mrs. Henry S.,	10.00
Hammond, W. T.,	1.00
Hatch, Fred W., Reading,	5.00
<i>Amount carried forward,</i>	<u>\$6,188.50</u>

<i>Amount brought forward,</i>	\$6,188.50
Hersey, Charles H.,	10.00
H. M.,	1.25
Howland, Mrs. O. O.,	5.00
Hyde, Miss Mary E.,	2.00
Iasigi, Miss Mary V.,	15.00
In memoriam,	100.00
In memory of M. K. O., Salem,	5.00
In memory of Mrs. Martha Webster Miller,	30.00
Jackson, Mrs. J. B. S.,	50.00
Jackson, Mrs. E. S.,	2.00
Jenks, Miss C. E.,	5.00
Kendall, M. S.,	2.00
Kendall, Joseph S.,	50.00
Kendall, Miss H. W.,	50.00
Kindergarten, Mrs. Sweetser's, West Newton,	4.00
Kindergarten, Boylston Street, Brookline, through Miss Harriet B. Stodder,	5.00
King's Daughters, Groton,	5.00
Knapp, Geo. B.,	25.00
Knowles, Rev. Edward R., D.D., LL.D., Worcester,	100.00
Ladies in Wellesley,	25.00
Lamson, Miss Catherine M.,	50.00
Lang, Mrs. B. J.,	20.00
Lend-a-Hand Club of little boys, Wollaston,	5.00
Littell, Miss S. G., Brookline,	10.00
Little Amy and Edward,	10.00
Lyman, Mrs. Geo. H.,	20.00
Matthews, Mrs. A. B.,	1,000.00
Matthews, Miss Nanna,	20.00
Matthews, Miss Alice,	20.00
Meredith, Mrs. J. H.,	5.00
Meyer, Mrs. Geo. von L.,	100.00
Miss Lou Blanchard's pennies, Belmont,	2.63
Montgomery, William,	10.00
Morgan, E. P., Saco, Me.,	50.00
Motley, Mrs. E. P.,	25.00
Moulton, Miss M. C.,	25.00
<i>Amount carried forward,</i>	\$8,052.38

<i>Amount brought forward,</i>	\$8,052.38
Muldoon, Arthur, Newton Centre,	100.00
Neal, Miss Caro F., Charlestown,	10.00
Nevous, Mrs. Alta H., Jamaica Plain,	2.00
Newell, Mrs. M. Abbie, in memory of A. H. N.,	25.00
Nichols, J. Howard,	25.00
Nickerson, Sereno,	10.00
Ober, Louis P.,	10.00
Osgood, Mrs. J. F.,	500.00
Paige, Franklin Howard,	5.00
Parkman, Geo. F.,	500.00
Peabody, F. H.,	100.00
Peters, Edward D.,	20.00
Philbrick, Mrs. Edward S., Brookline,	3.00
Pickman, Mrs. W. D.,	60.00
P., K.,	50.00
Pratt, Miss Sarah S.,	10.00
Proceeds of concert in Longmeadow, through Frank B. Allen,	50.00
Proceeds from parlor sale at Mrs. T. B. Wales, Jr., West Roxbury,	50.00
Proceeds of sale by Alice Loring Ware, Romaine Hoyt and Mary Hoyt, Dorchester,	21.28
Proceeds of entertainment, the "Merrymakers," given at the residence of Mrs. Nathaniel Thayer by children connected with the Dorothea House,	125.00
Proceeds of entertainments on Patriots' Day by pupils of Perkins Institution,	84.90
Proceeds of lecture by Mr. Black,	100.00
Richards, Miss Annie Louise	25.00
Robeson, Mrs. Andrew,	10.00
Rodocanachi, J. M.,	50.00
Ross, Miss Charlotte, West Newton,	1.00
Rust, Mrs. W. A., Cambridge,	5.00
Sabine, Dr. G. K., Brookline,	5.00
Sabine, Miss Catherine,	3.00
Sampson, George,	30.00
Sears, Mrs. K. W.,	25.00
<i>Amount carried forward,</i>	<u>\$10,067.56</u>

<i>Amount brought forward,</i>	\$10,067.56
Sohier, Miss E. D.,	25.00
Sohier, Miss Emily,	25.00
Sunday-school Class, Chelsea, Miss Angus,	25.00
Sunday-school of Immanuel Church, Roxbury, primary department,	5.00
Sunday-school Class in Highland Church, Roxbury, Miss Carter's,	5.00
Sunday-school of First Church, Boston,	91.43
Sunday-school of Shepard Memorial Church, Cambridge,	18.47
Sunday-school, First Parish Unitarian Church, West Roxbury,	17.87
Swan, Mrs. Robert,	5.00
Sykes, Mrs. Charles L., Scotch Plains, N. J.,	1.00
Taggard, Mrs. B. W.,	5.00
Thorndike, Mrs. J. H. (\$10 annual),	110.00
Through Miss Olga E. Gardner,	20.00
Through Miss Adele E. Somes,	1.75
Through the "Globe,"	7.00
Through Miss Edna Joslyn,	1.00
Union Church of Weymouth and Braintree,	12.00
Unitarian Sunday-school, Littleton,	17.00
Unitarian Sunday-school, Belmont, through Rev. Hilary Bygrave,	10.00
Upham, Miss Susan,	1,000.00
Vose, Miss C. C.,	5.00
Wales, George W.,	100.00
Walter, Mrs., Pittsburg, Pa.,	5.00
Warren, Mrs. J., Sullivan,	20.00
Wetherbee, Miss Helen F.,	1.00
White, Mrs. C. T.,	25.00
White, Miss Eliza Orne, Brookline,	5.00
White, C. J., Cambridge,	25.00
Whitehead, Miss Mary,	10.00
Whitwell, W. S.,	10.00
Wilson, Miss Lilly M., Brookline,	100.00
W., L. H.,	15.00
<i>Amount carried forward,</i>	\$11,791.08

<i>Amount brought forward,</i>	\$11,791.08
W., Mrs. H. H. B.,	2.00
Women's Parish Association, Unitarian Church, Concord,	25.00
W., S. L.,	25.00
Young, Miss Agnes Hill,	35.00
	<hr/>
	\$11,878.08

CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary Society, Miss S. E. Lane, treasurer,	\$3,721.00
Cambridge Branch, through Mrs. E. C. Agassiz, treasurer,	680.00
Dorchester Branch, through Mrs. Charles V. Whit- ten, treasurer,	150.00
Milton Branch, through Mrs. William Wood, treas- urer,	119.00
Lynn Branch, through Mrs. Lucy B. Haven, treas- urer,	60.00
Worcester Branch, through Mrs. J. H. Robinson, treasurer,	390.00
Mrs. C. C. Voorhees' Normal Kindergarten Class,	9.00
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	\$5,129.00

FOR THE NEW BUILDING.

A friend,	\$1,000.00
Bumstead, Mrs. Freeman J., Cambridge,	50.00
Motley, Mrs. Edward, "In Memoriam,"	1,000.00
Porter, Mrs. P. G., Cambridgeport,	1.00
Sampson, George,	10.00
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	\$2,061.00

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.*

TRANSCRIPT TEN-DOLLAR FUND.

Abbott, Miss A. F.,	\$10.00
Abbott, Miss G. E.,	10.00
Abbott, Mrs. Henry W.,	5.00
A Cambridge friend,	10.00
A friend,	3.00
A friend,	25.00
A friend,	10.00
A friend,	1.00
A friend,	1.00
A friend of the blind,	1.50
A friend through Mrs. Appleton,	10.00
A friend in New Hampshire,	10.00
A., J. C.,	10.00
Alden, Mrs. S. B., Randolph,	10.00
Allen, Mrs. A. H.,	10.00
Allen, Mrs. Charles H.,	10.00
Allen, Francis R.,	10.00
Allston, Mass.,	2.00
Anderson, Miss A. F., Lowell,	5.00
An interested friend,	1.00
Anonymous,	10.00
Anonymous,	2.00
Anonymous,	2.00
Appleton, Mrs. William,	10.00
A sympathizer,	10.00
A thankoffering for good eyesight,	10.00
Atkins, Mrs. Elisha,	30.00
Atkinson, Mrs. Edward, Brookline,	10.00
A Rx.,	10.00
A widow's mite, Winchester,	1.00
Bacall, Charles H.,	10.00
B., H., West Medford,	15.00
<i>Amount carried forward,</i>	<u>\$274.50</u>

<i>Amount brought forward,</i>	\$274.50
Baker, Mrs. William E.,	10.00
Bangs, Miss Edith,	10.00
Barr, Mrs. Arthur W., Jamaica Plain,	5.00
Bass, Mrs. Emma M.,	10.00
Batt, Mrs. C. R.,	10.00
Beebe, Mrs. Arthur,	25.00
B., E. A., Brookline,	10.00
Belches, Mrs. John W., Brookline,	5.00
Benedict, W. L.,	10.00
Bigelow, Mrs. M. J.,	5.00
Bigelow, Mrs. Hannah E., Marlborough,	10.00
Bigelow, Miss Dorothea,	10.00
Bigelow, Miss Mary A.,	10.00
Bigelow, Mrs. Harriet A., Melrose,	10.00
Blacker, J. E.,	10.00
Black, Mrs. G. N.,	10.00
Bowman, Frederick A.,	10.00
Boyd, Miss Florence A., Marlborough,	10.00
Bradford, Mrs. Geo. H.,	10.00
Bradshaw, Mrs. M. A., Washington, D. C.,	10.00
Brimmer, Hon. Martin,	10.00
Brimmer, Mrs. Martin,	10.00
Brown, Atherton T.,	50.00
Brown, Mrs. Atherton T.,	10.00
Brown, Miss Alice W.,	10.00
Brown, Miss Elizabeth B.,	10.00
Brown, Miss Susan F.,	10.00
B., R. S., in memory of Julia R. Anagnos,	10.00
Bruerton, Mrs. James, Malden,	10.00
B., S. H.,	10.00
Bullard, Miss Katherine E.,	10.00
Bullard, Stephen,	10.00
Burr, Mrs. C. C., Auburndale,	10.00
Burgess, Mrs. George, Brookline,	10.00
Burnham, Mrs. John A.,	20.00
C.,	1.00
C.,	1.00
<i>Amount carried forward,</i>	\$676.50

<i>Amount brought forward,</i>	\$676.50
Cabot, Mrs. Francis, Brookline,	10.00
Cabot, Miss Mary E., Brookline,	5.00
Cabot, Miss Elizabeth, Brookline,	10.00
Cabot, Samuel, Jr., Brookline,	10.00
Cabot, John H.,	10.00
Calkins's, Miss M. W., Sunday-school Class, Newton.	10.00
Calvert, Mrs. Susan,	1.00
Carr, Mrs. Samuel,	10.00
Carter, Mrs. Charles L.,	5.00
Catherine, Newtonville,	1.00
Channing, Miss Ellen, Milton,	5.00
Cheney, B. P., and family,	70.00
C., H. L.,	1.00
Clark, Mrs. Joseph W.,	50.00
Clarke, Mrs. Henry, Worcester,	10.00
Clark, Mrs. B. C.,	10.00
C., Mrs.,	1.00
Coburn, Mrs. N. P., Newton,	20.00
Cochran, Miss Caroline R.,	5.00
Cook, Mrs. Josiah Parsons,	10.00
Coolidge, Mrs. T. Jefferson,	10.00
Cordis, Mrs. Edward, Forest Hills,	10.00
Cowing, Miss Grace Gordon, Roxbury,	10.00
Crane, Mrs. Aaron M.,	5.00
C., R. B., Belmont,	1.00
C., S. L.,	10.00
Cummings, Mrs. C. A.,	10.00
Cumston, Mrs. William, Brookline,	10.00
Cunningham, Mrs. J. H.,	10.00
Curtis, Miss I. P.,	5.00
D., A. L.,	10.00
Dalton, Mrs. Charles H.,	10.00
D., A. M.,	1.00
Denison, Mrs. J. N.,	10.00
Dewey, Miss Mary E.,	10.00
Dexter, Miss S. V.,	10.00
Dillaway, W. E. L.,	10.00
<i>Amount carried forward,</i>	\$1,072.50

<i>Amount brought forward,</i>	\$1,072.50
Ditson, Mrs. Oliver,	10.00
D., J., New Bedford,	10.00
D., L. W. and M. M. D.,	20.00
D., Mrs. L. G.,	10.00
Doe, Miss N.,	5.00
Doliber, Thomas,	10.00
Domestic Missionary Society, Portsmouth, N.H.,	10.00
Dow, The Misses, Milton,	15.00
Downer, Mrs. Samuel, Dorchester,	10.00
D., P. E.,	10.00
Dutton, Dr. Samuel L.,	10.00
E., A. S., Roxbury,	10.00
E., C. F., Roxbury,	10.00
Edmands, Mrs. M. G.,	10.00
Edwards, Mrs. J. S., Roxbury,	20.00
Elliott, Samuel T.,	10.00
E., M.,	20.00
E., M. M., with many good wishes,	5.00
Endicott, Miss Mary E., Beverly,	25.00
F., A. D.,	10.00
Faulkner, Mrs. Charles,	10.00
Faulkner, Miss Fanny M.,	10.00
Fette, W. Eliot,	5.00
F., F. C.,	20.00
Field, Mrs. E. E. V., Milton,	10.00
Flagg, Augustus,	10.00
Flagg, Mrs. Augustus,	10.00
F., L. B.,	10.00
Flint, D. B.,	10.00
Flint, Dr. A. J. Baker,	10.00
F., Miss C. F., Roxbury,	10.00
For the Kindergarten,	1.00
Foster, Mrs. Henry, Jamaica Plain,	5.00
Foss, Benjamin Sturtevant, Jamaica Plain,	10.00
Foss, Guy Noble, Jamaica Plain,	10.00
French, Miss Cornelia A.,	10.00
Friend,	.25
<i>Amount carried forward,</i>	\$1,463.75

<i>Amount brought forward,</i>	\$1,463.75
Friend,	.50
Friend, L. C.,	10.00
Friend, M. R. H.,	1.00
Friend, W.,	10.00
From A. D. G.,	10.00
From a friend, Newton,	20.00
From a friend, E. J. W.,	5.00
From a friend of Julia R. Anagnos,	10.00
From "Bertha,"	.95
From W.,	10.00
From two friends,	20.00
From two friends,	15.00
Frothingham, Rev. Octavius B.,	10.00
Frothingham, Miss Ellen,	10.00
Galloupe, C. W.,	100.00
Gardner, Mrs. Constance,	20.00
Gardner, William Amory,	10.00
George, Joseph C.,	10.00
Ginn, Edwin,	10.00
Goddard, Miss Julia, Brookline,	15.00
Golding, Mrs. Wm. H.,	10.00
Goldthwaite, John,	100.00
Grandgent, Mrs. Lucy L., Cambridge,	5.00
Greenleaf, C. H.,	25.00
Guild, Mrs. S. Eliot,	10.00
H.,	1.00
Haines, Miss Lucy T., Winchester,	10.00
Hall, Mrs. M. L.,	10.00
Harwood, Mrs. G. S., Newton,	10.00
Harwood, George Fred, Newton,	10.00
Hatch, Frederick W., Reading,	10.00
Hayes, Miss Minnie M.,	20.00
H., C.,	200.00
H., C. A.,	2.00
H., C. A., Brookline,	10.00
H., E., California,	10.00
H., E., Jr.,	5.00
<i>Amount carried forward,</i>	\$2,209.20

<i>Amount brought forward</i> ,	\$2,209.20
H., H.,	2.00
Hemenway, Miss Clara,	10.00
Hibbard, Salmon P.,	10.00
Hiddon, Miss Flora E.,	1.00
Higginson, Henry L.,	10.00
Hoadley, Mrs. John S., Roxbury,	5.00
Houghton, A. C., North Adams,	10.00
Howe, Miss H. A., Brookline.	10.00
Howe, Miss L., Brookline,	10.00
H., S. E.,	10.00
H., S. E.,	5.00
Hunneman, Miss Elizabeth A., Roxbury,	10.00
Hutchins, Mrs. Constantine F.,	10.00
Iasigi, Mrs. Oscar,	10.00
In His Name,	5.00
In His Name for the Kindergarten,	10.00
In memoriam, C. H. D.,	2.00
In memoriam,	10.00
"In Memoriam," from L. and F. H.,	10.00
In memory of C. D. F.,	10.00
In memory of L. B. U.,	5.00
"In memory of N. P. R.,"	10.00
In memory of Vernon,	1.00
In the name of Helen Keller,	5.00
J., G. A.,	5.00
Jolliffe, Mrs. T. H., Charles River Village,	10.00
Jones, Mrs. W. H.,	5.00
Jones, W. H., & Co.,	10.00
Keith, Mrs. Sarah E.,	10.00
Kennedy, Miss Louise, Concord,	10.00
Kent, Mrs. Helena M.,	50.00
Kimball, Mrs. M. D.,	10.00
Kimball, Miss Susan Day,	10.00
Kimball, Miss Susan S., Salem,	10.00
King, Mrs. D. Webster,	10.00
King's Daughters, First Parish Unitarian Church, Groton,	5.00
<i>Amount carried forward</i> ,	<u>\$2,535.20</u>

<i>Amount brought forward,</i>	\$2,535.20
Knapp, George B.,	10.00
Lane, Gardner M.,	10.00
Lampee, Charles W.,	10.00
Lawrence, Mrs. Ambrose,	10.00
Lee, Col. Henry,	100.00
Lee, W. H.,	10.00
Leighton, Mrs. John W.,	10.00
L., H. R., Salem,	10.00
Lilly, Mrs. Channing,	10.00
Litchfield, George A.,	10.00
Litchfield, E. S.,	10.00
L., M. A.,	1.00
Lodge, Mrs. John E.,	10.00
Longfellow, Miss Alice M., Cambridge,	10.00
Lovering, Mrs. Charles T.,	10.00
Low, Mrs. Ariel,	10.00
Lowe, Mrs. Martha P., in memory of Julia R. Anagnos,	10.00
Lyman, Mrs. Joseph, Brookline,	20.00
M.,	.50
Mansfield, George S.,	10.00
March, Miss Sarah P., Watertown,	10.00
McConnell, George,	10.00
McLoud, Malcolm,	10.00
Merriam, Mrs. F.,	10.00
Merriam, Charles,	10.00
Merriam, Mrs. Charles,	10.00
Mixer, Miss M. C.,	10.00
M., J. L.,	10.00
Monroe, Mrs. George H., Brookline,	10.00
Moseley, Mrs. Alexander,	10.00
Moseley, Alexander, second contribution,	10.00
Moseley, Miss Ellen F.,	10.00
M., S. P.,	10.00
"Mother and Daughter,"	20.00
Mother and Daughter,	1.00
Motley, Mrs. Edward,	10.00
<i>Amount carried forward,</i>	\$2,977.70

<i>Amount brought forward,</i>	\$2,977.70
Moulton, Mrs. Louise Chandler,	10.00
Newbury street,	10.00
Newell, Mrs. M. Abbie, Roxbury,	10.00
Newell, Mrs. M. Abbie, in memory of her husband,	30.00
Nichols, Mrs. F. S.,	10.00
O., M. A., Middleborough,	5.00
One of five hundred, Roxbury,	10.00
One of the five hundred,	10.00
Otis, Mrs. William C.,	20.00
Page, Mrs. Susan G.,	10.00
Paige, Mrs. V. C.,	10.00
Parker, E. Francis,	10.00
Parker, Mrs. Elizabeth P.,	10.00
P., A. S.,	5.00
Peabody, Mrs. R. S., Brookline,	10.00
Peabody, The Misses, Cambridge,	50.00
Peirce, Silas,	10.00
Perkins, Mrs. George H.,	10.00
Perkins, Miss Isabel W.,	10.00
Perry, Miss Elizabeth H., Bridgewater,	2.00
Phipps, Mrs. John A.,	10.00
Phipps, Miss Ada, West Roxbury,	10.00
P., H. W.,	1.00
Pickman, Mrs. W. D.,	10.00
Pickman, Mrs. W. D., second contribution,	20.00
Pickman, Mrs. Dudley L.,	25.00
Pickman, Dudley and Edward,	3.00
P., M. B.,	30.00
Potter, Mrs. Warren B.,	500.00
Powars, Miss Mary A.,	10.00
Pratt, Laban, Dorchester,	10.00
Pratt, Mrs. Laban, Dorchester,	10.00
Proctor, Mrs. Thomas P., Jamaica Plain,	10.00
Putnam, Mrs. James J.,	10.00
Putnam, Mrs. George F.,	10.00
R., C. L.,	10.00
Reed, Mrs. W. H.,	20.00
<i>Amount carried forward,</i>	<u>\$3,928.70</u>

<i>Amount brought forward,</i>	\$3,928.70
Reed, Mrs. B. T.,	10.00
Reynolds, Walter H.,	20.00
Richards, Mrs. Dexter N., Brookline,	100.00
Robeson, Mrs. William R.,	50.00
Rogers, Henry M.,	10.00
Rogers, Mrs. Henry M.,	10.00
Rogers, Jacob C.,	20.00
Rotch, Miss Edith,	100.00
Russell, D. W., Brookline,	10.00
Russell, Miss Marian,	10.00
Russell, Mrs. Robert Shaw,	10.00
Rust, Mrs. W. A., Cambridge,	5.00
S.,	10.00
S.,	100.00
Saltonstall, Hon. Leverett,	10.00
Saltonstall, Mrs. Leverett,	10.00
Schwarz, Mrs. Louis B., Brookline,	5.00
S., C. T., . . . . .	.50
Seabury, The Misses, through the "Transcript,"	25.00
Seamans, J. M., Brookline,	10.00
Sears, Mrs. K. W.,	10.00
Shaw, Miss Adela,	10.00
Shepard, Mrs. Emily E.,	20.00
Silsbee, Miss Katherine E.,	10.00
S., L. M., Somerville,	10.00
S., M., Salem,	2.00
Spalding, Mrs. James A., Portland, Me.,	10.00
Spaulding, Mrs. Mahlon D.,	10.00
Standish, Miss Adelaide,	10.00
Standish, Mrs. L. Miles,	10.00
Stetson, Amos W.,	20.00
Stockwell, Ira, Watertown,	2.50
Stone, Mrs. Edwin P.,	5.00
Storrs, Mrs. Henry L., Brookline,	10.00
Strong, Mrs. Alexander,	10.00
Strong, Mr. Edward A.,	10.00
Strong, Mrs. Edward A.,	10.00
<i>Amount carried forward,</i>	\$4,623.70

<i>Amount brought forward,</i>	\$4,623.70
Swan, Arthur R.,	5.00
Swan, Charles H.,	10.00
Sympathy, Roxbury,	1.00
T.,	1.00
Tapley, Miss Alice P.,	10.00
Tappan, Miss Mary A.,	20.00
T., A. W., Randolph,	10.00
T., C. B.,	10.00
Thacher, Miss E. B., Northampton,	10.00
Thacher, Lillian C.,	5.00
Thacher, Margie W.,	5.00
Thacher, Mrs. Lydia W., Peabody,	10.00
Thayer, Byron T.,	10.00
Thayer, Mrs. Charles E.,	10.00
Thayer, Rev. William G., Southborough,	10.00
Thayer, Mrs. William G., Southborough,	10.00
Thorndike, Mrs. Quincy,	10.00
Tilton, Mrs. Elizabeth,	3.00
T., M. E., Maitland, Fla.,	10.00
Topliff, Miss Mary M.,	10.00
Tucker, J. Alfred, in memory of his little child,	10.00
Two brothers,	20.00
Two friends, . . . . .	.50
Two friends, South Boston,	10.00
Two sisters, . . . . .	.50
Two sisters, Cambridge,	10.00
Vose, Miss C. C., Milton,	10.00
W.,	10.00
W., . . . . .	.25
W., A. B., Jamaica Plain,	10.00
Wadsworth, Mrs. Alex. F.,	10.00
Wales, Mrs. George W.,	10.00
Wales, Mrs. Joseph H.,	10.00
Walker, Mr. and Mrs. Grant,	20.00
Walker, Mrs. Nathaniel,	10.00
Warren, Mrs. Susan C.,	10.00
W., A. W.,	10.00
<i>Amount carried forward,</i>	\$4,954.95

<i>Amount brought forward,</i>	\$4,954.95
W., Cambridge,	1.00
W., C. L.,	10.00
Weld, Mrs. Moses W.,	20.00
Weld, Mrs. William F.,	10.00
Wells, Mrs. Elizabeth S.,	25.00
Wheeler, Miss Jenny, New York,	5.00
Wheeler, Miss L. T.,	2.00
Whelden, Mrs. Alice M., Campello,	10.00
Wheelwright, Charles C.,	10.00
White, Charles T.,	10.00
White, Mrs. Charles T.,	10.00
White, Mrs. Jonathan H., Brookline,	10.00
White, Joseph H., Brookline,	110.00
White, Mrs. Joseph H., Brookline,	10.00
Whiting, Mrs. A. T.,	10.00
Whitman, Henry,	10.00
Whitman, Mrs. Henry,	10.00
Whitney, Mrs. J. S., Brookline,	5.00
Whittemore, Mrs. Henry,	10.00
Williams, Mrs. Harriet C.,	10.00
Wilson, Mrs. E. C., Brookline,	10.00
Wilson, Miss A. S.,	10.00
Winkley, Mrs. Samuel H.,	25.00
Winthrop, Mrs. Thomas Lindall,	10.00
W., J. H.,	10.00
W., K.,	10.00
W., L. U.,	20.00
W., M.,	1.00
W., M. G.,	20.00
Wolcott, Mrs. J. Huntington,	100.00
Wolcott, Roger,	10.00
Wolcott, Mrs. Roger,	10.00
Wolcott's, Mr. and Mrs., children,	10.00
Wood, Mrs. Ellen S., Concord,	10.00
Wood, Mr. and Mrs. Frank,	10.00
Wood, Henry, Roxbury,	10.00
Woods, Henry,	20.00
<i>Amount carried forward,</i>	\$5,548.95

<i>Amount brought forward,</i>	\$5,548.95
Wright, John G.,	10.00
Wright, Mrs. John G.,	10.00
Wright, Miss Lila D.,	10.00
W., S. H.,	10.00
W., S. W.,	10.00
W., W.,	1.00
Wyman, A. A.,	1.00
Wyman, A. E., Newtonville,	15.00
X. Y.,	10.00
X. Y. Z.,	10.00
Young, Calvin, Dorchester,	10.00
Young, Mrs. B. L.,	10.00
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	\$5,655.95

DONATIONS AND SUBSCRIPTIONS FOR TOMMY
STRINGER.

A friend,	\$1.00
Ballou, Mrs. A. A., Detroit, Mich.	5.00
Ballou, Miss Madge, Detroit, Mich.	5.00
Blow, Miss S. E.,	5.00
Brown, Mrs. J. Conklin, Greensboro', Ga.	10.00
Brown, Master Warner, Greensboro', Ga.	1.50
Chappel, Miss Jennie, London, England.	4.88
Children of the "Corner,"	5.78
Conant, Miss Grace W.,	1.00
Congregational Sabbath School, Newton Highlands, through Mr. William B. Wood.	12.12
Cowing, Mrs. M. W.,	5.00
Cowing, Miss Grace G.	5.00
Everett, Miss Emily M.,	25.00
Farnam, Mrs. Henry,	50.00
Fay, Miss Sarah M.	25.00
Fiske, Mrs. E. G., Cambridgeport, . . . . .	.50
Fiske, Miss E. F., Cambridgeport,	1.00
Florence Kindergarten, by Frances Look,	8.00
From the children of the J. Elliot Cabot School, Brookline, through Miss Helen F. Wetherbee,	14.20
Glover, J. B.,	10.00
Glover, Miss C. L.,	10.00
In memory of Bishop Brooks,	5.00
Junior department, Park Avenue Congregational Church Sunday-school, Minneapolis, Minn.,	5.00
Junior Christian Endeavor and friends, Newton Highlands, through Miss Estelle M. Colby,	5.55
Kindergarten at Wolfboro Junction, N.H.,	2.00
Kindergarten children, Guilford, Me., . . . . .	.35
Leggate, Mrs. Alexander, Pittsburg, Pa.,	5.00
Margaret Shepard Society, Cambridge,	7.00
<i>Amount carried forward.</i>	\$234.88

<i>Amount brought forward,</i>	\$234.88
Matthews, Mrs. Annie B.,	50.00
Metcalf, R. C.,	5.00
Newell, Mrs. M. Abby,	20.00
Peyraud, Mademoiselle Rosalie J.,	1.00
Philomathean Club, six little girls of Cambridge- port,	1.00
Pickman, Mrs. D. L.,	10.00
Primary Class of Second Church, Boston,	10.00
Proceeds of lecture by Mr. Black,	11.00
Richards, Miss Annie Louise,	10.00
Scatter Good Society, West Roxbury,	27.00
Second Church Primary Class, through Miss Kate L. Brown,	48.00
Through Miss Eleanor Gilmour,	25.00
Wales, Mr. George W.,	25.00
Whiting, Mrs. S. B.,	10.00
Whitney, Miss E. P.,	2.00
Whitwell, Miss M. H.,	1.00
Woman's Association, Danvers,	5.00
Young, Mrs. Benjamin L.,	10.00
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	\$505.88

In addition to the above amount we have received from a friend two hundred dollars, to make up the deficit in the account of the previous year.

Further contributions will be thankfully received and gratefully acknowledged by

MICHAEL ANAGNOS, *Trustee.*

DONATIONS THROUGH THE LADIES' AUXILIARY.

A friend,	\$5.00
A friend, Jamaica Plain,	1.00
Anonymous, . . . . .	.50
Anonymous,	1.00
Baylies, Mrs. Walter,	10.00
Bartlett, Miss Fannie,	20.00
Batcheller, Mr. Robert,	2.00
B., E. W.,	5.00
Billings, Mrs. Elizabeth,	1.50
Blanchard, Mrs. W. G.,	1.00
Bowditch, Mr. William I.,	5.00
Bradley, Mrs. Richard M.,	10.00
Cary, Mrs. Richard,	4.00
Cheever, Dr. David W.,	3.00
Cochrane, Mrs. Alexander,	5.00
Collar, Mr. William C.,	2.00
Cotting, Mrs. C. U.,	5.00
Curtis, Miss Clara,	5.00
De Normandie, Mrs. James,	1.00
Estabrook, Mrs. William C.,	5.00
Evans, Mrs. Glendower,	5.00
Farnam, Mrs. Henry,	20.00
Fay, Mrs. Harrison,	2.00
Ferguson, Miss,	1.00
Fitz, Mrs. E. R.,	1.00
Fowler, Mr. George R., Jamaica Plain,	10.00
French, Mr. Jonathan,	50.00
Friends in Salem, through Mrs. C. R. Tuckerman,	32.50
Glover, Miss C. L.,	25.00
Glover, Mr. Joseph B.,	100.00
Goddard, Miss Matilda,	3.00
Greenough, Mrs. David S., Jamaica Plain,	5.00
Griggs, Mr. B. F.,	1.00
<i>Amount carried forward,</i>	<i>\$347.50</i>

<i>Amount brought forward,</i>	\$347.50
Henshaw, Mrs. Harriet A.,	10.00
Holden, Mrs. Charles W.,	3.00
Hooper, Mrs. F. T.,	2.00
Hopkins, Mr. Charles A., Brookline,	5.00
Hovestadt, Mrs. Julius F.,	1.00
Hoyt, Mrs. S. E.,	5.00
Jackson, Miss E.,	2.00
Jones, Mrs. B. M.,	3.00
Kingsbury, Miss Mary E., Brookline,	1.00
Lincoln, Mr. A. L., Jr., Brookline,	5.00
Lins, Mrs. Ferdinand,	1.00
Loring, The Misses,	20.00
Lowell, Mrs. George G.,	25.00
Mackay, Mrs. G. H.,	2.00
Manning, The Misses,	10.00
Manning, Mr. John P.,	5.00
McCleary, Mr. S. F., Brookline,	1.00
Means, Mrs. William A.,	10.00
Miller, Miss Annie C.,	1.00
Morison, Mrs. Frank,	10.00
Morison, Mr. George B.,	1.00
Morrill, Miss F. E.,	10.00
Morrill, Miss Amelia,	10.00
Nash, Mrs. Bennett H.,	10.00
Neal, Mrs. George B., Charlestown,	5.00
Nelson, Mr. Thomas,	10.00
Page, Mrs. Mary G., Roxbury,	5.00
Parry, Mrs. Henry J., Jamaica Plain,	5.00
Peabody, Mr. F. H.,	90.00
Phillips, Mrs. John C.,	75.00
Proceeds of an entertainment given by the ladies of the Footlight Club, Jamaica Plain, through Miss Annie Lee,	50.00
Reber, Mrs. J. M., Longwood,	2.00
Robeson, Mrs. William R.,	50.00
Roberts, Mrs. Annie Dudley, Auburndale,	5.00
Rogers, Miss Clara Bates,	1.00
<i>Amount carried forward,</i>	\$798.50

<i>Amount brought forward,</i>	\$798.50
Sampson, Mr. C. P.,	10.00
Schmidt, Mr. Arthur P.,	10.00
Schlesinger, Mr. Barthold, Brookline,	20.00
Sears, Mrs. P. H.,	10.00
Sears, Mrs. H. M.,	25.00
Sears, Mrs. W. T.,	5.00
Sherwin, Mr. Edward,	5.00
Spaulding, Mrs. Mahlon D.,	100.00
Sprague, Mrs. Charles H.,	15.00
Swift, Mrs. E. C.,	20.00
Tapley, Mrs. Anna S.,	10.00
Upham, Mrs. A. T.,	1.50
Vaughn, Master William,	1.00
Ward, The Misses,	30.00
Ware, Miss Mary L.,	100.00
White, Miss Elizabeth, Ashcroft,	1.00
Wigglesworth, Dr. Edward,	10.00
Williams, Mrs. J. D. W.,	15.00
Winslow, Mrs. William C.,	5.00
Woodman, Mr. Stephen F.,	5.00
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	\$1,197.00

ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Society, Miss S. E. LANE, *Treasurer.*

Abbott, Miss A. F.,	\$1.00
Abbott, Mrs. J.,	5.00
Abbott, Miss J. E.,	1.00
Adams, Mrs. Waldot.	5.00
Allen, Mrs. A. H.,	1.00
Allen, Mrs. C. H.,	1.00
Allen, Mrs. F. R.,	5.00
Allen, Mrs. R. L.,	1.00
Allen, Mrs. W. H.,	5.00
Ames, Rev. Charles G.,	10.00
Ames, Mrs. F. L.,	50.00
Ames, Mrs. Frank M.,	1.00
Amory, Miss A. S.,	15.00
Amory, Mrs. C. W.,	5.00
Amory, Mrs. William,	15.00
Anderson, Mrs. J. F.,	5.00
Andrews, Mr. C. H.,	5.00
Anthony, Mrs. S. Reed.	5.00
Appleton, Mrs. William,	5.00
Armstrong, Mr. George W., Brookline,	10.00
Arnold, Mrs. Richard,	2.00
Atkins, Mrs. Elisha,	15.00
Ayer, Mrs. J. B.,	5.00
Bacon, Mrs. E. R.,	1.00
Bacon, Miss E. S., Jamaica Plain,	5.00
Bacon, Mrs. F. E., Mattapoisett,	5.00
Bacon, Miss Julia, Jamaica Plain,	5.00
Bailey, Mrs. H. R. Cambridge,	2.00
Baker, Mrs. Richard, Jr.,	5.00
Bancroft, Mrs. J. C.,	5.00
Barnard, Mrs. M. C. E., Dorchester,	1.00
Barnes, Mrs. C. B.,	10.00

<i>Amount carried forward,</i>	\$212.00
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<i>Amount brought forward,</i>	\$212.00
Barnes, Mrs. T. W.,	3.00
Barstow, Miss K. A.,	5.00
Bartlett, Miss Elvira,	10.00
Bartlett, Miss Mary F.,	20.00
Bartol, Rev. Cyrus A.,	10.00
Basto, Mrs. M. A., Roxbury,	3.00
Batcheller, Mrs. A. H.,	5.00
Batcheller, Mr. Robert,	2.00
Berwin, Mrs. Jacob,	5.00
Bigelow, Mrs. Alanson, Brookline,	1.00
Bigelow, Mrs. G. S.,	5.00
Bigelow, Mrs. H.,	5.00
Bigelow, Mrs. J. S.,	10.00
Bigelow, Mrs. Prescott, Chestnut Hill,	10.00
Bigelow, Mrs. Prescott, Jr., Jamaica Plain,	5.00
Billings, Mrs. J. B.,	1.00
Bishop, Miss Mary R.,	2.00
Blake, Mrs. G. B.,	10.00
Blake, Mrs. S. P.,	5.00
Blake, Mr. W. P.,	5.00
Boardman, Mrs. T. D.,	2.00
Boland, Dr. E. S., South Boston,	5.00
Bond, Mr. William S., Jamaica Plain,	10.00
Bradford, Mrs. C. F.,	10.00
Bradley, Mrs. Frederic R.,	5.00
Bremer, Mrs. J. L.,	5.00
Brewster, The Misses,	5.00
Briggs, Mrs. Andrew G.,	5.00
Brown, Mrs. Buckminster,	3.00
Brown, Miss Augusta M.,	5.00
Brown, Mrs. J. Conklin, Greensboro', Ga.,	2.00
Brown, Mrs. Samuel N.,	2.00
Browne, Mrs. Augustus, Brookline,	3.00
Browne, Miss H. T.,	10.00
Bryant, Mrs. E. B.,	5.00
Bryant, Mrs. J. D.,	2.00
Bullard, Mrs. William S.,	10.00
<i>Amount carried forward,</i>	\$423.00

<i>Amount brought forward,</i>	\$423.00
Bullens, Mr. George S., Newton,	1.00
Bullens, Mrs. George S., Newton,	1.00
Bullens, Miss Charlotte L., Newton,	1.00
Bumstead, Mrs. Freeman, Cambridge,	10.00
Bunker, Mr. Alfred, Roxbury,	2.00
Burgess, Mrs. S. K., Brookline,	10.00
Burke, Mr. Edmund C., Jamaica Plain,	1.00
Burkhardt, Mrs. P. W., Brookline,	10.00
Burnham, Mrs. John A.,	10.00
Burnham, Mrs. John A., Jr.,	5.00
Burr, Mrs. H. M., Chestnut Hill,	1.00
Burrage, Mrs. J. C.,	1.00
Butler, Mrs. Charles S.,	2.00
Butler, Mr. E. K., Jamaica Plain,	5.00
Cabot, Mr. John H., Brookline,	5.00
Callender, Mr. Walter, Providence, R.I.,	10.00
Capen, Mr. Samuel B., Jamaica Plain,	3.00
Carter, Mrs. John W., West Newton,	5.00
Carter, Mr. William S., Jamaica Plain,	2.00
Cary, Miss A. P.,	10.00
Cary, Miss E. G.,	10.00
Cary, Mrs. Richard,	1.00
Cary, Miss,	1.00
Caryl, Miss Harriet E.,	1.00
Case, Mrs. James B.,	5.00
Cate, Mr. Martin L., Roxbury,	2.00
Chapin, Mrs. H. B., Jamaica Plain,	5.00
Chapman, Miss E. D., Cambridge,	1.00
Chapman, Miss J., Cambridge,	1.00
Chase, Dr. H. L., Brookline,	2.00
Cheaney, Mrs. Arthur,	3.00
Cheever, Mr. George H., Roxbury,	2.00
Chick, Mrs. I. W.,	2.00
Claffin, Mrs. W. H.,	2.00
Clark, Mrs. John T., Jamaica Plain,	10.00
Clark, Miss S. W., Beverly,	10.00
Clark, Mrs. B. C.,	5.00
<i>Amount carried forward,</i>	<u>\$581.00</u>

<i>Amount brought forward,</i>	\$581.00
Clark, Mrs. F. S.,	10.00
Clarke, Mrs. J. F.,	5.00
Clarke, Mrs. J. J.,	2.00
Clerk, Mrs. W. F., Roxbury,	3.00
Cobb, Mrs. C. K., Chestnut Hill,	1.00
Coburn, Mrs. George W.,	25.00
Cochrane, Mrs. Alexander,	5.00
Codman, Mrs. C. R.,	10.00
Codman, Mr. Robert,	5.00
Coffin, Mr. G. R., Brookline,	2.00
Collamore, The Misses,	5.00
Converse, Mrs. C. C.,	5.00
Converse, Mrs. E. S.,	5.00
Coolidge, Mrs. J. Randolph,	10.00
Corey, Mrs. S. E., Brookline,	10.00
Corse, Mrs. John M.,	5.00
Cotting, Mrs. C. E.,	5.00
Covel, Mrs. A. S.,	2.00
Cowing, Mrs. Martha W., West Roxbury,	25.00
Cox, Mrs. Benjamin,	10.00
Crafts, Mrs. James M.,	25.00
Crane, Mrs. A. M.,	5.00
Crehore, Mrs. G. C.,	5.00
Crocker, Miss S. H.,	5.00
Crosby, Miss S. T.,	1.00
Cummings, Mr. G. W., Brookline,	2.00
Curtis, Mrs. Charles P.,	20.00
Curtis, Mrs. H. G.,	5.00
Curtis, Mrs. J. F.,	5.00
Curtis, The Misses, Roxbury,	2.00
Cushing, Miss Mary J.,	5.00
Cushing, Miss Sarah P.,	2.00
Cutter, Mrs. Ellen M.,	1.00
Dabney, Mrs. L. S.,	10.00
Dale, Mrs. Eben,	5.00
Dana, Mrs. Samuel B.,	10.00
Daniell, Mrs. H. W.,	5.00
<i>Amount carried forward,</i>	\$844.00

<i>Amount brought forward.</i>	\$844.00
Daniels, Mrs. G. F.,	1.00
Davenport, Mrs. F. H., Jamaica Plain,	5.00
Davis, Mrs. B. C.,	5.00
Davis, Mrs. Simon,	3.00
Day, Mr. William F., Roxbury,	5.00
Dean, Mr. Charles A., Roxbury,	10.00
Denny, Mrs. A. B., Chestnut Hill,	5.00
Dennison, Mr. Henry B., Roxbury.	10.00
Dennison, Mrs. E. W.,	5.00
Derby, Mrs. Hasket,	5.00
Dewey, Miss Mary E.,	2.00
Dexter, Mr. Arthur,	10.00
Dexter, Miss Elsie,	2.00
Dexter, Miss Rose L.,	5.00
Dickinson, Mrs. M. L., Dorchester,	1.00
Ditson, Mrs. Oliver,	5.00
Dixon, Mrs. L. S.,	2.00
Doliber, Mrs. Thomas, Brookline,	5.00
Dorr, Miss Caroline, Roxbury,	10.00
Dowse, Mrs. Charles F.,	1.00
Draper, Dr. F. W.,	2.00
Drew, Mrs. E. C.,	5.00
Drost, Mr. C. A., Brookline,	1.00
Dunbar, Mrs. J. R., Brookline,	5.00
Dwight, Mrs. James,	1.00
Dwight, Mrs. Thomas, Jr.,	1.00
Eaton, Mrs. James, Roxbury,	1.00
Edgerly, Mrs. Charles B.,	1.00
Edmands, Mr. H. H. W., Roxbury,	1.00
Edmond, Mrs. E. H., Brookline,	1.00
Edwards, Mr. J. C., Brookline,	5.00
Eichberg, Mrs. J.,	2.00
Eisemann, Mrs. N.,	1.00
Ellis, Mrs. Caleb,	1.00
Elms, Mrs. Edward C., Newton,	1.00
Elms, Miss F. G., Newton,	1.00
Elms, Mr. Franklin M., Brockton,	2.00
<i>Amount carried forward.</i>	\$973.00

<i>Amount brought forward,</i>	\$973.00
Elms, Mr. J. C., Newton.	2.00
Elms, Mrs. J. C., Newton,	2.00
Elms, Mrs. J. C., Jr., Newton,	1.00
Ely, Mrs. Harriet E.,	5.00
Emery, Mrs. Mark, North Anson, Me.,	1.00
Endicott, Miss,	1.00
Endicott, Mrs. Henry,	5.00
Ernst, Mrs. C. W.,	2.00
Estabrook, Mrs. A. F.,	5.00
Eustis, Mrs. W. T.,	2.00
Evans, Mrs. William, Jamaica Plain,	10.00
Fairbanks, Mrs. Horace, St. Johnsbury, Vt.,	10.00
Farlow, Mr. George A.,	10.00
Farwell, Mrs. S. W.,	5.00
Faulkner, Mrs. Charles.	10.00
Faulkner, Miss,	10.00
Fay, Mrs. Dudley B.,	10.00
Fay, Mrs. Henry H.,	10.00
Fay, Miss S. B.,	1.00
Fay, Miss Sarah M.,	10.00
Ferguson, Mrs. R.,	2.00
Ferris, Mrs. M. C., Brookline,	5.00
Ferris, Miss M. E., Brookline,	5.00
Fessenden, Mrs. Sewell H.,	2.00
Fiske, Mrs. Joseph N.,	5.00
Fitz, Mrs. Walter Scott,	25.00
Flagg, Mrs. Augustus,	6.00
Flint, Mrs. D. B.,	2.00
Frank, Mrs. Daniel,	1.00
Freeman, Miss Harriet E.,	5.00
French, Mrs. John J.,	1.00
French, Mrs. L. H., Roxbury,	1.00
Friedman, Mr. S., Roxbury,	5.00
Frothingham, Miss,	5.00
Frothingham, Miss Julia W.,	5.00
Frothingham, Mrs. T. B.,	5.00
Fuller, Rev. S. R.,	1.00
<i>Amount carried forward,</i>	\$1,166.00

<i>Amount brought forward,</i>	\$1,166.00
Gaffield, Mr. Thomas,	5.00
Gardner, Miss Olga E.,	5.00
Gardner, Mrs. R. H., Chestnut Hill,	2.00
Gaston, Mrs. W.,	5.00
Gay, Dr. W. F.,	5.00
Goddard, Miss L. W.,	2.00
Goddard, Miss Matilda,	2.00
Goldthwait, Mr. John,	10.00
Goode, Mr. Robert M., Roxbury,	2.00
Gooding, Mrs. T. P.,	2.00
Goodwin, Mr. Frank,	1.00
Goodwin, Mrs. J. C.,	2.00
Gorham, Mrs. W. H.,	5.00
Grant, Mrs. Robert,	1.00
Gray, Mrs. J. C.,	5.00
Gray, Mrs. J. H.,	5.00
Gray, Mrs. Morris, Chestnut Hill,	2.00
Gray, Mrs. S. M., South Boston,	2.00
Greeley, Mrs. R. F.,	5.00
Greene, Mrs. J. S. Copley,	2.00
Grew, Mrs. H. S.,	10.00
Grover, Mrs. William O.,	10.00
Guild, Mrs. James, Roxbury,	10.00
Hall, Mrs. Anthony D.,	1.00
Hall, Mrs. E. R.,	2.00
Hall, Mr. G. G.,	2.00
Hall, Mrs. Jacob, Jamaica Plain,	2.00
Hall, Mrs. M. L.,	5.00
Hall, Mr. William F., Brookline,	5.00
Hamlin, Miss Helen, Buffalo, N.Y.,	2.00
Hapgood, Mr. T. B., Allston,	1.00
Harding, Mrs. E.,	10.00
Hardy, Mrs. A. H.,	1.00
Harrington, Mrs. F. B.,	3.00
Harrington, Dr. H. L., Dorchester,	2.00
Harrington, Mrs. M. S., Dorchester,	1.00
Hart, Mrs. Thomas N.,	2.00
<i>Amount carried forward,</i>	\$1,305.00

<i>Amount brought forward,</i>	\$1,305.00
Haskell, Mrs. Edwin B., Auburndale,	50.00
Hayden, Mrs. C. R.,	5.00
Hayden, Mrs. Isaac, Roxbury,	5.00
Hayes, Miss Ella,	2.00
Hayes, Miss M. G.,	1.00
Hayes, Mrs. J. A.,	1.00
Hayward, Mrs. J. McLean, Weymouth,	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.,	5.00
Hemenway, Mrs. Alfred,	1.00
Hemenway, Mrs. C. P.,	10.00
Henshaw, Mrs. Harriet A.,	10.00
Herman, Mrs. Joseph M.,	2.00
Higginson, Mrs. Henry L.,	15.00
Hill, Mrs. A. S.,	5.00
Hill, Mrs. S. A.,	1.00
Hills, Mrs. E. A.,	10.00
Hobbs, Mrs. Warren D.,	2.00
Hogg, Mrs. John (since died),	5.00
Holbrook, Mrs. Walker,	1.00
Hooper, Mrs. F. F.,	1.00
Hooper, Mrs. J. R.,	2.00
Hooper, Mrs. R. C.,	10.00
Horton, Mrs. E. A.,	2.00
Horton, Mrs. W. H.,	10.00
Houghton, Miss Elizabeth G.,	10.00
Houghton, Hon. H. O. Cambridge (since died),	5.00
Howe, Mrs. A.,	1.00
Howe, Mrs. Julia Ward,	5.00
Howland, Mrs. O. O.,	25.00
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
<i>Amount carried forward,</i>	\$1,560.00

<i>Amount brought forward,</i>	\$1,560.00
Hunnewell, Mr. H. H.,	50.00
Hunnewell, Mr. Walter,	10.00
Hutchins, Mrs. Constantine F.,	5.00
Hyde, Mrs. H. D.,	1.00
Inches, Mrs. C. E.,	1.00
Jackson, Miss E.,	3.00
Jackson, Mrs. J. B. S.,	5.00
James, Mrs. John W.,	10.00
Jelly, Dr. George F.,	10.00
Jewett, Miss Annie,	4.00
Jewett, Miss S. O., South Berwick, Me.,	5.00
Johnson, Mrs. Edward,	2.00
Johnson, The Misses,	20.00
Jones, Mrs. B. M.,	2.00
Jones, Mrs. Charles H.,	5.00
Jones, Miss Ellen M.,	10.00
Jones, Mrs. Jerome, Brookline,	10.00
Jordan, Mrs. Eben D.,	5.00
Josselyn, Mrs. A. S.,	5.00
Joy, Mrs. Charles H.,	20.00
Kaffenburgh, Mrs. I., Brookline,	5.00
Keane, Mr. M., Jamaica Plain,	2.00
Kellen, Mrs. William V., Jamaica Plain,	50.00
Kendrick, Mr. James R.,	10.00
Kenerson, Mr. Austin H., Roxbury,	1.00
Kennard, Mrs. Charles W.,	1.00
Kent, Mr. Prentiss M.,	5.00
Kettle, Mrs. C. L.,	1.00
Kidder, Mrs. Henry P., Milton,	5.00
Kidner, Mrs.,	2.00
Kimball, Mr. Edward P., Malden,	10.00
Kimball, Mrs. D. P.,	25.00
Kimball, Miss S.,	2.00
Kimball, Mrs. S. H., Jamaica Plain,	5.00
King, Mrs. D. Webster,	2.00
Klumpke, Miss A. E.,	3.00
Lamb, Mrs. S. T., Brookline,	2.00
<i>Amount carried forward,</i>	\$1,874.00

<i>Amount brought forward,</i>	\$1,874.00
Lawrence, Mr. C. R., Brookline.	5.00
Lee, Mrs. George C.,	10.00
Leighton, Mrs. John W.,	5.00
Leland, Mrs. Lester,	1.00
Leonard, Miss Edith G.,	1.00
Lincoln, Mr. W. H., Brookline,	5.00
Livermore, Mr. Thomas L., Jamaica Plain,	5.00
Lockwood, Mrs. Rhodes,	1.00
Lonsdale, Mrs. E.,	1.00
Loring, The Misses,	5.00
Loring, Mrs. W. C.,	25.00
Lothrop, Mrs. Thornton K.,	10.00
Loud, Miss,	2.00
Lougee, Miss Susan C.,	5.00
Lovering, Mrs. C. T.,	10.00
Lovett, Mr. A., Brookline,	5.00
Lowell, Mrs. Charles,	5.00
Lowell, Mrs. E. J.,	5.00
Lowell, Mrs. John,	5.00
Lowell, Mrs. John, Jr., Chestnut Hill,	5.00
Lyman, Mrs. J., Brookline,	5.00
Mackintosh, Mrs. W. H., Roxbury,	1.00
Mandell, Mrs. S. P.,	2.00
Mansfield, Mrs. George S., Malden,	5.00
Marsh, Miss Sarah A., Hingham,	25.00
Marshall, Mrs. J. K., Brookline,	2.00
Mason, Mrs. S. E.,	1.00
Matthews, Miss A. B.,	1.00
Matthews, Miss Alice M. C.,	1.00
Maynard, Mr. C. H., Longwood,	5.00
Mead, Mrs. S. R.,	10.00
Means, Mr. Robert L., Jamaica Plain,	10.00
Meredith, Mrs. J. H.,	5.00
Merriam, Mrs. Charles,	5.00
Merrill, Miss F. S., Roxbury,	1.00
Merrill, Mrs. J. Warren,	10.00
Metcalf, Mr. R. C., Roxbury,	2.00
<i>Amount carried forward,</i>	\$2,081.00

<i>Amount brought forward,</i>	\$2,081.00
Meyer, Mrs. George A.,	10.00
Mixter, Mrs.,	1.00
Mixter, Miss,	1.00
Morison, Mrs.,	2.00
Morison, Mrs. J. H.,	1.00
Morrill, Miss Annie W.,	5.00
Morrill, Miss Fannie E.,	3.00
Morrill, Mrs. F. Gordon,	2.00
Morse, Dr. Edward G., Roxbury,	5.00
Morse, Mr. J. T.,	5.00
Morse, Mrs. Nathan,	2.00
Morss, Mr. Anthony S., Charlestown,	5.00
Moseley, Miss E. F.,	5.00
Motte, Mrs. Ellis L.,	2.00
Nash, Mrs. G. W.,	1.00
Nazro, Mr. F. H., Roxbury,	2.00
Nazro, Miss Mary W., Roxbury,	2.00
Neal, Mrs. George B., Charlestown (since died),	1.00
Neal, Miss, Charlestown,	1.00
Newell, Mrs. James W., Roxbury,	1.00
Newell, Mrs. M. A., Roxbury,	5.00
Newman, Mrs. George H.,	2.00
Nichols, Mrs. F. S.,	5.00
Norcross, Miss Laura,	10.00
Norcross, Mrs. Otis,	5.00
Norcross, Mrs. Otis, Jr.,	5.00
Norton, Mrs. Frank L.,	5.00
Oppenheimer, Mrs. Laura, Cambridge,	2.00
Osborn, Mrs. Anna F., Pittsfield, Me.,	1.00
Osborne, Mrs. J. R.,	2.00
Otis, Mrs. W. J.,	5.00
Page, Mrs. Calvin G., Chestnut Hill,	1.00
Paine, Mrs. R. T.,	10.00
Palfrey, Mrs.,	20.00
Palfrey, Miss C., Cambridge,	2.00
Parker, Mrs. Charles W.,	5.00
Parker, Mrs. William L.,	5.00
<i>Amount carried forward,</i>	<u>\$2,228.00</u>

<i>Amount brought forward,</i>	\$2,228.00
Parkinson, Mrs. John,	5.00
Parsons, The Misses, Roxbury,	5.00
Parsons, Mrs. William and Miss,	5.00
Peabody, Mrs. Anna P.,	5.00
Peabody, Mr. F. H.,	10.00
Peabody, Mrs. Oliver W.,	5.00
Peirson, Mrs. Charles L.,	10.00
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. John C.,	25.00
Phipps, Mrs. John A.,	25.00
Pickman, Mrs. W. D.,	10.00
Pierce, Mr. Phineas,	5.00
Pillsbury, Miss Elsie G.,	1.00
Pitts, Mrs. Charles H.,	5.00
Poor, Mrs. Charles C.,	1.00
Pope, Mrs. A. A.,	25.00
Pope, Drs. E. F. and C. A.,	2.00
Porteous, Mrs. John,	4.00
Porteous, Miss M. F.,	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
Powell, Mrs. M. J., Roxbury,	1.00
Prang, Mr. Louis,	10.00
Prendergast, Mr. James,	10.00
Prince, Mrs. J. T., Jr., Ottawa, Can.,	1.00
Proctor, Mrs. H. H.,	2.00
Putnam, Mrs. J. P.,	5.00
Quincy, Mrs. C. F., Chicago, Ill.,	2.00
Quincy, Mrs. H. P.,	5.00
Ranney, Mr. Fletcher, Brookline,	5.00
Rantoul, Miss H. L., Beverly,	1.00
<i>Amount carried forward,</i>	\$2,552.00

<i>Amount brought forward,</i>	\$2,552.00
Raymond, Mrs. Henry E., Brookline.	5.00
Reber, Mrs. John, Longwood.	1.00
Reed, Mrs. G. F. T., Jamaica Plain,	10.00
Reed, Mrs. William H.,	5.00
Revere, Mrs. Paul J.,	1.00
Rice, Mr. David, Jamaica Plain,	10.00
Rice, Mrs. David, Jamaica Plain,	10.00
Rice, Mrs. David H., Brookline,	2.00
Rice, Mrs. Henry A.,	5.00
Rice, Mrs. N. W.,	5.00
Richards, Miss A.,	20.00
Richards, Mrs. Dexter N., Brookline,	10.00
Richards, Mrs. W. D.,	2.00
Richardson, Mrs. Spencer W.,	5.00
Richardson, Mrs. Thomas O.,	2.00
Ridgway, Miss H. B.,	1.00
Robbins, Mrs. R.,	5.00
Robinson, Mrs. Henry H., Brookline,	2.00
Rodman, Mr. S. W.,	10.00
Rogers, Miss Clara B.,	1.00
Rogers, Mrs. George H., Roxbury,	2.00
Rogers, Mrs. Henry M.,	5.00
Rogers, Mrs. Jacob C.,	5.00
Rogers, Mrs. J. P.,	5.00
Rogers, Miss Kate,	1.00
Rogers, Miss S. S., Milton,	5.00
Rogers, Mrs. William B.,	3.00
Rotch, Miss Edith,	5.00
Rotch, Mrs. T. M.,	2.00
Rothwell, Mr. W. H., Longwood,	5.00
Rust, Mrs. Nathaniel J.,	2.00
Sabine, Mrs. G. K., Brookline,	1.00
Saltonstall, Mrs. Henry,	10.00
Sampson, Mrs. Edwin H.,	2.00
Sampson, Mr. George, Roxbury,	10.00
Sampson, Miss H. H.,	1.00
Sampson, Mrs. O. H.,	5.00
<i>Amount carried forward,</i>	\$2,733.00

<i>Amount brought forward,</i>	\$2,733.00
Sargent, Mrs. Winthrop,	50.00
Scaife, Miss Helen,	2.00
Schwarz, Mrs. Louis B., Brookline,	1.00
Sears, Mrs. A. P., Brookline,	1.00
Sears, Mr. Frederick R.,	25.00
Sears, Mrs. K. W.,	5.00
Sears, Mrs. P. H.,	10.00
Sears, Mrs. Zenas,	1.00
Sharpe, Mr. Lucian, Providence, R.I.,	10.00
Shattuck, Mrs. G. O.,	5.00
Shaw, Mrs. B. S.,	5.00
Shaw, Mrs. George R.,	1.00
Shaw, Mrs. H. R.,	10.00
Shaw, Mrs. J. O., Jr.,	5.00
Shaw, Mrs. Robert G.,	5.00
Shepard, Mr. O. A., Brookline,	3.00
Shepard, Mrs. T. P., Providence, R.I.,	25.00
Shinkle, Miss Camilla H., Covington, Ky.,	5.00
Sigourney, Mr. Henry,	10.00
Simpkins, Miss Mary W., Jamaica Plain,	5.00
Simpson, Miss F. W.,	3.00
Skinner, Mrs. F.,	5.00
Skinner, Mrs. Lucian,	1.00
Slocum, Mrs. William H., Jamaica Plain,	10.00
Smith, Miss Annie E., Roxbury,	2.00
Smith, Mr. Azariah, Roxbury,	2.00
Smith, Mr. B. F.,	5.00
Smith, Mrs. Samuel,	5.00
Sorchan, Mrs. Victor,	10.00
Sorens, Miss E., Roxbury,	2.00
Sorens, Miss G., Roxbury,	1.00
Sorens, Mr. J. H., Roxbury,	5.00
Sowdon, Mr. A. J. C.,	10.00
Sprague, Dr. Francis P.,	10.00
Stack, Mrs. James H., Brookline,	1.00
Stadtmiller, Mrs. F., Jamaica Plain,	5.00
Stantial, Mrs. S. F.,	2.00
<i>Amount carried forward,</i>	\$2,996.00

<i>Amount brought forward,</i>	\$2,996.00
Stearns, Mrs. R. H.,	5.00
Steese, Mr. E., Brookline,	5.00
Steinert, Mrs. Alex.,	3.00
Stetson, Miss,	3.00
Stone, Mrs. Edwin P., Brookline,	5.00
Stone, Mrs. F.,	20.00
Storer, The Misses,	4.00
Storrs, Mrs. E. K., Brookline,	10.00
Story, Mrs. George O.,	1.00
Stratton, Mrs. Charles E.,	5.00
Stratton, Mrs. Solomon P.,	5.00
Stuart, Mrs. Willoughby Herbert,	2.00
Sturgis, Mrs. John H.,	5.00
Sturgis, Mrs. Robert S.,	3.00
Swain, Mrs. John, Stockbridge,	5.00
Swan, Miss E. B., Dorchester,	5.00
Swan, Mrs. Robert, Dorchester,	10.00
Sweetser, Mrs. A. L.,	10.00
Sweetser, Mrs. Frank E.,	5.00
Sweetser, Mrs. Isaac,	10.00
Sweetser, Miss Ida E.,	10.00
Sweetser, Mr. I. Homer,	10.00
Swift, Mrs. E. C.,	20.00
Symonds, Miss Lucy Harris,	5.00
Taber, Mrs. Harriette B., Cambridge,	1.00
Talbot, Mrs. Thomas, North Billerica,	25.00
Tappan, Miss M. A., Lenox,	15.00
Taylor, Mrs. E. B.,	5.00
Thayer, Miss A. G.,	10.00
Thayer, Mrs. Charles E.,	2.00
Thayer, Mrs. Harriet L.,	3.00
Thayer, Miss H. L.,	5.00
Thomas, Miss C. C.,	2.00
Thorndike, Mrs. A.,	5.00
Tilton, Mrs. Joseph B.,	5.00
Tilton, Mrs. William S., Newtonville,	2.00
Townsend, Mrs. Thomas,	1.00
<i>Amount carried forward,</i>	\$3,243.00

<i>Amount brought forward,</i>	\$3,243.00
Tucker, Mrs. J. Alfred, Newton,	1.00
Tucker, Mrs. W. A.,	2.00
Tuckerman, Mrs. C. S., Salem,	2.00
Turner, Miss Alice M., Randolph,	25.00
Turner, Mrs. Alfred T. (since died),	4.00
Tyler, Mrs. D. S., Lexington,	5.00
Tyler, Mr. E. R.,	5.00
Urbino, Mr. S. R., Auburndale,	2.00
Van Heusen, Mrs. T. V., Albany, N.Y.,	2.00
Vickery, Mrs. Herman F.,	5.00
Vorse, Rev. Albert Buel, Wellesley Hills,	1.00
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.,	3.00
Wainwright, Miss R. P.,	10.00
Waldo, Mr. Clarence H., Brookline,	1.00
Wales, Mrs. George W.,	5.00
Walker, Mr. Edward C. R., Roxbury,	10.00
Walker, Mrs. F. A.,	5.00
Walker, Mrs. Nathaniel U., Brookline,	1.00
Walker, Mrs. J. Albert,	2.00
Walley, Mrs. W. P.,	1.00
Ward, Mrs. Henry V.,	5.00
Ward, The Misses,	5.00
Ware, Miss Annie S., Cambridge,	5.00
Ware, Mrs. Charles E.,	25.00
Ware, Miss C. L., Cambridge,	5.00
Ware, Miss Harriot, Brookline,	2.00
Warren, Miss Annie C.,	1.00
Warren, Mrs. Frederick,	5.00
Warren, Mrs. J. S.,	5.00
Warren, Mrs. William W.,	25.00
Webb, Mrs. S. P., Brookline,	2.00
Webster, Mrs. F. G.,	5.00
Weeks, Mrs. A. G.,	2.00
Weld, Mrs. William F.,	20.00
Weld, Mrs. William F.,	50.00
<i>Amount carried forward,</i>	\$3,509.00

<i>Amount brought forward,</i>	\$3,509.00
Wesselhoeft, Mrs. M.,	3.00
Wesselhoeft, Mrs. William P.,	5.00
Weston, Mrs. H. C.,	10.00
Wetherbee, Miss Helen,	1.00
Wheelwright, Mrs. G. W., Jamaica Plain,	10.00
Wheelwright, Mrs. J. W.,	10.00
Wheelwright, The Misses,	2.00
Whipple, Mrs. J. Reed,	10.00
Whitcomb, Mrs. Austin F., Jamaica Plain,	2.00
White, Mrs. C. F., and The Misses White,	3.00
White, Mr. George A.,	10.00
White, Mrs. Joseph H., Brookline,	2.00
Whitney, Mr. E. F.,	10.00
Whitney, Mrs. George,	2.00
Whitney, Mrs. H. A.,	5.00
Whitmore, Mrs. C. O.,	5.00
Whitwell, Mrs. F. A.,	5.00
Wigglesworth, Miss Anna C.,	1.00
Willard, Mrs. A. R.,	5.00
Willard, Miss E. G.,	1.00
Willcutt, Mr. Levi L., Longwood,	10.00
Williams, Miss A. C., Roxbury,	10.00
Williams, Mrs. Harriet C.,	25.00
Williams, Mrs. Jeremiah,	1.00
Williams, Mrs. T. B.,	5.00
Williams, The Misses,	2.00
Williams, Mr. Moses, Brookline,	5.00
Wilson, Mrs. W. P.,	2.00
Winslow, Mrs. George M.,	2.00
Winslow, Miss Helen M., West Roxbury,	1.00
Winsor, Mrs. Ernest, Chestnut Hill,	1.00
Wolcott, Mrs. J. Huntington,	10.00
Wolcott, Mrs. Roger,	5.00
Woodworth, Mrs. A. S.,	10.00
Wright, Miss M. A.,	5.00
Wright, Mrs. Mary E.,	5.00
Young, Mrs. Benjamin L., Auburndale,	10.00
Young, Miss Lucy, Groton,	1.00
	<u>\$3,721.00</u>

CAMBRIDGE BRANCH.

Through Mrs. ELIZABETH C. AGASSIZ.

Abbot, Miss Anne W.,	\$25.00
Abbot, in memory of Mrs. Kate L.,	5.00
Abbott, Mrs. Martha T.,	10.00
A friend,	10.00
A friend,	10.00
Ames, Mrs. James B.,	5.00
Bartlett, Mrs. John,	1.00
Batchelder, Mrs. J. M.,	5.00
Beard, Mrs. Edward L.,	1.00
Brooks, Mrs. Martha W.,	5.00
Buttrick, Miss Anna,	1.00
Cary, The Misses,	5.00
Chandler, Miss C. M.,	1.00
Chapman, Mrs. Lucy A.,	2.00
Child, Miss H. M.,	2.00
Cooke, Mrs. J. P.,	10.00
Croswell, Miss M. C.,	1.00
Cushman, Miss Edith,	1.00
Dana, Mrs. R. H., Jr.,	5.00
Dana, Miss Sarah W.,	5.00
Deane, Mrs. Charles,	2.00
Dodge, Mrs. Lucy S.,	10.00
Dodge, Mrs. S. B.,	1.00
Eustis, Mrs. Frank,	1.00
Everett, Mrs. E.,	25.00
Everett, Mr. W. A.,	10.00
Fiske, Mrs. James C.,	25.00
Foote, Miss Mary B.,	5.00
Foster, Mrs. Francis C.,	100.00
From friends,	57.00
Gale, Mrs. J. E.,	5.00
Gilman, Mrs. Arthur,	5.00
Goodwin, Miss A. M.,	5.00
<i>Amount carried forward,</i>	\$361.00

<i>Amount brought forward,</i>	\$361.00
Goodwin, Mrs. Hersey,	3.00
Goodwin, Mrs. W. W.,	5.00
Greenleaf, Mrs. James,	100.00
Greenough, Mrs. Henry,	2.00
Harris, Miss Charlotte M.,	1.00
Hedge, Miss Charlotte A.,	5.00
Henchman, Miss A. P.,	5.00
Hooper, Mr. E. W.,	25.00
Jones, Mrs. L. S. (since died),	1.00
Kettell, Mrs. Charles W.,	3.00
King, Mrs. W. B.,	5.00
Lamb, Mrs. George,	5.00
Lawrence, Mrs. William,	5.00
Lyon, Mrs. Tosca,	2.00
Norton, The Misses,	10.00
Page, Miss Abby S., and family,	4.00
Paine, Miss J. W.,	5.00
Palfrey, The Misses,	5.00
Peabody, Miss Mary,	2.00
Pickering, Mr. Edward C.,	5.00
Richards, Mrs. J. R.,	2.00
Richards, Mrs. R. A.,	1.00
Richards, Mr. R. F.,	1.00
Richardson, Mrs. W. T.,	5.00
Saville, Mrs.,	1.00
Sedgwick, Miss Theodora,	5.00
Sharples, Mrs. Stephen P.,	1.00
Smith, Mrs. Horatio,	2.00
Spelman, Mrs. J. M.,	5.00
Stone, Mrs. J. S.,	5.00
Stoughton, Mrs.,	5.00
Swan, Mrs. S. H.,	5.00
Thayer, Mrs. J. B.,	1.00
Thayer, Mrs. J. H.,	2.00
Thorp, Mrs. J. G.,	10.00
Vaughan, Mrs. Benjamin,	10.00
White, Mrs. Gardiner,	5.00
<i>Amount carried forward,</i>	<u>\$625.00</u>

<i>Amount brought forward,</i>	\$625.00
White, Mrs. Moses,	5.00
Whitman, Mrs. Ephraim P.,	10.00
Whittemore, Mrs. G. W.,	2.00
Whittemore, Mrs. F. W.,	5.00
Willson, Mrs. Robert W.,	5.00
Winlock, Mrs. Joseph,	1.00
Wood, Mrs. Edward S.,	2.00
Woodman, Mrs. C. F.,	25.00
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	\$680.00

By an oversight the annual subscription of \$10 from Mrs. Benjamin Vaughan was omitted in the list published in the Report for 1894.

DORCHESTER BRANCH.

Through Mrs. ELIZABETH S. WHITTEN.

Anonymous,	\$5.00
Allen, Mrs. Thomas J.,	1.00
Atherton, Mrs. Samuel,	1.00
Austin, Mrs. William R.,	2.00
Badlam, Mrs. W. H.,	1.00
Barnard, Mrs. C. F.,	1.00
Bartlett, Mrs. S. E., Boston,	1.00
Bates, Mrs. George C., Brookline,	1.00
Bean, Mrs. J. Henry,	1.00
Bockus, Mrs.,	1.00
Boyle, Mrs. N. D.,	1.00
Bradford, Mrs. Martha L.,	2.00
Brigham, Mrs. Frank E.,	1.00
Burdett, Mrs. C. A.,	1.00
Burt, Mr. Edward N.,	1.00
Callender, Mrs. Henry,	1.00
Callender, Miss,	1.00
Capen, Mrs. Nahum,	1.00
Carruth, Mrs. Nathan,	1.00
Clapp, Mrs. Asahel,	1.00
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<i>Amount carried forward,</i>	\$26.00

<i>Amount brought forward,</i>	\$26.00
Clark, Mrs. W. R., Jr.,	1.00
Churchill, Mrs. J. R.,	1.00
Davis, Miss Katherine F.,	1.00
Dillaway, Mrs. C. O. L.,	1.00
Dolan, Miss,	1.00
Downer, Mrs. Samuel,	5.00
Eddy, Mrs. Otis,	2.00
Eliot, Mrs. C. R.,	2.00
Estabrooks, Miss Emma,	1.00
Everett, Mrs. William B.,	1.00
Fay, Mrs. M. C. Talbot,	2.00
Forrest, Mrs. R. M.,	1.00
Frothingham, The Misses (not annual),	2.00
Galvin, Mrs. J. M.,	2.00
Gray, Mrs. W. H.,	2.00
Harriman, Mrs. H. P.,	1.00
Hawkes, Mrs. S. L., Mattapan,	1.00
Hayes, Mrs. W. L.,	1.00
Hearsey, Mrs. E. H. (since died),	1.00
Hearsey, Miss Sarah E.,	1.00
Howland, Mrs. H. F.,	5.00
Hoyt, Mrs. Harris G.,	1.00
Humphreys, Mrs. R. C.,	1.00
Joyslin, Mrs. L. B., South Boston,	1.00
King, Miss S. Frank,	1.00
Lee, Mrs. Luther M.,	1.00
Lowney, Mrs. W. H.,	1.00
Martin, Mrs. A. P.,	1.00
Moore, Mrs. L. M.,	1.00
Mosely, Mrs. F. C.,	1.00
Mosely, Master Fred R.,	1.00
Nash, Mrs. Edward, Boston,	1.00
Newhall, Mrs. B. S., Salem,	1.00
Nichols, Mrs. S. W.,	5.00
Nightingale, Mrs. C.,	1.00
Noble, Mrs. Henry C.,	2.00
North, Mrs. F. O.,	1.00
<i>Amount carried forward,</i>	\$82.00

<i>Amount brought forward,</i>	\$82.00
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 M. H.,	1.00
Pierce, Mrs. S. S., Boston (since died),	1.00
Pierce, Miss, Boston,	1.00
Pratt, Mrs. Laban,	1.00
Rankin, Mrs. James,	1.00
Rhodes, Mrs. T. M.,	1.00
Robinson, Mrs. H. D.,	1.00
Ruggles, Mrs. Fred,	1.00
Ruggles, Miss,	1.00
Ryan, Mrs. George P.,	1.00
Sayward, Mrs. W. H.,	2.00
Schlotterbeck, Frau,	1.00
Sewall, Mrs. George P.,	1.00
Shaw, Mrs. William,	1.00
Smith, Miss H. J.,	1.00
Stearns, Mrs. Albert H.,	1.00
Stearns, Master A. Maynard,	1.00
Stearns, Master Henry D.,	1.00
Stearns, Master A. T., 2d,	1.00
Stearns, Katherine,	1.00
Stearns, Mrs. Fred P.,	2.00
Streeter, Mrs. C. H.,	1.00
Swan, Miss M. E., Roxbury,	1.00
Tanner, Mrs. John A.,	1.00
Thacher, Mrs. Charles A.,	2.00
Thacher, Miss M. H.,	1.00
Thacher, Mrs. A. C.,	1.00
Thacher, Miss Elizabeth M.,	1.00
Torrey, Mrs. Elbridge	10.00
Vinson, The Misses,	2.00
Waitt, Mrs. W. G.,	1.00
Whiton, Mrs. Royal,	1.00
Whitten, Mrs. Charles V.,	2.00
<i>Amount carried forward,</i>	\$133.00

<i>Amount brought forward,</i>	\$133.00
Willard, Mrs. L. P.,	1.00
Willard, Miss,	1.00
Wood, Mrs. W. A.,	1.00
Wood, Mr. Frank,	5.00
Wood, Mrs. Frank,	5.00
Woodman, Mrs. George,	1.00
Woodberry, Miss,	1.00
Wright, Mr. Chandler,	2.00
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	\$150.00

MILTON BRANCH.

Through Mrs. WILLIAM WOOD.

Baldwin, Miss A. W.,	\$1.00
Barnard, Mrs. G. M.,	1.00
Beck, Mrs. Gideon,	1.00
Breck, Mrs. C. E. C.,	1.00
Brewer, Mrs. Joseph,	1.00
Brooks, Mrs. Edward, Hyde Park,	1.00
Briggs, Miss S. E.,	1.00
Barrey, Miss Martha,	1.00
Channing, Miss,	1.00
Clum, Mrs. A. B.,	1.00
Cunningham, Mrs. Caleb,	1.00
Dow, Miss J. F.,	2.50
Dow, Miss L. A.,	2.50
Draper, Mrs. A. W.,	1.00
Emerson, Mrs. W. R.,	1.00
Field, Mrs. E. E. V.,	1.00
Fletcher, Mrs. George A.,	1.00
Forbes, Mrs. J. Murray,	5.00
Glover, Mrs. R. T.,	1.00
Gilmore, Miss M. E., North Easton,	1.00
Gilbert, Mrs. H. J.,	1.00
Gray, Mrs. William,	2.00
Greene, Mrs. J. S.,	1.00
Hemenway, Mrs. Augustus, Readville,	25.00
Hicks, Miss Josephine, Mattapan,	1.00
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<i>Amount carried forward,</i>	\$57.00

<i>Amount brought forward,</i>	\$57.00
Hinckley, Miss Mary, Mattapan,	1.00
Hollingsworth, Mrs. Amor,	3.00
Hollingsworth, Mrs. P. R., Mattapan,	5.00
Jaques, Mrs. Francis,	2.00
Jaques, Miss Helen L.,	2.00
Ladd, Mrs. W. J.,	2.00
Loring, Mrs. Elisha,	2.00
Loring, Miss Edith,	2.00
Mackintosh, Mrs.,	1.00
Morton, Miss S. B.,	1.00
Morse, Mrs. Samuel,	1.00
Payson, Mrs.,	1.00
Perkins, Mrs. Charles E.,	5.00
Pierce, Mrs. M. V.,	1.00
Pierce, Mrs. W. L.,	1.00
Pierce, Mr. Walworth,	1.00
Richardson, Miss S. H.,	1.00
Richardson, Miss N.,	1.00
Roberts, Mrs. R. H.,	1.00
Roberts, Mrs. Rachel,	1.00
Rotch, Miss Johanna,	1.00
Safford, Mrs. N. F.,	1.00
Tilden, Mrs. George,	2.00
Tilden, Mrs. William P.,	1.00
Tileston, Mrs. J. B., Mattapan,	5.00
Tucker, Mrs. S. A., Hyde Park,	1.00
Tucker, Miss Sarah, Hyde Park,	1.00
Tuell, Mrs. H.,	1.00
Upton, Mrs. G. B.,	2.00
Vose, Miss C. C.,	1.00
Ware, Mrs. Arthur L.,	1.00
Wadsworth, Mrs. E. D.,	1.00
Weston, Mrs. William B.,	1.00
Weston, Mr. 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, Mrs. William,	3.00
	\$119.00

LYNN BRANCH.

Through Mrs. LUCY B. HAVEN.

Ashcroft, Mrs. Edward,	\$1.00
Bancroft, Mrs. Thomas,	1.00
Bancroft, Mrs. William,	1.00
Bates, Mrs. Walter,	2.00
Berry, Mrs. Benjamin J.,	2.00
Chase, Mrs. Phillip Augustus,	1.00
Clough, Mrs. Charles,	1.00
Coffin, Miss A. M.,	2.00
Dearborn, Mrs. Fred.,	1.00
Donallen, Mrs. John,	1.00
Frazier, Mrs. Lyman B.,	1.00
Haddock, Miss Emily,	1.00
Harmon, Mrs. Rollin,	1.00
Haven, Mrs. Lucy B.,	1.00
Hollis, Mrs. Samuel J.,	1.00
Hudson, Mrs. Charles,	1.00
Ireson, Miss Isabella,	1.00
Ireson, Miss Kate,	1.00
Johnson, Mrs. John B.,	1.00
Johnson, Mrs. Luther,	1.00
King, Mrs. Horace,	1.00
Lee, Mrs. Nehemiah,	1.00
Lovejoy, Mrs. Dr.,	1.00
Lovejoy, Mrs. Elbridge,	1.00
MacArthur, Mrs. John,	1.00
Manton, Mrs. John T.,	5.00
Melcher, Mrs. Charles,	1.00
Moore, Mrs. Ira,	1.00
Morgan, Mrs. William,	1.00
Name not given,	2.00
Newhall, Mrs. James S.,	1.00
Newhall, Mrs. Lucian,	1.00
Newhall, Mrs. Thomas B.,	1.00

Amount carried forward, \$41.00

<i>Amount brought forward,</i>	\$41.00
Nourse, Mrs. Christopher,	1.00
Osborne, Mrs. Wallace,	1.00
Osborne, Mrs. Wellman,	1.00
Page, Mrs.,	1.00
Pope, Mrs.,	1.00
Saunderson, Mrs. Nancy,	1.00
Sheldon, Mrs. Charles C.,	1.00
Shorey, Mrs. George,	1.00
Tapley, Miss Alice,	1.00
Tapley, Mr. Amos P.,	1.00
Tapley, Mrs. Amos P.,	1.00
Tapley, Mrs. Henry,	1.00
Tebbets, Mrs. Charles B.,	2.00
Valpey, Mrs. Henry,	1.00
Varney, Mrs. Charles,	1.00
Walden, Mrs. Edwin,	1.00
Walsh, Mrs. Charles,	1.00
Whiton, Mrs. Mary,	1.00
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	\$60.00

WORCESTER BRANCH.

Through Mrs. ELIZA DRAFER ROBINSON.

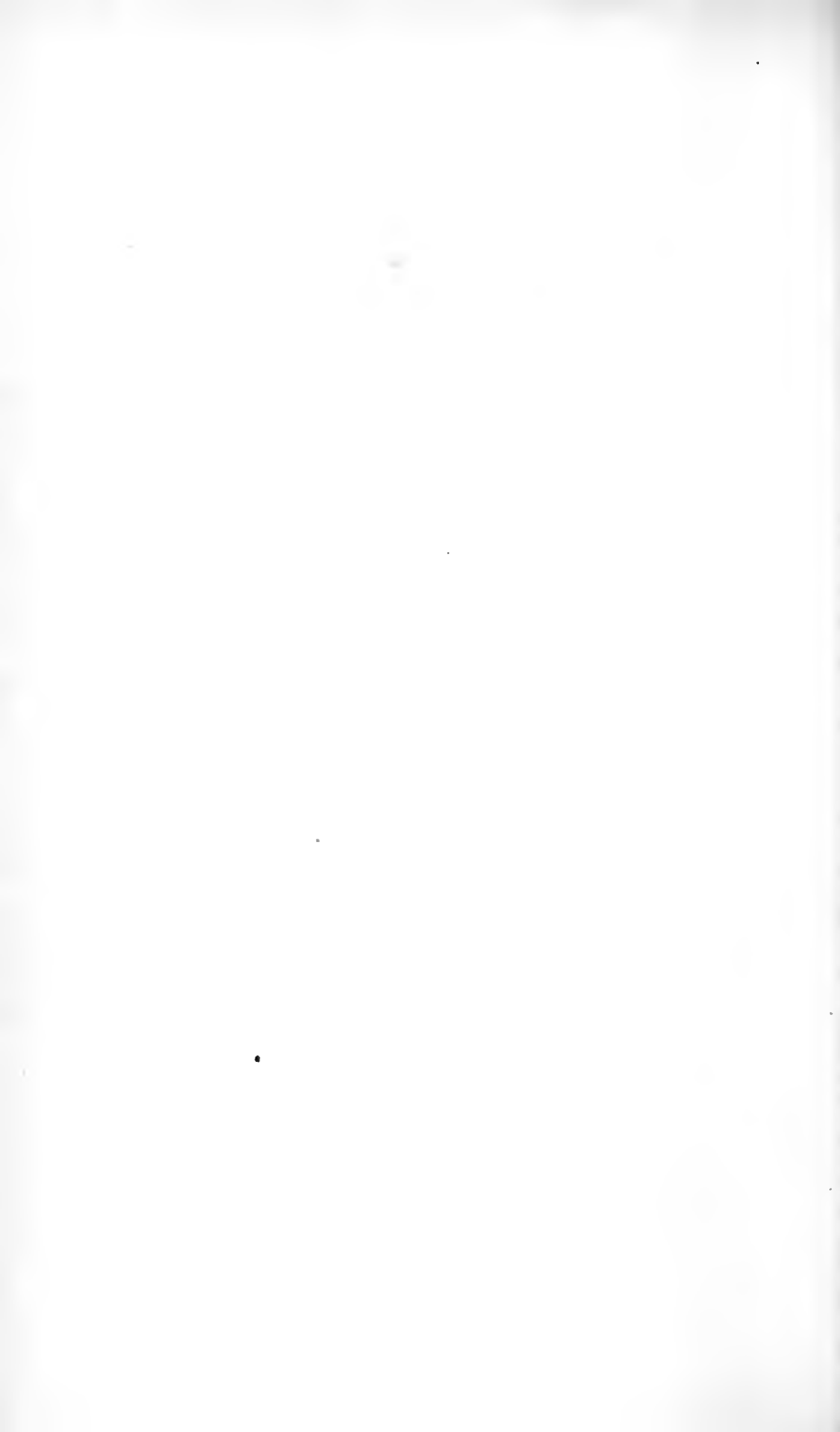
Through Mrs. J. E. Day, former treasurer,	\$100.00
A friend,	1.00
Allen, Mrs. Lamson,	1.00
Ball, Mrs. M. J.,	1.00
Ball, Miss Helen,	1.00
Barnard, Mrs. Lewis,	1.00
Barnard, Miss Helen,	1.00
Bigelow, Mrs. A. A.,	1.00
Bigelow, Miss M. Fannie,	1.00
Blake, Miss Ellen,	1.00
Blake, Miss Louise,	1.00
Brown, Mrs. Henry,	1.00
Brown, Mrs. Sarah Theo.,	1.00
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<i>Amount carried forward,</i>	\$112.00

<i>Amount brought forward,</i>	\$112.00
Butler, Mrs. A. M. S.,	1.00
Brady, Mrs. John,	1.00
Clark, Mrs. Henry,	50.00
Clark, Miss Harriet,	5.00
Coes, Miss Annie L.,	1.00
Comins, Mrs. E. I.,	1.00
Curtis, Mrs. John D.,	1.00
Curtis, Mrs. Edwin P.,	1.00
Davis, Mrs. Charles,	1.00
Day, Mrs. J. E.,	10.00
Day, Miss Edna F.,	1.00
Day, Miss Alice F.,	1.00
Fay, Mrs. H. B.,	1.00
Fish, Miss Kittie,	1.00
Fowler, Mrs. E. H.,	1.00
Francis, Mrs. George E.,	1.00
Gates, Mrs. Charles L.,	1.00
Gray, Miss Sybil,	1.00
Harrington, Mrs. C. G.,	1.00
Hastings, Miss,	1.00
Hobbs, Miss Martha,	1.00
Howe, Mrs. Anna,	1.00
Lathrop, Mrs. F. D.,	1.00
Lincoln, Mrs. Winslow S.,	1.00
Marsh, Mrs. Henry,	1.00
Mirick, Mrs. Albert,	1.00
Morgan, Mrs. Charles,	1.00
Morse, Mrs. E. D. T.,	1.00
Morse, Miss Nellie A.,	1.00
Moore, Mrs. Jessie,	1.00
Partridge, Miss J. A.,	1.00
Perley, Miss M. N.,	1.00
Pond, Mrs. W. F.,	10.00
Pratt, Mrs. Henry S.,	1.00
Reeves, Mrs. George,	1.00
Rice, Mrs. W. W.,	5.00
Robinson, Mrs. J. H.,	1.00
<i>Amount carried forward,</i>	\$224.00

<i>Amount brought forward,</i>	\$224.00
Rice, Mrs. W. E.,	5.00
Sanford, Miss,	1.00
Salisbury, Hon. Stephen,	100.00
Schmidt, Mr. H. F. A.,	1.00
Schmidt, Mrs. H. F. A.,	1.00
Scotfield, Mrs. J. M.,	5.00
Sargent, Miss Mary F.,	1.00
Searls, Mrs. W. P.,	1.00
Stone, Mrs. J. B.,	1.00
Sumner, Mrs. Dwight,	1.00
Sinclair, Prof. J. E.,	1.00
Sinclair, Mrs. J. E.,	1.00
Thayer, Mrs. Adin,	7.00
Thayer, Mrs. Edward D.,	5.00
Thayer, Master Scotfield,	.25
Whitcomb, Mrs. C. C.,	1.00
Washburn, Mrs. Charles G.,	25.00
Watson, Mrs. J. B.,	1.00
Waites, Mrs. Kate S.,	1.00
Witter, Mrs. Henry F.,	5.00
Wyman, Miss F. W.,	1.00
Interest on deposits,	.75
	<hr/>
	\$390.00

NOTE.—Several donations and annual subscriptions received after the accounts of the treasurer were closed could not appear in this Report, but will be included in that of 1896.

S. E. LANE,
Treasurer of Ladies' Auxiliary.



SIXTY-FIFTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

AUGUST 31, 1896.

BOSTON

PRESS OF GEO. H. ELLIS, 141 FRANKLIN STREET

1897

Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, October 16, 1896.

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-fifth 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.

1896-97.

SAMUEL ELIOT, LL.D., *President.*
GEORGE S. HALE, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
MICHAEL ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

S. LOTHROP THORNDIKE, <i>Chairman.</i>	HENRY MARION HOWE.
EDWARD BROOKS.	THOMAS L. LIVERMORE.
WILLIAM ENDICOTT, JR.	EDWARD N. PERKINS.
CHARLES P. GARDINER.	GEORGE H. RICHARDS.
JOSEPH B. GLOVER.	WILLIAM L. RICHARDSON, M.D.
J. THEODORE HEARD, M.D.	THOMAS F. TEMPLE.

STANDING COMMITTEES.

Monthly Visiting Committee,

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

1897.	1897.
January, EDWARD BROOKS.	July, T. L. LIVERMORE.
February, W. ENDICOTT, JR.	August, E. N. PERKINS.
March, CHARLES P. GARDINER.	September, . . . GEORGE H. RICHARDS.
April, J. B. GLOVER.	October, W. L. RICHARDSON.
May, J. T. HEARD.	November, . . . T. F. TEMPLE.
June, H. M. HOWE.	December, . . . S. L. THORNDIKE.

Committee on Education.

H. M. HOWE.
C. P. GARDINER.
G. H. RICHARDS.

House Committee.

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

Committee on Finance.

S. L. THORNDIKE.
W. ENDICOTT, JR.
J. B. GLOVER.
T. F. TEMPLE.

Committee on Health.

J. T. HEARD, M.D.
WM. L. RICHARDSON, M.D.
T. F. TEMPLE.

Auditors of Accounts.

J. T. HEARD, M.D.
S. L. THORNDIKE.

OFFICERS OF THE INSTITUTION.

DIRECTOR.

MICHAEL ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M.D.

LITERARY DEPARTMENT.

Boys' Section.

JOHN CAMPBELL SWIFT.
Miss CAROLINE E. McMASTER.
Miss JULIA A. BOYLAN.
Miss JESSICA L. LANGWORTHY.
Miss SARAH L. DINSMORE.
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 EDITH M. THURSTON.
Miss VINA C. BADGER.

Miss SARAH ELIZABETH LANE, *Librarian.*
Miss ELLEN MARIE BOESEN, *Assistant.*
Miss ELLA FRANCES PROUT, *Clerk.*

DEPARTMENT OF MUSIC.

Boys' Section.

EDWIN L. GARDINER.
Miss FRED A. BLACK.
Miss MARY C. WHEELER.
Miss MARY E. BURBECK.

W. LUTHER STOVER.
Miss ALMIRA S. KNAPP, *Reader.*
E. N. LAFRICAIN.
LORENZO WHITE.

Girls' Section.

Miss LENA E. HAYDEN.
Miss MARY E. RILEY.

Miss HARRIET W. BUSTIN.
Miss SARAH H. MCGEE.

CARL BAERMANN.
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. HANNINGREN, *Sloyd.*
Miss FRANCES M. LANGWORTHY.
Miss FLORA J. McNABB.

DOMESTIC DEPARTMENT.

Steward.

ANTHONY W. BOWDEN.

Matron.

Mrs. FRANCES E. CARLTON.
Mrs. C. A. DUCHEMIN, *Assistant.*

Housekeepers in the Cottages.

Mrs. M. A. KNOWLTON.
Mrs. CORA L. GLEASON.
Miss BESSIE WOOD.
Mrs. SOPHIA C. HOPKINS.
Mrs. ELLA L. WEEKS.

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.*
PLINY MORRILL, *Foreman.*
Mrs. MARY STONE, *Forewoman.*
Miss ESTELLE M. MENDUM, *Clerk.*

Miss ELLEN B. WEBSTER, *Book-keeper.*
Miss GRACE M. ATTLETON, *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, M., Boston.
Anderson, Mrs. John F., Boston.
Appleton, Mrs. R. M., New York.
Appleton, Mrs. William, Boston.
Appleton, Dr. William, Boston.
Apthorp, William F., Boston.
Atkins, Mrs. Elisha, Boston.
Atkinson, Edward, Boston.
Austin, Edward, Boston.
Bacon, Edwin M., Boston.
Baker, Mrs. Ezra H., Boston.
Baker, Miss M. K., Boston.
Balch, F. V., 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, Rev. 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.
Beal, James H., Boston.
Beard, Hon. Alanson W., Boston.
Beckwith, Miss A. G., Providence.
Beckwith, Mrs. T., Providence.
Beebe, E. Pierson, Boston.
Beebe, J. Arthur, Boston.
Beebe, Mrs. J. Arthur, Boston.
Bigelow, Mrs. Prescott, Brookline.
Binney, William, Providence.
Black, George N., Boston.
Blake, Mrs. George B., Boston.
Blanchard, G. D. B., Malden.
Bourn, Hon. A. O., Providence.
Bowditch, Dr. H. P., Jamaica Plain.
Bowker, Charles F., Boston.
Boyden, Mrs. Charles, Boston.
Brackett, Mrs. Henry, Boston.
Brackett, Miss Nancy, Quincy.
Brimmer, Mrs. Martin, Boston.
Brooke, Rev. Stopford W., Boston.
Brooks, Edward, Hyde Park.
Brooks, Rev. G. Wolcott.
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.
Bullard, William S., Boston.
Bullard, Mrs. William S., Boston.
Bumstead, Mrs. F. J., Cambridge.
Bundy, James J., Providence.
Burgess, Mrs. S. K., Brookline.
Burnham, Mrs. John A., Boston.
Burnham, Miss Julia E., Lowell.

- Burnham, William A., Boston.
 Burton, Dr. J. W., Flushing, N.Y.
 Cabot, Mrs. S., Brookline.
 Cabot, Walter C., Boston.
 Callahan, Miss Mary G., Boston.
 Callender, Walter, Providence.
 Carpenter, Charles E., Providence.
 Carter, Mrs. J. W., West Newton.
 Cary, Miss A. P., Boston.
 Cary, Miss Ellen G., Boston.
 Cary, Mrs. Richard, Boston.
 Cary, Miss E. F., Cambridge.
 Cary, Miss S. G., Cambridge.
 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, Joseph Edgar, Boston.
 Chamberlin, E. D. Boston.
 Chapin, E. P., Providence.
 Charles, Mrs. Mary C., Melrose.
 Cheever, Miss A. M., Boston.
 Cheever, Dr. David W., Boston.
 Cheever, Miss M. E., Boston.
 Chickering, George H., Boston.
 Claffin, Hon. William, Boston.
 Clark, Mrs. Joseph W., Boston.
 Clark, Miss S. W., Beverly.
 Clarke, Mrs. Jas. Freeman, Boston.
 Clarke, James W., New York.
 Clement, Edward H., Boston.
 Coates, James, Providence.
 Cobb, Mrs. Freeman, Boston.
 Cobb, Samuel T., Boston.
 Cochrane, Alexander, Boston.
 Coffin, Mrs. W. E., Boston.
 Colt, Samuel P., Bristol, R.I.
 Comstock, Andrew, Providence.
 Cook, Charles T., Detroit, Mich.
 Cook, Mrs. Charles T., Detroit.
 Coolidge, Dr. A., Boston.
 Coolidge, J. Randolph, Boston.
 Coolidge, Mrs. J. R., Boston.
 Coolidge, John T., Boston.
 Coolidge, Mrs. J. T., Boston.
 Coolidge, Mrs. J. Templeman.
 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.
 Croft, Mrs. Carrie A., Boston.
 Crosby, Joseph B., Boston.
 Crosby, Sumner, Brookline.
 Crosby, William S., Brookline.
 Cruft, Miss Harriet O., Boston.
 Cummings, Mrs. A. L., Portland.
 Cummings, Charles A., Boston.
 Cummings, Hon. John, Woburn.
 Cunniff, Hon. M. M., Boston.
 Curtis, C. A., Boston.
 Curtis, Greeley S., Boston.
 Curtis, Mrs. Greeley S., Boston.
 Curtis, Mrs. Mary S., Boston.
 Dabney, Mrs. Lewis S., Boston.
 Dalton, C. H., Boston.
 Dalton, Mrs. C. H., Boston.
 Dana, Mrs. Samuel B., Boston.
 Darling, Cortes A., Providence.
 Davis, Miss A. W., Boston.
 Davis, Mrs. Edward L., Boston.
 Dean, Hon. Benjamin, So. Boston.
 Dexter, Mrs. F. G., Boston.
 Dillaway, W. E. L., Boston.
 Dinsmoor, George R., Keene, N.H.
 Ditson, Mrs. Oliver, Boston.
 Doliber, Thomas, Boston.
 Dow, Miss Jane F., Milton.
 Dow, Mrs. Moses A., Brookline.
 Dunklee, Mrs. John W., Boston.
 Durant, William, Boston.
 Duryea, Mrs. Herman.
 Dutton, Miss Lydia W., Boston.
 Dutton, Miss Mary M., Boston.
 Earle, Mrs. T. K., Boston.
 Eaton, W. S., Boston.
 Eliot, Rev. Christopher R., Boston.
 Eliot, Dr. Samuel, Boston.
 Elliott, Mrs. Maud Howe, Boston.

- Ellis, George H., Boston.
 Emery, Francis F., Boston.
 Endicott, Miss Clara T., Boston.
 Endicott, Henry, Boston.
 Endicott, Miss Mary E., Beverly.
 Endicott, William, 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., Jr., Boston.
 Fay, Miss Sarah B., Boston.
 Fay, Miss S. M., 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.
 Forbes, John M., Milton.
 Foster, Miss C. P., Cambridge.
 Foster, Mrs. E. W., Hartford.
 Foster, Francis C., Cambridge.
 Foster, Mrs. Francis C.
 Foster, John, Boston.
 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.
 Gammell, Mrs. Wm., Providence.
 Gardiner, Charles P., 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.
 Goodman, Richard, Lenox.
 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, Boston.
 Greenleaf, Mrs. James, Cambridge.
 Griffin, S. B., Springfield.
 Grover, Mrs. William O., Boston.
 Hale, Rev. Edward E., Boston.
 Hale, George S., Boston.
 Hall, Mrs. Florence Howe.
 Hall, Miss L. E., Hanover.
 Hall, Miss Minna B., Longwood.
 Hall, Mrs. Martin L., Boston.
 Hammond, Mrs. G. G., Jr., Boston.
 Hammond, Mrs. Geo. W., Boston.
 Hanscom, Dr. Sanford, Somerville.
 Haskell, Edwin B., Auburndale.
 Haskell, Mrs. Edwin B.
 Haven, Miss Eliza A., Portsmouth.
 Haven, Mrs. Lucy B., Lynn.
 Hayden, Mrs. Isaac, Roxbury.
 Hayward, Wm. S., Providence.
 Hazard, Rowland, Peace Dale, R.I.
 Head, Charles, Boston.
 Head, Mrs. Charles, Boston.
 Heard, J. T., M.D., Boston.
 Hearst, Mrs. Phebe A.
 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 Lee.
 Hill, Dr. A. S., Somerville.
 Hill, J. E. R., Boston.
 Hill, Mrs. T. J., Providence.
 Hodgkins, Frank E., Somerville.
 Hodgkins, William A., Somerville.
 Hogg, John, Boston.
 Hollis, Mrs. S. J., Lynn.
 Holmes, Charles W., Stanstead.
 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.
 James, Mrs. Julia B. H., Boston.
 Jenks, Miss C. E., Boston.
 Johnson, Samuel, Boston.
 Jones, Mrs. E. C., New Bedford.
 Jones, Miss Ellen M., Boston.
 Jordan, Mrs. E. D., 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., Boston.
 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., Dedham.
 Lang, B. J., Boston.
 Lang, Mrs. B. J., Boston.
 Lawrence, James, Groton.
 Lawrence, Mrs. James, Groton.
 Lawrence, Rt. Rev. Wm.
 Lee, George C., Boston.
 Lee, Mrs. George C., Boston.
 Lee, Henry, Boston.
 Lily, Mrs. Amy H., London, Eng.
 Lincoln, L. J. B., Hingham.
 Linzee, J. T., Boston.
 Linzee, Miss Susan I., Boston.
 Littell, Miss S. G., Brookline.
 Livermore, Thomas L., Boston.
 Lodge, Mrs. Anna C., Boston.
 Lodge, Hon. Henry C., Boston.
 Longfellow, Miss A. M.
 Lord, Rev. A. M., Providence.
 Loring, Mrs. W. Caleb, Boston.
 Lothrop, John, Auburndale.
 Lothrop, Mrs. T. K., Boston.
 Lovering, Mrs. Charles T., Boston.
 Lovett, George L., 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 Georgina, Boston.
 Lowell, Mrs. John, Boston.
 Lowell, Miss Lucy, Boston.
 Luce, Matthew, Boston.
 Lyman, Arthur T., Boston.
 Lyman, J. P., Boston.
 Lyman, Theodore, Brookline.
 Mack, Thomas, Boston.
 Manning, Mrs. M. W., Brooklyn.

- Marrett, Miss H. M., Standish, Me.
 Marrs, Mrs. W. D. K.
 Marston, S. W., Boston.
 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.
 Matthews, Miss Alice, Boston.
 Matthews, Miss Annie B., Boston.
 May, F. W. G., Dorchester.
 Merriam, Charles, Boston.
 Merriam, Mrs. Charles, Boston.
 Merritt, Edward P., Boston.
 Metcalf, Jesse, Providence.
 Meyer, Mrs. George von L., Boston.
 Minot, Francis, M.D., Boston.
 Minot, J. Grafton, Boston.
 Minot, The Misses, Boston.
 Mixer, Miss Madeleine C., Boston.
 Montgomery, William, 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.
 Motley, Mrs. E. Preble, Boston.
 Moulton, Miss Maria C., Boston.
 Neal, George B., Charlestown.
 Nevins, David, Boston.
 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.
 Paine, Mrs. Robert Treat, Boston.
 Palfrey, Mrs. Francis W., Boston.
 Palfrey, J. C., Boston.
 Palmer, John S., Providence.
 Parker, Mrs. E. P., Boston.
 Parker, Richard T., Boston.
 Parkinson, John, Boston.
 Parkinson, Mrs. John, Boston.
 Parkman, George F., Boston.
 Payson, S. R., 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.
 Perkins, Edward N., Jamaica Plain.
 Peters, Edward D., Boston.
 Phillips, Mrs. John C., Boston.
 Phipps, Mrs. John A., Boston.
 Pickering, Mrs. Edward, Boston.
 Pickman, Mrs. D. L., Boston.
 Pickman, Mrs. W. D., Boston.
 Pierce, Hon. H. 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.
 Putnam, Mrs. S. R., Boston.
 Rand, Arnold A., Boston.
 Rantoul, Miss Hannah L., Beverly.
 Rantoul, Robert S., Salem.
 Reardon, Dennis A., Boston.
 Reed, Mrs. William Homer, Boston.
 Reynolds, Walter H., Boston.
 Rice, Mrs. Henry A., Boston.
 Richards, Mrs. C. W., Boston.
 Richards, Miss Elise, Boston.

- Richards, George H., Boston.
 Richards, Mrs. Henry, Gardiner.
 Richardson, John, Boston.
 Richardson, Miss M. G., N.Y.
 Richardson, Mrs. M. R., Boston.
 Richardson, W. L., M.D., Boston.
 Robbins, Royal E., Boston.
 Roberts, Mrs. A. W., Boston.
 Robertson, Mrs. A. K.
 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.
 Rotch, Miss Edith, Boston.
 Russell, Henry G., Providence.
 Russell, Mrs. Henry G.,
 Russell, Henry S., Boston.
 Russell, Miss Marian, Boston.
 Russell, Mrs. William A., Boston.
 Saltonstall, Mrs. Leverett, 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, Mrs. Fred. R., Jr., Boston.
 Sears, Frederick R., 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, Miss Pauline, Boston.
 Shaw, Quincy A., Boston.
 Shepard, Harvey N., Boston.
 Shepard, Mrs. T. P., Providence.
 Sherwood, W. H., Boston.
 Shinkle, Miss Camilla Hunt.
 Shippen, Rev. R. R.
 Sigourney, Mrs. Henry, Boston.
 Slafter, Rev. Edmund F., Boston.
 Slater, H. N., Jr., Providence.
 Slocum, Mrs. W. H.
 Snelling, Samuel G., Boston.
 Sohler, Miss E. D., Boston.
 Sohler, Miss Elizabeth, Boston.
 Sohler, Miss Emily L., Boston.
 Sorchan, Mrs. Victor, N.Y.
 Spaulding, Mrs. Mahlon D.
 Spencer, Henry F., Boston.
 Sprague, F. P., M.D., Boston.
 Stanwood, Edward, Brookline.
 Stearns, Charles H., Brookline.
 Stearns, Mrs. Charles H.
 Stevens, Miss C. Augusta.
 Stewart, Mrs. C. B., Boston.
 Storrs, Mrs. E. K., Brookline.
 Sturgis, Francis S., Boston.
 Sullivan, Richard, Boston.
 Swan, Mrs. Sarah H., Cambridge.
 Swan, Robert, Dorchester.
 Swan, Mrs. Robert, Dorchester.
 Taggard, B. W., Boston.
 Taggard, Mrs. B. W., Boston.
 Talbot, Mrs. Isabella W.
 Tapley, Mrs. Amos P., Boston.
 Tarbell, George G., M.D., Boston.
 Temple, Thomas F., Boston.
 Thaw, Mrs. Wm., Pittsburg, Penn.
 Thaxter, Joseph B., Hingham.
 Thayer, Miss Adele G., Boston.
 Thayer, Rev. George A., Cincinnati.
 Thayer, Mrs. Harriet L., Boston.
 Thayer, Prof. James B.
 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.
 Ward, Rev. Julius H., Boston.
 Warden, Erskine, Waltham.
 Ware, Mrs. Charles E., Boston.
 Ware, Miss M. L., Boston.
 Ware, Miss C. L., Cambridge.
 Warren, J. G., Providence.
 Warren, Mrs. J. Sullivan, Boston.
 Warren, Mrs. Wm. W., Boston.
 Washburn, Hon. J. D., Worcester.
 Waterston, Mrs. R. C., Boston.
 Watson, Thomas A., Weymouth.
 Watson, Mrs. Thomas A.
 Weeks, A. G., Boston.
 Weld, Otis E., 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.
 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. B., 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, Roger, Boston.
 Woodruff, Thomas T., Boston.
 Woods, Henry, Boston.
 Woolf, Benjamin E., Boston.
 Worthington, Roland, Roxbury.
 Young, Mrs. Benjamin L., Boston.
 Young, Charles L., Boston.

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

SOUTH BOSTON, October 14, 1896.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL.D., 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 treasurer, Mr. Edward Jackson, read his report, which was 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—Samuel Eliot, LL.D.

Vice-President—George S. Hale.

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, S. Lothrop Thorndike and George H. Richards.

Miss Clara Thorndike Endicott of Boston was afterwards elected a member of the corporation.

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.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, October 14, 1896.

To the Members of the Corporation.

LADIES AND GENTLEMEN:— We have the honor to present for your consideration the sixty-fifth annual report of the institution. It contains a brief account of the work of the school for the financial year ending August 31, 1896.

We are confident that the results exhibited in this communication, as well as in the reports of the treasurer and of the director hereto appended, will justify us in saying that steady progress has been made, that the pupils have been well taught and carefully trained, that the finances have been successfully managed and that the institution continues to be in a prosperous condition.

At the date of our last annual report the number of blind persons connected with the institution in its various departments was 244. Since then 40 have been received and 23 have been discharged, making the present number 261,—an increase of 17. This record includes all changes which have occurred up to the first day of October.

The pupils have enjoyed good health. There have been a few cases of measles and one of diphtheria,

but happily these diseases did not become epidemic in the school. We regret to report the death of Mr. Thomas Carroll, a former graduate of the school, who had been employed for many years as assistant instructor in the boys' section of the manual training department. Mr. Carroll was an honest, upright, faithful man. Highly esteemed by his coworkers and dearly beloved by his pupils, he will be missed by all. We grieve also to say that one of the pupils, Alphonse Ratte, died of heart disease at his own home, and that one of the younger boys died of measles in the city hospital.

We have great satisfaction in expressing our appreciation of the manner in which the teachers and all other officers have performed their respective duties.

As has been repeatedly stated in these reports, the work of the school aims to develop the physical powers and mental faculties of the pupils and to bring out the capacities with which nature has endowed each individual, so that when he goes out of the portals of the institution, instead of gravitating (as would be certain in many cases) into the ranks of the helpless dependents, he may be able to take his place among the active and useful members of society.

THE CURRICULUM OF THE SCHOOL.

The institution was never in a better condition or more satisfactorily organized and adequately equipped to meet the requirements of the recipients of its bene-

fits and to do its work in a thorough manner than it is at present.

The plan of study as now adjusted is broad and many-sided. Beginning in the kindergarten, it advances through the elementary and secondary grades and terminates in a post-graduate course, which, when completed, brings our students to the gates of the best American colleges and universities and enables them to gain admission thereto without further preparation. The study of the theory of music and its practice, vocal and instrumental, and manual training, especially according to the sloyd method, are included in this system and constitute integral parts thereof, while physical training forms its foundation and is carried on under the direction of competent and devoted teachers with vigor and efficiency.

IMPROVEMENTS AND POST-GRADUATE COURSE.

During the past year the plans for affording to the blind an opportunity of acquiring an academic education have been carried into effect. In the boys' department a partial post-graduate course was established two years ago. This has now been extended so as to form a complete and well-organized preparatory course for college, and our library has been enlarged so that it is now thoroughly equipped for the new demands made upon it. The acquisition of the Bradford estate, situated at the north-west corner of the premises of the institution and comprising

3,250 square feet of valuable ground, will enable us to offer equal advantages to the girls. Upon this convenient site a commodious and thoroughly equipped cottage has been erected, with a kitchen in the basement, a dining-room, reception-room and sitting-room on the first floor, while the second, third and fourth stories contain convenient and well arranged chambers, each large enough for two persons. The house will accommodate in all from twenty-eight to thirty inmates. Another improvement consists in the doubling of the capacity of the Howe building. The basement of the enlarged structure is to be used for sloyd, while on the first floor is an assembly-room in the rear and a room in the front for sewing as a feature of manual training; on the second story are four spacious and well-lighted school-rooms, conveniences being provided in one of these for classes in science; the third floor is entirely occupied by the music department, arranged with practice-rooms on each side of a central corridor. There are fourteen of these rooms, with a musical library and head teacher's apartment on the east side of the building. The top floor is used for storage.

The above-mentioned changes and improvements have happily rendered possible the accommodation of those applicants who were formerly denied admittance, owing to want of room, and to whom, in common with all our pupils, the opportunities of the advanced course are now freely offered.

THE HOWE MEMORIAL PRESS.

The operations of the printing office have been carried on with as much activity as the limitations of its accommodations would allow, and the following works have been published during the year: *Don Quixote*, in three volumes; *German Grammar*, by William Eysenbach, in two volumes; *German Vocabulary*, in one volume; the first volume of the *Latin-English Lexicon*; *Cicero's Orations*, in Latin, in one volume; *White's Beginner's Greek Book*, in three volumes.

In addition, seven pieces of music, comprising 236 pages, have been printed.

We have now in press the second volume of the *Latin-English Lexicon*, the fourth volume of *White's Beginner's Greek Book*, *Xenophon's Anabasis*, *Homer's Iliad* and *Greek-English Vocabulary*.

The efficiency of the printing department is very much restricted for want of sufficient room to carry on its work in a satisfactory and economical manner.

WORKSHOP FOR ADULTS.

The results of the operations of this department during the past twelve months may be condensed from the balance sheet as follows:—

The total amount of receipts has been . . .	\$19,673.44
The total current expenses have been . . .	19,212.61

After deducting the sum of several accounts that have to be charged off, the gain for the year amounts to \$190.34.

Our lease of the building No. 37 Avon place, which we have occupied since 1876, will expire on the first of January next, and, as its renewal for another term of years could not be secured without a large increase of rent, we have decided to transfer our salesroom to some other place.

We earnestly hope that this change will cause no inconvenience whatever to the patrons of our workshop nor any decrease in their number, but, on the contrary, that it may help to enlarge the list of our customers and open a wider market for the products of the industry of the blind.

FINANCES.

The financial condition of the institution is exhibited in the report of the treasurer, which is hereto appended, and which may be briefly summed up as follows:—

Cash on hand September 1, 1895, . . .	\$30,300.82
Total receipts during the year, . . .	303,620.17
	<u>\$333,920.99</u>
Total expenditures and investments. . .	271,988.78
Balance on hand August 31, 1896. . . .	<u>\$61,932.21</u>

The report of the treasurer is accompanied by various detailed statements relating thereto.

The auditors have examined the accounts regularly

at the end of each month, and have certified that the same have been properly cast and correctly kept and that all entries have been authenticated by vouchers.

BEQUESTS.

During the past year the institution has received the following legacies:—

Thirteen thousand seven hundred and seventy dollars (\$13,770) from the executors of the will of the late Miss MARGARET CAPEN. This amount is to be invested and kept in perpetuity as the STODDARD-CAPEN FUND.

Ten thousand dollars (\$10,000) from Messrs. George White and Francis C. Welsh, trustees of the estate of the late Mrs. ANN WHITE VOSE. The whole amount of this bequest is also to be held intact as a permanent fund, and only the income is to be expended for the purposes of the institution.

Two thousand dollars (\$2,000) from the estate of the late SAMUEL ELWELL SAWYER of Gloucester, Mass.

One thousand dollars (\$1,000) from the executor of the will of the late ALBERT GLOVER, from whose estate an equal sum has been given to the kindergarten for the blind. Both these amounts are to be held for all time to come, and to be known as the ALBERT GLOVER FUND.

These bequests bear abundant testimony both to the deep interest of the generous testators in the work of the institution and to their confidence in its

management. In paying a tribute of profound gratitude to the memory of these departed friends of the blind, we cannot refrain from expressing the hope that many others may be inspired by their benevolence and stimulated by their thoughtful liberality to follow in their footsteps and do likewise.

PURCHASE OF ADDITIONAL REAL ESTATE.

The property belonging to the heirs of the late Daniel L. Bradford, and comprising 3,250 square feet of land, has been bought by the institution for the sum of \$7,500. It lies contiguous to that side of our grounds which is occupied by the girls' department. The accommodations of this branch of our school have long been inadequate, and the acquisition of this estate has enabled us to enlarge them. The frame house which was on the site has been removed to a vacant lot in the rear of our property on Fourth street, and in its place has been erected a commodious cottage, four stories in height, facing on Broadway. In the rear of this house has been built an addition to the Howe building, which doubles its capacity.

Moreover, we have recently purchased on the corner of Fourth and H streets 5,900 square feet of land, with three good frame houses on it. Of the entire square, which is bounded by Fourth, H, Fifth and G streets, the institution owns at present fully three-fourths. By far the greater part of this land is

occupied by thirty-three dwelling houses,—twenty of brick and thirteen of wood,—and only an area of 18,171 square feet is set aside for the use of the workshop and the stable with its sheds.

COMMENCEMENT EXERCISES.

The commencement exercises were held in the Boston Theatre on June 2, 1896, in the presence of a throng which taxed the resources of the building to the utmost. The weather was perfect, and everything favored the success of the occasion.

The pupils from the parent school and the children from the kindergarten were so arranged on the stage as to present a very attractive appearance, with the picturesque rural scenery in the background. The exercises began with a stirring overture of welcome, played by the band in the spirit of true musicians. Their performance was highly appreciated by the audience. Dr. Samuel Eliot, president of the corporation, then made the following introductory address:—

The band has given you welcome to the exercises of this afternoon. We are very glad to see so many of our friends and helpers who are interested in the work at South Boston and Jamaica Plain, and you will all have cause for thanksgiving, I may say, as the exercises of this afternoon exhibit the work of every day in the year. You have come here primarily to witness what is done for the training of these children, and you will have ample evidence that the training given them is of a very high character. You will also have evidence that a great deal is done to make them happy. The happiness of our pupils is one of the

first objects of our teachers and of all who have any influence over them, and you will see how many reasons the children have for being happy. I read the other day of a little girl who was seen gathering sunlight in her hands with which to bathe her face. These children seem to me to be like her; they are all gathering sunlight from the beginning of their school year until the end; they are bathing their faces with it, and they are filling their hearts with it, and when you go away from here you will carry with you the impression that these children are the happiest you ever saw.

I want to acknowledge in public the great kindness and liberality of Mr. Eugene Tompkins. This theatre he has placed at our disposal as freely and generously as he can do, and we are all very grateful to him for doing it.

Now, we begin exactly where we ought to begin, with the kindergarten children, and their exercises are all set down upon the programme which you have in your hands.

Owing to the constant occupation of this building for other purposes, it has been found impossible to give the children a rehearsal for these exercises. You know how constant and frequent are rehearsals in preparation for public exercises of any school, any college or other institution. These little children have had no rehearsal at all.

When Dr. Eliot's remarks were concluded the kindergarten exercises took place, a full account of which is given elsewhere. While these were still in progress Dr. Eliot introduced to the audience the private secretary of Acting Governor Wolcott, Col. Henry A. Thomas, with the following words: "The programme announced that his honor, Acting Governor Wolcott, would grace the occasion with his presence. We had hoped for it, but he is prevented from coming. His private secretary, Colonel Thomas, is here, and bears some message of sympathy and good-will."

REMARKS OF COL. HENRY A. THOMAS.

MR. PRESIDENT, LADIES AND GENTLEMEN:—Governor Wolcott had hoped, up to an hour ago, to be present and speak the message of the commonwealth on this occasion, but pressure of public business is such, so many matters from the legislature are coming before him, that he finds it impossible at the last moment to be present, and I am here to say that he regrets very much the circumstances which prevent his coming, and to extend in his name the greetings and good wishes of the commonwealth. Certainly there is no one who has more at heart the misfortunes of humanity or more interest in the sick and enfeebled than the man who today is the acting chief magistrate of Massachusetts; and not only he but his good wife as well are interested in its various charities and in all good work which elevates and helps humanity. And Massachusetts herself, with all the proud things which she calls her own, above her public buildings, her loyalty, her statesmen, her historians and her orators, I think is prouder today that her people are engaged in this grand work of helping humanity than of anything else; and when we see these little children here today, and how happy they appear to be, it brings one or two lessons to us, and I think if the governor were here he would say that it suggests to us who are blessed with all the senses of life, who can see and hear and enjoy the happiness and beauty all about us, that it would be well if we complained less and thought better of our lot. He would rejoice that if these children cannot see the light of day there can yet come into their souls much happiness, into their minds bright thoughts, and they can enjoy these beautiful things which are being taught them; and it is for us, for the people of Massachusetts, and for the country as far as possible to lend their help in this direction, and sustain this beautiful work of charity and humanity which God himself must smile upon.

I thank you for this opportunity to say a word, and in behalf of the governor extend the congratulations and greetings of the old commonwealth.

When the enthusiasm excited by these words had subsided, a class of boys stepped forward, and ex-

plained, in clear and concise language, the prominent characteristics of the ocelot, eagle, loon and duck-billed platypus, stuffed specimens of which creatures were placed before them in full view of the audience. A vocal selection, *Spring Flowers*, was then sung by Sarah E. Tomlinson, with violin obligato by Theodore C. Leutz. A number of younger boys now performed a series of gymnastic movements with commendable vim and accuracy, and were followed immediately by some of their older comrades, who went through military evolutions. The latter, under the direction of Col. John H. Wright, displayed exemplary skill in the rifle drill, and marched with remarkable precision and admirable alignment. An exercise in algebra, carried out by Elizabeth Caulfield and Etta Walcott, showed mathematical ability of a high order, as well as the power of thinking logically under rather trying circumstances. A glee entitled *The Bugler* was then sung with pathos and expression by some of the boys, the bugle effects being beautifully rendered on the cornet by Reuel E. Miller. The graduating class then stepped to the front of the platform, and diplomas were conferred by Dr. Eliot on the following pupils: Frank A. Clark, Reuben G. Dayton, Neil J. Devlin, William C. Ellis, John H. Giesler, John Henley, Theodore C. Leutz, Sarah E. Tomlinson and Merle E. Tracy. Dr. Eliot, in presenting the diplomas, uttered the following words of advice and good cheer:—

MY DEAR YOUNG FRIENDS:—You are here to receive your diplomas, in the face of a very large congregation of men and women deeply in sympathy with you. You feel, I think, the sense of encouragement and delight which these kind people are here to express, and in the emotions of this occasion to offer their wishes for your prosperity. It is a dividing line that you are to cross this afternoon, undoubtedly; it separates school life from the after life; and yet it is not a line which separates one principle from another principle, or any elements of success or honor from any other elements of success or honor.

You have reason to be proud of your school, of its character and of its names. What better name could you enlist under than that of Perkins,—a man whom you have known only by far-off memory, but whom I knew, and a great many others present I have no doubt knew,—who was the very soul of generosity and honor? Then there is the sacred name of Massachusetts,—a name so dear to every one of us, a name that stands for all that is highest and holiest in our history, a name which when not profaned, as it sometimes is, is like that glee which you have just sung, the bugler's call to victory. There are other names than Perkins and Massachusetts, not written upon the title of your institution, the name above all others of Howe, of Howe's wife, of Howe's children, of Howe's son-in-law especially, who took up the work where it fell from his hands and carried it forward until it is a nobler and broader work than when Howe left it. How much there is in all this to inspire you as you enter upon your new experiences, bright and beautiful and happy! You are old enough to know the principles that enter into life and conduce to its best ends; you have experienced them yourselves; I need not tell you of them. You know that patience in life is one of its noblest attributes. You know that we have to bear, to endure, to be steady under trial, and that nothing short of absolute fortitude is sufficient to carry us through the different temptations and different adversities we meet. You know also the glory of living. You know there is an enthusiasm in failure as well as in success. You know that whatever you do with all your might you have a right to be glad in and to be proud of, even though it does not come into issues that are visible to the eyes of men. You know that even for the blind it is possible, as Mrs. Browning said of a blind friend,

Permitted with his wandering eyes, light-proof.
To see fair visions.

It is in your power to see fair visions, fairer perhaps than we see with our eyes. May God grant that you see them! May you see them every day of your life, may they crown every morning, and make every evening consecrated! May they help you to help others, for that is the highest thing a man can do,—helping his fellow creatures. A writer on Nature through a sudden visitation lost his sight. He published a book about the same time, and one of his critics said, "Let him not lose courage. If sight has failed him, he has passed it on to others who but for him might have remained blind." Remember that you have it in your power to do many things, to join in many works, to achieve many triumphs, which will enable those of us who see to see more clearly, and those of us who do not see with the physical vision to see more deeply and more intelligently with the spiritual vision.

You do not want advice; you have had it all through your school life. You come here today to receive the token that you have acted upon that advice, and you are about to be crowned with the highest honors of the school. Your director, your teachers, your trustees, in the presence of this great audience assembled here, the representative of the governor of the commonwealth,—the mother of all the schools within her borders, the helper of schools, the glory of schools,—all join in giving you these diplomas, which I now hand you: Frank Alman Clark; Reuben Gilbert Dayton; Neil Joseph Devlin; William Cleve Ellis; John Henry Giesler; John Henley; Theodore Cornelius Leutz; Sarah Emma Tomlinson; Merle Elliott Tracy.

Now, my dear young friends, you go, and you do not go: you leave the school, but you still remain members of it; and may every opportunity that you have of standing for it and of helping it be availed of to the uttermost, I plead with you, in behalf of all these friends who are here.

The exercises then came to an end with the rendition of *The Miller's Wooing*, by a chorus of mixed voices.

We desire to express in this connection our sense

of obligation to Mr. Eugene Tompkins, proprietor of the Boston Theatre, who again granted to our school the use of his magnificent theatre free of charge, and readily afforded every needful facility to render our commencement exercises an entire success. This favor, together with the numerous invitations to attend the operas given at his theatre, which, following in the footsteps of his honored father, he invariably extends to our students, is thankfully acknowledged by our board and highly appreciated by the blind of New England.

BRONZE MEDAL AND DIPLOMA.

We received last spring the bronze medal and the diploma, which were awarded to the institution by the commissioners of the World's Columbian Exposition three years ago. These testimonials bear witness to the excellence of the work of the school in general and of that of the kindergarten in particular, and set the seal of official recognition upon the long and efficient service rendered by our establishment to the education of the blind. We take great pleasure in copying the following extract from the diploma:—

EQUIPMENT, METHODS, AND PUPILS' WORK.

AWARD.—For excellent collection, showing its long and efficient service for the blind, in teaching them conduct, letters, and industry. For effective kindergarten work and improved methods in teaching letters, work in wood, and with the needle and in knitting, and for valuable collection of books and embossed type, together with embossed maps for the blind.

At the close of the exposition the secretary and executive officer of the Massachusetts commission, Mr. E. C. Hovey, wrote as follows of the exhibit of our school:—

I cannot permit myself to bring this correspondence to a close without thanking you for the very creditable display which you have made, but which at the same time all Massachusetts people knew full well you would make. In all departments of education, and what might be called charitable and philanthropic progress, the commonwealth of Massachusetts has stood here during the past six months, as she has always stood, well in the front, and as the representative of the commonwealth who has been residing here six months, I take pleasure in tendering to you her thanks for your contribution toward making the success which has been attained.

In Memoriam.

COL. HENRY STONE AND MR. GEORGE WASHINGTON WALES.

We have sustained a sad loss in the death of Col. Henry Stone, which occurred on the 18th of January, 1896, and in that of Mr. George Washington Wales, which took place on the 7th of July, 1896.

Colonel Stone was made a member of our board by Governor Russell in 1893, and has rendered valuable service to the institution. Very seldom, if ever, absent from our meetings, he discharged his duties as a trustee so loyally and with such signal fidelity and wisdom, that he rightly held a foremost place in our confidence and affection. His interest in everything pertaining to the prosperity of the school and the welfare of the blind was unflinching. The memory of

his manly character and nobility of disposition will long be cherished by his associates.

At the regular quarterly meeting of our board, held April 1, the following resolutions were unanimously adopted:—

WHEREAS, The board of trustees of the Perkins Institution and Massachusetts School for the Blind has been deeply pained by the unexpected intelligence of the decease of one of its most respected and useful members, Col. Henry Stone, who for more than two years has been our honored associate and coworker, therefore be it

RESOLVED, That, in common with the whole community, we mourn the death of an accomplished scholar, a brave defender of the Union at the time of its peril, a public-spirited citizen and a high-minded gentleman, one who was beloved, revered and honored by all classes of people.

RESOLVED, That as a board we feel that in the death of Colonel Stone we have each experienced a personal bereavement, and that the institution has been deprived of a sincere friend and earnest helper, one who in his capacity of trustee was always ready to do everything in his power to advance the interests of the school.

RESOLVED, That these resolutions be entered on the records of the board, and that a copy be sent to the family of the deceased.

It is with inexpressible regret that we have to record the death of another member of our board, that of Mr. George Washington Wales, who served as trustee from 1875 to the last day of his life.

Mr. Wales is a very great loss, not only to our two institutions but to innumerable other benevolent organizations, in which he took an active interest. He was always the good citizen, ever foremost in all enterprises aiming at the cultivation of the public

taste, the development of the fine arts, the amelioration of the condition of the afflicted members of the human family, and the promotion of the moral, social and spiritual welfare of the community. His hands were invariably open to the needy and the poor, and his personal sympathy and purse alike ready for the furtherance of any deserving cause which was properly brought to his attention and notice. His life's record was in every way praiseworthy, and for public and private reasons his removal from our midst leaves a great void.

As an expression of our affection for our departed colleague and of our high regard for his character, and as a loving tribute to his memory, the following resolutions were unanimously adopted at our last quarterly meeting:—

WHEREAS, We have learned with deep sorrow of the death of George Washington Wales, for twenty-one years trustee of this institution; therefore

RESOLVED, That, as members of this board, we are called upon to mourn the loss of a beloved associate and valued friend. It is a source of sincere grief to us to feel that the enjoyment of his genial and sympathetic companionship is no longer within our reach.

RESOLVED, That we desire to place on record our profound appreciation, derived from long association with the deceased, of his courteous demeanor, his inflexible integrity, his personal worth, his high sense of honor, his devotion to the cause of the education of the blind, and of the purity, simplicity and nobleness which adorned his character and shone forth in all the relations of his useful life. But, while we feel his removal as a personal bereavement and a public loss, we yet recognize the fact that, like ripened grain, he has been gathered full of years and honors to his rest.

RESOLVED, That the secretary be directed to enter these resolutions upon the records of the board and to transmit a copy of the same to Mrs. Wales as an expression of our sympathy with her in her great affliction.

MEMBERS OF THE CORPORATION.

During the past year, in addition to the loss of Col. Henry Stone and George Washington Wales, the institution has been deprived by death of twenty-four of its valued and most highly esteemed corporate members. The list comprises the following names:

HON. OLIVER AMES, ex-governor of Massachusetts, died October 22, 1895. He was an honest and upright man, who as a citizen commanded honor and respect, as a successful and sagacious manufacturer enjoyed deservedly high repute, and as the chief magistrate of the commonwealth made a governor worthy of respect, having brought to the discharge of his official duties the ripened judgment of a man of affairs.

MRS. ANNA SEARS AMORY, widow of the late William Amory, died November 29, 1895. She was a "noble woman, nobly planned," imbued with the spirit of benevolence and possessing many beautiful qualities of mind and heart.

MRS. ELLEN M. BAKER, widow of the late Richard Baker, died in Newport September 20, 1896. She was a woman of rare thoughtfulness, kindly, generous and true-hearted, distinguished alike by sweetness of temper and by grace of manners. She was always

devoted to the cause of the little sightless children, and even during her last illness she did not fail to think of it and to send to it her annual contribution.

THOMAS TRACY BOUVÉ died June 3, 1896. He was a broad-minded and large-hearted man, and in his death Boston has lost a citizen prominently known in mercantile, literary and scientific circles for half a century. He is held in grateful remembrance by the friends of the blind for the faithful service which as trustee he rendered to the institution for ten years.

MISS HELEN CURTIS BRADLEE died June 4, 1896. She was a most generous and kind-hearted woman, entirely unselfish, possessed of a peculiarly sweet and amiable disposition and imbued with the spirit of true philanthropy. She was moulded after the choicest and the best type of American womanhood. Her charities were very numerous but unostentatious. She was ever ready to assist liberally every effort aiming at the amelioration of the condition of the suffering members of the human family, and in her decease the cause of the education of the blind loses a staunch supporter, and the community a woman who exhibited in her daily living the characteristics that command the admiration, the love and the respect of all.

HON. MARTIN BRIMMER died January 14, 1896. He was one of the most widely known and highly respected citizens of Boston, famous as a scholar, philanthropist, merchant and patron of literature and

art. In spite of the prominent position which he occupied in the community, he was distinguished by the modesty of his bearing, as well as by his earnest, resolute spirit. He was indeed a man whose instincts were always true to what is highest and best. Mr. Brimmer was chosen president of the corporation of the institution in 1870 and served until 1873, when he declined a reëlection and was succeeded by Dr. Samuel Eliot.

THOMAS CUSHING died December 18, 1895. In all his social and business relations he was the incarnation of kindness and honesty, and his genial character caused him to be generally beloved.

HON. LUCIUS B. DARLING of Pawtucket, R.I., died January 4, 1896. He was a man of probity and integrity, and won the confidence and esteem of a large number of people.

MRS. ELIZABETH ELIOT VOSE FIELD, widow of the late Capt. George P. Field, died in Milton July 20, 1896. Mrs. Field strewed her pathway in life with acts of kindness and deeds of benevolence. She took a deep interest in the education of the blind, and was a loyal friend and constant helper of the kindergarten.

REV. OCTAVIUS BROOKS FROTHINGHAM died November 27, 1895. He was a man of rare scholarly attainments and of broad, liberal views. His work will always be remembered for its virility, its freshness and its power. He has been closely identified with what is noblest and best in Boston society, and

no one could meet him in private life without being attracted by his genial manners, his ripe intellect and his interest in high ideas.

MISS CAROLINE L. GLOVER died April 2, 1896. She was a woman of gentle, sympathetic and sincere nature. Like her brothers and sister, she was noted for numerous acts of kindness to the blind and for the generous interest which she manifested in everything pertaining to their education and welfare.

DR. RICHARD MANNING HODGES died February 9, 1896. He ranked as one of the foremost surgeons of his time, and was beloved and respected by all who knew him.

JOHN MCAUSLAN died January 15, 1896. He was associated with one of the most prominent business houses in Providence, R.I., and also with many charitable organizations of that city.

JOHN T. OSBORN, who was well known in the neighborhood of the institution, died April 20, 1896. He was of a very amiable and peaceful disposition.

EBENEZER FRANCIS PARKER died at Nahant August 15, 1896. He was one of the noted merchants and large importers of Boston, and a man of integrity, probity and great business ability.

MRS. MARY E. PIERSON of Windsor, Conn., died March 12, 1896. She was a worthy woman, who knew how to sympathize with the blind on account of her own loss of sight.

GEORGE SAMPSON died of pneumonia January 30, 1896. He was a man of clear head, warm heart and

generous impulses, who has made the world happier and better by having lived in it.

HON. JOHN P. SPAULDING died January 11, 1896. His generous heart and liberal disposition caused him to be highly appreciated, while his charities to the deserving and the needy were innumerable and far reaching.

JOHN EBENEZER TROUP died January 18, 1896. He was held in warm regard in the community of Providence, R.I., as a generous and public-spirited citizen. It was through his influence that the members of the mercantile firm with which he was connected became contributors to the printing fund.

REV. ALFRED FOSTER WASHBURN, son of the late ex-governor Emory Washburn, died September 4, 1896. By the untimely decease of this young clergyman not only his parish but the community at large have been deprived of the ministry of a man who combined in a rare degree the virtues of generosity, gentleness, courtesy of manners and compassion for all suffering creatures. Verily he was the worthy son of an honored father.

MRS. MARY MOULTON WEBSTER, widow of the late John Gerrish Webster, and sister of our former matron, Miss Maria C. Moulton, died on the 18th of September, 1896. She was a woman of enthusiastic nature and of many excellent qualities, one whose kindness and hospitality drew all hearts to her. Her good deeds were always performed in a quiet way, and many are living who are able to bear testimony to her generous assistance.

WILLIAM GORDON WELD, a member of one of the very wealthy families of Boston, died April 16, 1896. He was a man of sterling integrity, courteous in manner, genial in his bearing, kindly in feeling, direct in character, anxious that no wrong should be done to any man, and strictly faithful in the discharge of his duties.

EDWARD WHITNEY of Belmont died May 26, 1896. He was the head of one of the foremost business firms of Boston, and a very prominent man in financial circles. To his generosity and to that of his sisters the blind owe a great debt of gratitude.

Dr. EDWARD WIGGLESWORTH died January 23, 1896. He was a scion of one of the most benevolent families of Boston, and a sterling, honorable, generous man, whose career was characterized by unostentatious liberality and whose professional services were freely given to the poor and needy.

All which is respectfully submitted by

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

Trustees.

REPORT OF THE DIRECTOR.

Thus year by year, with breathless haste,
Swift time speeds nimbly by ;
The ages creep, the centuries walk,
While years take wings and fly.

— A. B. RUSSELL.

To the Board of Trustees.

GENTLEMEN :— In the closing hours of a year it is well-nigh impossible to call up its various activities and events in detail and prepare a full record of what has transpired during its course. The best we can do is to give a brief account of the general tendencies and special features of the work of the school, and to add to this such suggestions and recommendations as a careful consideration of the education of the blind in its diverse aspects and far-reaching effects brings to mind. If we would keep abreast with the times we must aim at continual improvement.

The past year has not been signalized by any very striking or novel occurrence affecting the general interests of the establishment.

In nearly all the items, the sum of which constitutes prosperity, the school has made satisfactory progress during the past twelve months, and in several of the most important particulars its advancement has been very great. Although in no respect

has its improvement equalled the desires of its friends, yet what has been accomplished is ample recompense for past labors and encouragement for future efforts.

REGISTRY OF BLIND PERSONS.

Here through this gate, I count each one.

— SHAKESPEARE.

At the beginning of the school year under review there were 244 blind persons registered in the various departments of the institution as pupils, teachers, employés and work men or women. Since that time 40 have been admitted and 23 have been discharged, making the total number at present 261. Of these, 184 are in the parent school at South Boston, 64 in the kindergarten at Jamaica Plain and 13 in the industrial department for grown-up persons.

The first class includes 171 pupils, 10 teachers and other officers and 3 domestics; the second class comprises 64 little boys and girls; and the third, 13 men and women employed in the workshop for adults.

The completion of the spacious new brick cottage, which has just been built on the site where stood the frame house of the late Daniel L. Bradford, has settled the question of the enlargement of our accommodations in the girls' department in the best possible manner. It is hoped that this addition will enable us to keep our doors wide open for some time to come, and to receive promptly all suitable applicants who are eager to gain admission.

HEALTH OF THE INMATES.

Ah! what avail the largest gift of heaven,
When drooping health and spirits go amiss?
How tasteless then whatever can be given.

— THOMSON.

It affords me very great pleasure to be able to report that during the year just closed a high standard of general health has been obtained in every department of the school.

There has been nearly complete immunity from the infectious diseases which have been quite prevalent in Boston and the neighboring towns, the exceptions being a single case of diphtheria and four cases of measles. I am grieved to say that one of the latter ended fatally. Cornelius McDevitt, an interesting and amiable boy, died in the city hospital, to which the little patient had been removed with his fellow-sufferers, in order that they might have the benefit of medical treatment and of the ministrations of trained nurses.

With the exception of these cases, we have been free from illness of a serious character. It is true that in the middle of the winter, owing to constant changes of the weather, we had our full share of ailments of different kinds and of varying degrees of severity; but during the last three months of the school term there was much less than the usual amount of sickness.

THE DEPARTMENTS OF THE SCHOOL.

I have sent books and music there, and all
 Those instruments with which high spirits call
 The future from its cradle, and the past
 Out of its grave, and make the present last
 In thoughts and joys which sleep, but cannot die.

—SHELLEY.

The institution has been steadily improving its organization, and is now well prepared to do much in every way towards educating thoroughly those who come within its influence and equipping them adequately for the discharge of the duties of life. The aim and end of its curriculum are to develop the physical powers of every pupil and to train his remaining senses to keenness and fineness; to awaken and discipline his mental faculties, so that he may become able to observe accurately, to reason correctly, to imagine vividly, to think independently and to express his thoughts and ideas clearly; to cultivate his moral nature and æsthetic tastes; to nurture his native endowments and special aptitudes and render them productive of good results; to foster his constructive and creative instincts; to enlarge his sphere of activity and his capacity for enjoyment, and thus to fit him to be an intelligent, useful and respected citizen. Bodily exercise, literary and scientific studies, music, manual training, all form inseparable parts and valuable factors of this curriculum, and are made to serve a high purpose, namely, to lay the foundations of a broad and well-rounded education,

to overcome as far as possible the great disadvantages caused by the loss of sight, and to build up character, which is the sum and substance of true manhood and womanhood and the supreme crown of achievement.

The school is divided into several coördinate departments, each of which has its own specific sphere of action, but all are united as equals in the one great institution. That none of these has approached the goal of completeness it is hardly necessary to say. Nevertheless we are on the road of progress and reform, and it behooves us in our thoughts and plans to bear constantly in mind the idea of improvement, and to devise and accomplish such things for every section of the establishment and in behalf of each branch of study as will bring it nearer to the summit of excellence.

DEPARTMENT OF PHYSICAL EDUCATION.

There's nothing ill can dwell in such a temple :
 If the ill spirit have so fair a house,
 Good things will strive to dwell with't.

—SHAKESPEARE.

For educational and ethical reasons, no less than for hygienic, recreative and remedial purposes, physical training holds a foremost place in our curriculum, and the daily exercises of the gymnasium form an essential part of the school life,— a part which can be neither shirked nor slighted.

The declaration of the ancient Greeks, that a vigorous and well-balanced intellect can only be nurtured

and thrive in a perfectly sound and symmetrical corporeal dwelling, is no longer considered as a mere assumption. It is an established fact, proved by experience and confirmed by history. Thinkers and writers on education, of all ages and of various schools of thought, subscribe to it, and Jean Jacques Rousseau, the master spirit of a new departure in education, whose *Émile* was called by Goethe the "gospel of nature," and assumed the dignity of a "pedagogic testament" of the eighteenth century, affirms, with an emphasis peculiar to himself, that bodily weakness and infirmity are a constant source of moral indisposition and a great danger to character, while health and vigor give mental serenity and impart strength and firmness to the will.

Rousseau's aphorism, that *un corps débilité affaiblit l'âme*, was preceded by the tremendous emphasis laid by Locke on Juvenal's famous maxim *mens sana in corpore sano*, which has now become a truism, and is in the mouth or at the point of the pen of almost every tutor of youth.

In our day it is universally conceded that both the power and degree of the activity of the mind and the realization of its potentialities are to no mean extent determined by physiological conditions. On this point there can be but one opinion. A vigorous intellect cannot exist and be adequately supported in a sickly abode or sterile soil, nor can it perform its highest functions or do its best work with clumsy and frail instruments. It needs a healthy body for

its tool no less than for its home. Intellectual energy can only be secured and sustained when the respiration is free, the air taken into the lungs fresh and uncontaminated, the digestion good, the assimilation perfect and the circulation vigorous. Nay, more. Even the zest with which we appropriate the bestowments that reach us from the realms of the beautiful, the true and the good, is more or less influenced by the kindling which it receives from the material frame.

The brain is unquestionably the seat of the operations of the mind. It is the "dome of thought and the palace of reason." It is the chief ruler in the domain of action, and the natural instrument for the manifestation of the intellectual faculties and of sensation. But is it not an undisputed fact that this marvellous organ is directly dependent for its nourishment upon the amount of blood which is sent to it by the circulatory system, and that the condition of this vital fluid is greatly affected by its unrestricted flow to all parts of the body, as well as by its oxidization?

But let us look a little further into the nature or constituent elements of man. By applying to the study of mankind the same methods which have led to truth in other departments of investigation, we find that the notion of the duality or trinity of a human being is one of the imaginary things and exploded theories of the past, and that the individual, instead of being a bundle of dissevered fragments, is a concrete unit in thought as he is in life. Indeed, spirit

and matter are coexistent, inseparable. Or, as Lucretius expresses it, the mind is born with the body, it grows with it, and also ages with it.

*Gigni pariter cum corpore, et una
Crescere sentimus pariterque senescere mentem.*

The two are bound together in a union so close that "there is no disjunction to be made." They are coördinate parts of a whole, and their development and cultivation should be not only simultaneous but of equal thoroughness and proportioned to their value, so that they may grow harmoniously and be fitted to perform in concert the journey of life. Any attempt at bisecting and dichotomizing them, or at lavishing care upon the one to the neglect of the other, will certainly prove very detrimental, if not fatal, to both.

In the light of these truths it is evident that, on account of the indivisibility of mind and body, the functions of the former are closely interwoven with the actions of the latter. Therefore, in order to attain the best physiological conditions for intellectual achievement and moral excellence, the corporeal organism must be freed, so far as is possible, from all irregularities and imperfections, and its integrity secured. Hence physical training becomes an absolute necessity and a prime and significant factor in the plan of work of all educational establishments, but especially of those which are founded and supported expressly for the benefit of defective children. The reasons for this distinction are too obvious to need demonstration or explanation.

In view of these facts, bodily exercise is insisted upon in 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 are calculated to cure nervous debility, to supply the demands of a robust health, to govern and further the play of the bodily movements, to give strength and suppleness to the muscles, to expand the chest, facilitate the performance of every function by accelerating the circulation of the blood, develop the physical energies, render the corporeal organism fit for action and able to resist fatigue and disease, cultivate habits of order and decision, remedy such unsightly idiosyncrasies as are peculiar to the blind, and finally to impart vigor and alertness to the mind.

The results obtained from the work of our gymnasium are manifest in the health, the appearance, the erect carriage, the easy movements, the mental elasticity and the manners and morals of our pupils, and bear ample testimony both to the efficiency and beneficence of our system of bodily training and to the ability and exemplary devotion of the teachers who are in charge of it, and to whose unremitting efforts and wise enthusiasm its success is wholly due.

In a northern climate like that of New England it is utterly impossible to find better and more reliable means for regular and systematic daily exercise than those afforded by a series of educational gymnastics, carried on in a commodious and well-furnished build-

ing, under the direction of competent and experienced instructors. Nothing can supersede these and take their place. But even these, admirable and most valuable as they are in every respect, do not cover the ground of physical training so thoroughly as to preclude the necessity of play out of doors. Far from it. On the contrary, in order that they may become productive of lasting benefit, they are supplemented by sports in the open air, where the pupils are required to spend the latter part of every hour from eight o'clock in the morning to six in the evening, abandoning themselves to the frolics of their age, running and leaping constantly, shouting merrily, skipping and frisking about joyously, and engaging in all sorts of sports and games, which cause the blood to course vigorously, bring vermilion on the cheeks, tone up the system and infuse animation into it, dissipate timidity and fear, promote steadiness and self-control, call forth exuberance of spirits and render mind and body strong and confident.

Before leaving this topic and passing on to another I cannot refrain from stating that, with all the progress which has been made in this direction, the science of physical education is still in its infancy. Its scope is broader and its influence wider than is commonly supposed. It does not concern itself solely with the choice and performance of gymnastic exercises and athletic games, but goes to the root of things. It is based upon the philosophy of human life, and presents problems which are at once most

interesting, important and difficult. It includes the study of the structure and functions of the human body; the understanding of the laws of health, usually called hygiene; and, furthermore, the theory and practice of such forms of exercise as will not only be sufficient for the harmonious growth of all parts of the body, but will assist in the development of skill, speed, self-control, accuracy, grace, endurance, automatism, tenacity of purpose, mental vigor, moral fibre, courage, will power, character. Man is a complex organism of various powers and activities; and the true office of scientific inquiry is to determine the mechanism, the modes and the laws of its action. Hence the question of movements for the simultaneous development of body, mind and morals, and especially of their relation to cerebration, has to be decided not by arbitrary processes and guesswork but by the exact methods of the laboratory. When this is accomplished the solution of the serious problems involved in the science of physical culture will then and only then become feasible, and the answers given thereto must form part of the foundation of all education.

It is to be most deeply lamented that, by the sudden death of Baron Nils Posse, which occurred on the 18th of December, 1895, the cause of physical education, founded on rational principles, has been deprived of one of its greatest champions, truest apostles and most enlightened advocates and promoters in America,—one whose mind and heart and

soul were wholly in his work. Next to Louis Agassiz and Francis Lieber, to Carl Schurz and Otto Dresel, Baron Posse was one of the brightest and most helpful men whom the wave of immigration carried from the eastern to the western shores of the Atlantic. He was a rare leader and an ideal reformer in his chosen field of labor, and he brought to his work a devotion, an understanding and an enthusiasm which were as uplifting as they were productive of remarkable results. His efforts to place physical education on a purely scientific basis and to make it a factor in the complete development of the individual and in the acquirement on his part of the highest possibilities of usefulness were so strenuous and unceasing that they —

Pressed him down to his timeless grave.

DEPARTMENT OF MANUAL TRAINING.

Labor is life; thought is light.

—VICTOR HUGO.

Unless our system of education is so planned as to meet the special requirements of the pupil and to provide for the development and cultivation of his body and mind in every particular, it will fail lamentably in its main purpose.

In order that our graduates may be able to become helpful to themselves and useful to the communities in which they live, they must be well taught, carefully

disciplined, evenly balanced, rationally educated men and women. They need to be thoroughly trained both physically and mentally in order to develop the largest possible areas of nerve cells, which, together with an inner substance consisting of nerve fibres, compose largely the outer layer of the brain. Intellect is nothing but a function of this organ.

The cells of the brain are of two classes,—sensory and motor. The former receive the different impulses which come from the special senses, from the skin and from the internal organs of the body, while the latter generate the nerve energy which causes the muscles to contract. Thus it is evident that the brain is not only the instrument of the mind, but also a battery in which is generated the nerve force that moves the body. Hence, in order that this organ may be properly trained, not only should its sensory activity be adequately cultivated, but the centres which preside over all muscular movements should be developed so as to possess functional energy and to attain a high degree of efficiency. The large motor area in the brain, governing the infinitely varied and complex movements of the upper extremities of the body as well as the fine adjustments and delicate combinations of their muscles, shows that the hand is by far the richest source of motor ideas, and especially the five fingers and their many sensitive muscles and joints. Indeed, this is a sense organ, somewhat like the eye and the ear,—an additional avenue of the mind.

From this it follows that nothing is so well calculated to develop the motor centres in the brain as manual training, which is but another form of mental cultivation. The aim of this training is not only to make the brain and the hand work together, but to contribute to a fuller and more extensive development of the former through the exercise of the latter. The practice of manual training in its different forms comprises a variety of "motor movements," and each of these, whether it be in the manipulation of soft or rigid materials, in the fashioning of clay or in the carving of wood, causes a corresponding action in the cerebral region. As a consequence, these movements stimulate the growth and development of the brain to such a degree as to render it the master and guide of the hand, and that is what we are seeking. As Dr. C. Hanford Henderson aptly remarks, the strongest argument in favor of manual training is not the practical value of the skill which it develops, nor even the significance of the moral sturdiness which it inculcates, but it is something which includes these and the other ends of culture,—it is the increased intellectual power, which is the necessary physiological result of such training.

But manual training, in order to reach the largest possible areas of sensory and motor centres, and, by establishing a coördination between them, to become productive of good fruit, must be systematically arranged and founded upon such principles as are indicated both by physiology and psychology.

Science shows that the muscular movements involved in the handling of tools are of great educational import as long as they are made by nerve energy, which comes from the brain, but they cease to have any such value when they become automatic through the reflex action of the spinal cord. From this it becomes obvious that the so-called trades which are taught in the schools for the blind in a haphazard, mechanical way, are of very little account from an educational point of view. Now and then they help an individual to eke out a meagre livelihood, but they are not beneficial in a high degree to the great mass of children of both sexes. Their worthlessness was manifest in the exhibits which were prepared for the world's fair held in Chicago in 1893, and were anything but instructive or helpful. Through a great variety of articles the leading European and American institutions for the blind, our own included, showed what they had been doing in the line of manual occupations without clearly understanding the principles on which they labored. Some of their work was well-finished, more was merely harmless, much was positively useless and none inspiring. The whole affair was a matter of show, pure and simple. There was in it no indication of scientific principles, no hint of systematic grading, no suggestion of cause and effect.

Thus far the only form of manual training which seems to meet all the conditions and answer the principal requirements for mental development and the acquisition of intellectual force is sloyd.

This system is very methodical in its arrangements, and includes a series of progressive exercises which are carefully graded. It not only embodies universal pedagogical principles, but rests upon them; and consideration of these alone determines the means that are employed for the attainment of definite educational ends. It tends to establish a coördination between the sensory and motor parts of the brain, and to bring its conceptive and executive centres into harmonious coöperation. It instils a love for work and begets respect for labor. It exerts a most favorable influence upon the health and vigor as well as upon the will and upon the character. Finally, it involves a great variety of exact movements, which promote the habit of accuracy. We can hardly overrate the importance of this point when we bear in mind the fact that clear and correct thinking can never result from vague and inaccurate sense perception, whether of the eye, of the ear or of the hand.

Through the sloyd system the knife, the rip-saw, the jack-plane, the drill-bit, the chisel, the spoke-shave and twenty-two other tools have taken their place in our school by the side of reading, writing, arithmetic, geography, history, natural science and the rest of the studies which compose our curriculum, and are the object of a rational and systematic instruction. They appeal directly to the accessory muscles and to the finer adjustments of these, and in their handling accurate "motor ideas" and delicate muscular coördinations are required. Each of these

tools represents a particular kind of thought, and the pupils are taught and trained to use all of them through a series of graded exercises, which help to develop large areas of motor nerve cells in the brain and to promote logical thinking and an exhilarating consciousness of growing power. By means of this practice the learners acquire the mental force which is needful for the direction of the hand, and with it they attain a high degree of manual dexterity, which will ever be serviceable to them both in the rest of their studies and in whatever they may afterwards undertake, and which will hold them in readiness now and always for any kind of apprenticeship.*

We have already taken the necessary initial steps to reorganize the manual training department and base its functions as far as possible on the principles of sloyd. Miss Mary B. Knowlton is to give in the future the whole of her time to the boys, who are now divided into six small classes instead of three large ones. A new teacher, Miss Anna Hanngren of Sweden, has been added to the corps of instructors. She is a graduate both of the normal training seminary at Nääs and of Miss Hulda Lundin's normal class in sloyd knitting and sewing at Stockholm, and has taught for one year in the public schools of the latter city. Assisted by Miss Frances M. Langworthy, who took last winter a full course of sloyd in

* In writing the foregoing pages of this section we have had frequent recourse to several works on the subject, but we are especially indebted to Dr. Thomas M. Balliet, of Springfield, whose admirable address, delivered before the Teachers' Association at Worcester, Mass., is one of the best and most lucid treatises on manual training.

knitting and sewing, she will devote herself entirely to the girls' section. Through these changes the roots of this branch of the department have been auspiciously planted in sloyd soil, from which they will draw suitable nutriment for growth and expansion. It now remains to find ways and means for a similar transformation of the boys' section, so that we may be able to dispense with all the mere mechanical methods and unvarying routine processes which are commonly in vogue, and which tend to engender automatism and to hinder cerebral development.

The work of reform has been greatly facilitated through the kindness of Miss Anna Molander, of Helsingfors, Finland, to whom both the blind of New England and those of London owe a vast debt of gratitude. Yielding to our urgent request, this good friend has prepared a system of knitting, based on the fundamental ideas of pedagogical sloyd. The course which she has arranged, starting from the kindergarten, goes through the primary and grammar grades of schools and covers a period of ten years. Miss Molander is now working on a supplement to this, which she expects to finish very soon, and if she could be induced to go further, and prepare a system of sewing as comprehensive and as varied as that of knitting, she would complete a plan of manual training which would be of inestimable benefit to children and youth, both seeing and blind, and a lasting monument to her industry and sagacity.

It is with sincere regret that we record the death of

one of the assistant instructors in this department, Mr. Thomas Carroll, who had been connected with the institution as pupil and teacher for thirty years. The immediate cause of Mr. Carroll's decease was an attack of pneumonia; but, as he had been suffering for some time past with Bright's disease, combined with an affection of the heart, his life could hardly have been prolonged for many weeks. Modest, unassuming, strictly honest, loyal to his *alma mater*, true to his friends, upright in all his relations and amiable in his disposition, Mr. Carroll won the love of his pupils and the high esteem of his associates in the work of the institution.

A former pupil of our school, Mr. Elwyn C. Smith of Taunton, has been appointed to fill the place made vacant by the death of Mr. Carroll. Mr. Smith is skilful and very efficient in his work; and, if he could arrange to go through a regular course of sloyd, he would make a very good teacher of manual training.

We are greatly indebted to the Wheeler and Wilson Sewing Machine Company of Bridgeport, Conn., for the generous gift of three new No. 9 improved sewing machines, which they were so very kind as to send to us entirely free of charge. The president of the company, Mr. Samuel H. Wheeler takes a deep interest in the work of the institution, and is as good a friend to the blind as was his late father, Nathaniel Wheeler.

LITERARY DEPARTMENT.

“ To know ”

Rather consists in opening out a way,
Whence the imprisoned splendor may escape.
Than in effecting an entry for a light
Supposed to be without.

— BROWNING.

During the past year the operations of this department have been carried on with great efficiency and thoroughness, and earnest efforts have been constantly made in the direction of finding means and devising measures for larger work in the future.

There has been a steady improvement in our methods and processes. We have continued to extract the chaff from the wheat, to do away with antiquated and fossilized practices, to check or uproot all tendencies to mechanical routine and to plant in its place better seed.

There has been a healthy growth all along the line. Most of the teachers have been feeling their way by constant experiment to a better system of instruction and training. Their desire has been to stimulate the self-activity of the pupil and render his education entirely rational and more like the unfolding of a flower from some power within; to make him from the very beginning an investigator, so that he may be able to find out facts and discover truths for himself; to develop his faculties for observation; to encourage him to think instead of merely committing to memory what others have thought, and to let him feel the

essential relation between cause and effect. Knowledge acquired in this wise is real to its possessor, because it is part of his experience. It is only by such training that the blind can come to know the great outer world and to find themselves of it.

The developing and laboratory methods of instruction now employed in several branches of study have come to our school not only to stay permanently but to grow and expand steadily, until they cover those parts of the field of knowledge to which they may be applicable. They have already taken firm root, and are beginning to raise the standard of the mental training of the pupils by bringing these in contact with nature, and enabling them to observe, investigate, discover and test its secrets. These new methods tend to emphasize Froebel's immortal maxim of "learning by doing," which is the original and true source of accurate knowledge, and to secure mental activity in the most direct, definite and helpful manner. They are opening the way to independent work, awakening thought and increasing the resources of the individual. They have been making "hot inroads" into the citadel of the text-book, and their effect upon its arid pages is similar to that produced by the rising life of a new spring upon the dead leaves of a tree. Indeed, this venerable repository of second-hand knowledge and of ready-cooked mental food has been confined to its legitimate uses, and its place has been occupied by a rational mode of teaching from objects, which aims not at stuffing

the mind of the scholars with unimportant names and dates and meaningless definitions and deductions, but at developing and disciplining its faculties, so that it may be led to make its own comparisons, judgments, inferences and reasonings, and, as Aristotle puts it, to perfect itself by activity. The beneficial results already obtained from the workings of this system are very conspicuous, and the proofs of its superiority to the rote methods so numerous as to justify the belief that it is destined to supersede the hide-bound practice of memorizing and reciting glibly the contents of the text-books, and to bring about a more satisfactory order of things.

Doubtless the entire elimination of the ordinary methods of instruction and the substitution of scientific ones in their stead will involve not only a considerable increase of expense but the formation of a corps of instructors noted for intelligence and capacity and for sound scholarship and high professional attainments. But, on the other hand, it is certain that an immense gain would accrue to the pupils both in mental development and in moral strength from such a change. Under these circumstances we are bound to push vigorously the work of reform in this direction to its utmost limit. to dispense unhesitatingly with such features of the ways and processes of teaching as are apt to effect a mechanical training of the mind, fit only for parrots, to remove all obstacles from the road of progress and to engage and retain in the service of the institution

persons of great ability and high intellectual culture, whose faces are steadily turned toward the east, and who, imbued with the spirit of Froebel, are in perfect accord with the principles of modern pedagogy and fully competent to put them in practice.

Special prominence has been given to the study of literature. It is not saying too much to state that only in this branch can the blind find those ideals of life which are essential to the nurture and healthy growth of every human soul. Next to a broad and all-round education, the most urgent demand is a course of training that shall give the pupils a taste for reading good, solid and clean books. Above all, let us teach them to love the poets.

The importance of object teaching has been more or less recognized by the leading educators and thinkers of the past. Comenius, Locke, Rousseau, Basedow, Rochow and others based their schemes of education upon it; but the merit of introducing it as a special method of instruction belongs to Pestalozzi. It was he who made it the great fundamental principle of his grand pedagogical system, which aims at the natural, progressive and symmetrical development of all the powers and faculties of the human being.

The efficiency and value of this sort of teaching could not escape the keen observation of the illustrious founder of this institution. Dr. Howe saw its superior qualities at the very beginning of his career, and became at once one of its ardent advocates and

most earnest promoters. In this matter, as in many others, he was an acknowledged leader; and, although his directing voice was stilled twenty years ago, he continues to be a guide to his successors and disciples, and his spirit is ever with them, helping and urging them to go forward. He made a good beginning in gathering sensible objects of various kinds and in putting them into daily use in the school; but during the last seventeen years his work has been constantly supplemented and enlarged, and the nuclei of his collections have been increased and enriched by the addition of numerous specimens, models and materials of all sorts belonging to the animal, vegetable and mineral kingdoms. Thus our pupils are now provided with unsurpassed facilities for obtaining knowledge directly from the things themselves and not from the faint and shadowy images called up by verbal descriptions, which, even in their most vivid and elaborate form, fail to convey clear ideas and exact representations of the originals.

Painted flowers may be full fair,
 But their fragrance on the air
 We must be content to spare.
 And the utmost of a thought
 Cannot into words be brought,
 Subtly though the words be wrought.

Nothing, not even the highest achievements of art, can replace the work of nature. The famous grapes, painted by Apelles with ideal perfection, looked exactly like those which grow on the vines; yet the

birds that mistook them for the real fruit and pecked at them could find neither juice nor flavor there.

Objects in a concrete form stand foremost in the mind of the learner, and upon them he exercises his mental faculties, sharpens his senses and trains the powers of apprehension and conception. Substantial, tangible things concentrate more readily than mere words the undivided interest of a child and stimulate his self-activity, which is to be fostered first, last and at all times. They supply him with such concepts as are calculated to form the groundwork of his intellectual strength and to furnish the material for his thoughts and reflections. Even the foundations of his abstract reasoning rest upon them. Furthermore, in the hands of a skilful teacher objects become subjects of valuable lessons, and afford the best means for the acquisition of clear, definite knowledge as well as for moral training.

There has occurred only one change in the corps of instructors during the past year. Miss Lillian W. Patten, who had rendered very acceptable service in the boys' department for thirteen months, declined a reëlection at the close of the school term, and has since entered the holy estate of matrimony. The vacancy was filled by the appointment of Miss Ellen B. Ewell, a graduate of the state normal school at Bridgewater. The enlargement of the course of instruction has made it necessary to employ an additional teacher in the girls' department, and Miss Ella J. Spooner, who graduated last summer from the

state normal school at Framingham, was engaged for the new place.

At the close of the summer vacation both pupils and teachers returned promptly to their respective duties, much refreshed and invigorated by the long rest, and the work of the year was taken up with energy and zest.

MUSIC DEPARTMENT.

Music can noble hints impart,
 Engender fury, kindle love,
 With unsuspected eloquence can move,
 And manage all the man with secret art.

— ADDISON.

Music is a language so full of meaning and intensity, of idealism and beauty, that it is sure to affect and fascinate those who penetrate into the depths of its significance and understand fully its profound meaning. It cultivates the love of the beautiful, gratifies the feelings, mollifies the passions and excites the noblest emotions of the soul. According to Beethoven, it is our teacher of harmony and the mediator between the spiritual and the sensual life. It elevates the mind and gives it a taste for what is fine and exquisite. It has the gift of urging the scholar to activity by an agreeable excitation, and exerts over his mental condition an influence which makes it a potent instrument of education and one of the surest and most salutary means of discipline which can be employed. In the case of the blind it represents the æsthetic phase of their education.

But, like any branch of learning, music can only be made to dispense its highest blessings and confer its greatest benefits when its study is founded on a rational, scientific basis. Purely rote and mechanical methods must be entirely avoided, and practical exercises must be vivified and rendered effective by knowledge of theory. It is well and good that due attention should be paid to the proper use of the hands or of the voice and to every one of the mechanical details of playing and singing; but, at the same time, no teacher should fail to attend from the very beginning to phrasing and expression, and also to put forth such strenuous efforts as will help to arouse vital interest in his subject, nurture the artistic spirit and imaginative qualities of his pupils, enlighten their understanding, develop and train their musical sensitiveness and cultivate their faculty of perceiving and appreciating the holiness of the beautiful. It is in this wise alone that he will succeed in bringing out clearly and effectively the æsthetic elements of music and in reaching a high standard of general excellence in his work. In his estimation every learner should stand not as an automaton or as a living mechanism, fit for certain conventional uses and formal performances, but as a possible artist. This consideration will prove helpful and stimulating in many respects. More than any other class of children the blind need to be led to the temple of real art patiently yet persistently. Here they will find spiritual light and solace and joy.

The study of music, requiring, as it does, a clear head and intellectual force of no mean degree, must go hand in hand with such literary exercises as are calculated to secure a steady development and discipline of the mental faculties and to strengthen the judgment. Of these points no musician can afford to be neglectful; for a broad and many-sided culture is no less essential to his professional career than natural talent or refined and discriminating touch. We can hardly repeat too often or emphasize too strongly the fact, that the mind is the commander and guide of the hand, and not its tool, and that, according to the teachings of psychology, it must obtain its conceptions and shape their images before calling in the aid of the fingers for their interpretation. Hence the ability of the mind to concentrate and control readily all its powers is one of the most potent elements, which enter into the playing of an instrument and which may lead to a high level of attainment. A perfect technique, or facile manipulation and digital agility, gained through long and tedious practice or by means of mechanical contrivances, do not make the real artist or the true musician. It is the awakened and vitalized spirit and the cultivated and illumined mind, together with the energized native endowments, that do this, and not the tactile gymnastics and physical exertion. Technique is extremely helpful if it is kept in its proper place and used as a means and not as an end in itself; but great results can be achieved only when

the brain is fully developed and thoroughly prepared to coöperate with the other functions. The words of Ignatz Moscheles, "train your mind more than your fingers," form the best advice which can be given to a young student who aspires to become something more than merely a key-board manipulator or a prosaic mechanic, whose playing will be as totally devoid of any inspiring qualities as that of a music box.

The educational influence of music, that is, its immediate effect on the minds and characters of the pupils, is of permanent weight and should be placed far above all other considerations. Verily this is the highest mark at which we should aim, while all other advantages, whether utilitarian or social and festive, should be held as secondary in importance.

Owing to its refining, ennobling and elevating qualities, music continues to hold a prominent place in our scheme of education, and its serious study as an art is of much greater importance than the technical mastery of an instrument or of a method of singing.

During the past year good progress has been made in both sections of this department. The work has been carried on in a systematic and spirited manner, and a high degree of excellence has been attained in some branches. Efficient management and energetic direction have kept things moving on very smoothly, and there has been nowhere irregularity, confusion, disregard of rules, lack of order or waste of valuable

time. The teachers have attended diligently and faithfully to their duties. The scholars have been required and stimulated to perform their tasks with promptness and zest, and their playing and singing have been characterized by unusual vim, precision, harmony of spirit and steadiness of action. Taking all circumstances into consideration, we are entirely satisfied with what has been done since the rearrangement took place, and we have good reason to anticipate a constantly increasing improvement, as those now in charge of the two sections of this department become better and more fully acquainted with the details of their work and with the special requirements of the pupils.

The following items relating to the operations of the boys' section have been furnished by its principal teacher, Mr. Edwin L. Gardiner: —

The total number of pupils registered in this branch of the music department during the year was 54. Of these, 48 have studied the pianoforte, 5 the organ, 6 the violin, 16 the various kinds of brass instruments, 11 the clarinet, 1 the flute and 2 the snare drum. Eleven have taken private lessons in singing. There have been six classes in harmony and one in theory of music.

Our band has made satisfactory progress, having learned during the year a number of overtures, waltzes and selections from the works of the best composers.

In addition to the brass band we have now the nucleus of an orchestra, which was organized in January, with 16 members. The boys are deeply interested in this new work, and, considering the very limited amount of time available for rehearsals, their advancement is commendable.

The class in part singing has made a creditable record. Its members have learned a number of part songs, glees and the like, and also one chorus with cornet obligato and with baritone solo.

Thirty-eight public exhibitions have been given in the hall during the year, consisting of vocal and instrumental music.

We are greatly indebted to the managers of the New England Conservatory of Music for having kindly consented to allow a number of our advanced students the privilege of attending the lectures which are to be given in that institution during the coming year by Mr. Louis C. Elson. This opportunity will be of special advantage to our boys, particularly to those who are preparing themselves to teach music.

Miss Mary C. Wheeler, a graduate of the New England Conservatory of Music, and a young woman of earnest purpose, has been employed as teacher in place of Miss May E. Stetson, who declined a reappointment at the expiration of the school year, and, in obedience to the following behest of Chaucer,—

Boweth your nekke under blissful yok . . .
Which that men clapen spousaile or wedlok,

has since become Mrs. Gardiner.

In order to complete the equipment of the new music rooms which have been built for the girls' department, six upright pianofortes have been purchased at reasonable terms of Messrs. George Steck & Co. of New York. Our collections of brass, reed and string instruments have also been replenished and increased by the addition of several new ones.

The necessity of having the principal teacher in the girls' section live constantly with the pupils and devote the whole of her time to the work of the institution had become so evident that a change was unavoidable. Consequently, at the close of the school term the engagement of Miss Mary Phillips Webster,

who had served for three years with great ability and faithfulness, was not renewed, and Miss Lena E. Hayden, an accomplished graduate of the New England Conservatory, was chosen to fill her place. It was with keen regret at being obliged to lose the services of such an efficient teacher that we parted with Miss Webster; but the importance of having the heads of the various departments of the institution reside in our own buildings or in the vicinity of the school is so great that we could not do otherwise.

Miss Hayden has written the following statement of what has been done in the girls' section during the past year:—

The number of pupils enrolled as students of music was 44. Of these, 40 have taken lessons on the pianoforte, 2 on the violin, 1 on the pipe organ, 11 in singing and 12 in harmony.

There has been one class of 7 pupils in analysis and musical form. There has also been a large chorus, the members of which met three times each week for drill and rehearsals.

In the course of the past year an additional supply of music for the pianoforte, the orchestra, the band, the cornet, the class in part singing and the chorus has been printed in the Braille raised characters from brass plates made on the Hall stereotype-maker. In the selection of musical works to be embossed for the purposes of our school the teachers have been strictly enjoined to invariably give preference to those which are of a high order of merit and have a permanent worth. It is of the utmost importance that our pupils should be taught from the very beginning to admire

and appreciate the works of the best masters, and that they should not be encouraged to acquire a liking for the popular trash, which is so eagerly sought after and which debases the musical susceptibilities, corrupts the taste and vulgarizes the sentiments. In order to keep our collection free from everything that is not up to the mark, we have recently discarded both the copies and the plates of several pieces of music of a very inferior character, which, if good judgment and sufficient care had been exercised in making a selection, would not have been stereotyped and printed.

The varied and valuable advantages for musical culture which Boston affords to those who live within its limits can hardly be over-estimated. They form one of the principal attractions of the city, and do great credit to the artistic sense and refinement of its inhabitants. Through the unstinted liberality of Mr. Eugene Tompkins, proprietor of the Boston Theatre, and of the many other generous helpers of the blind, not a few of these facilities for musical culture are rendered accessible to our students. For these opportunities, as well as for several entertainments given in our own hall by artists of great merit, we are profoundly grateful to the kind friends, whose names are thankfully recorded in another part of this report, and through whose thoughtful remembrance the members of our school are favored every year with the means for æsthetic culture and given a vast amount of pleasure.

TUNING DEPARTMENT.

They chant their artless notes in simple guise :
 They tune their hearts, by far the noblest aim !

— BURNS.

Reflection and experience combine to show that the art of tuning and repairing pianofortes affords one of the most profitable and helpful employments for the blind. It opens to them a wide field of activity and usefulness, and enables a large number of our male graduates to enter the arena of competition with their seeing fellow-craftsmen on almost equal terms, and to earn the means of self-support and become independent through their industry and skill.

Thus, whether it is considered from an economic and social or from an industrial and utilitarian point of view, the art of tuning is of such immense importance to the welfare of the blind as to justify the attention which is paid to it in this institution.

The department devoted to the study of tuning as an art and to its practice as a profession is admirably equipped to do work of a superior character, and it is due to its manager, Mr. George E. Hart, to say that its affairs have been conducted with marked ability and assiduity, and that its various interests have been attended to with intelligence and promptness.

Twenty-two pupils have received instruction in tuning during the year, and two pianofortes have been added to the stock of instruments used for practice.

Mr. Hart has spared no pains in giving to the students a thorough knowledge of the art of tuning, and in training them to use tools and to make repairs. This latter feature is one of the strongest points in his teaching, and promises to bear good fruit in the near future.

Last spring the pupils connected with the tuning department, directed by their master, undertook the execution of a piece of work which afforded to them an unusual opportunity to make practical application of the theoretical knowledge which they acquire in the course of their training, and also served as a test of their skill and mechanical ability. It is very gratifying to be able to state, at the outset, that the task was performed in a very creditable manner, and that the results were exceedingly satisfactory in every particular.

The pianoforte from the Canterbury street school at Roslindale was sent to our shop for repairs, to be restrung and put in good condition. Work of this kind is seldom attempted outside of a factory, and, owing to the fact that the instrument was of a fashion that prevailed forty years ago, the ordinary difficulties of such an undertaking were greatly increased in this case. Nevertheless, the action was thoroughly overhauled, such portions of it as were found to be worn or defective were repaired, and all its parts were carefully adjusted to interdependence and put in good working order. In trying to overcome the obstacles which presented themselves in the course of their

work, the pupils had to exercise much ingenuity and not a little perseverance; but the experience that they were to gain was deemed to be so valuable that they toiled with ardent zeal, and their efforts were crowned by a measure of success which was praiseworthy, and of which a fair idea is given in the following extract from a letter written to Mr. Hart by one of the teachers of the Canterbury street school, Miss Elizabeth Kiggen, under date of the 22d of April, 1896:—

The piano which you repaired was returned to this school yesterday, and the teachers are very much pleased both with its appearance and with the improvement in the works. It seems almost as good as a new one.

Several old instruments belonging to the institution are now undergoing similar treatment, and are to be made somewhat serviceable at a very moderate cost. It is true that the supervision and management of this work, added to the regular duties of the instructor, render it necessary for him to avoid minding other people's business, and to confine himself exclusively to his own and to the advancement of the interests of the apprentices. Why should he desire to do otherwise? He is employed and paid liberally for these purposes, and there is no valid reason why he should not devote himself wholly to matters pertaining to his department, instead of attempting to attend to all sorts of things which lie outside of it, and for which he has neither the natural endowments nor the requisite training.

EDITH M. THOMAS.

A full, rich nature, free to trust,
Truthful and almost sternly just,
Impulsive, earnest, prompt to act,
And make each generous thought a fact.

— WHITTIER.

During the past year no radical change has been made in any of the essential parts of the arrangements adopted some time ago for the education of this most interesting girl. Nearly the same methods of instruction, which were fully described in former reports, have been substantially followed, and the results have been in almost every respect truly remarkable.

Aided by her private tutor, Edith has pursued the studies of her class with strict regularity, and, with the exception of arithmetic, has made excellent progress in all. Arithmetic, unlike geography, is still far from being a *studium gratum* at her mental court. In all her efforts for the acquisition of knowledge and for general improvement she has persevered with puritanic pertinacity, and has given fresh proofs of the resolution, intrepidity, self-reliance, undaunted hardiness and moral stoutness which form such striking elements in her character.

Edith has shared with her classmates in the instruction designed to teach the use both of the mind and of the fingers. While expected to do as much as possible, she has been taught to work independently, to seek and find, to investigate and discover, to think



EDITH M THOMAS

and to express her thoughts simply and correctly, to strive and learn, to plan and execute, to originate and create. By means of this training her fingers have become accurate interpreters of her mental processes; her physical powers and intellectual faculties have been symmetrically developed, and the best kind of seeds have been planted in her mind and heart, which are permeating her character and beginning to bear fair fruit.

As is well known to most of our readers, Edith has a positive sort of mind, sustained in all its activities by a wondrous power of will; but she possesses no marvellous natural endowments of any kind. Therefore, what she has already accomplished in the field of knowledge is chiefly due to the vigilant care and unwearying attention which have been bestowed upon her education and to the modes of training which have been pursued in her case. Moreover, she has been invariably surrounded by such healthful and elevating influences as tended to bring out what is best in her, to ennoble her sentiments, to sweeten her disposition, to foster her instincts of sincerity and to heighten her sense of honor and her love of veracity. No artifice or guile of any sort has been allowed to take root in her heart, nor has she ever shown any inclination to insincerity or to be led to say or to do by others anything which is not strictly right and which does not have the approval of her conscience.

Edith belongs to that class of persons who are tremendously earnest in all their undertakings, and

who prize independence far above everything else. Her life affords a valuable lesson of self-discipline, self-control, right-mindedness and self-reliance. Truth is the background of her being and the vital motive of her conduct. Her thoughts and actions are governed by it, and no power on earth could tempt her to deviate from its promptings so far as to consent to claim as her own the literary work of others. So scrupulous is she upon this point that she could not be brought to consent to use even a phrase which did not emanate from her own mind or which had been already employed by others. Of her strictness in this respect the following instance affords a striking illustration.

Last autumn she received a cordial invitation from a kind friend, asking her to pay her a visit. This pleased Edith very much; nevertheless, she was inclined to be dilatory in acknowledging it, giving as an excuse for her procrastination that she did not know what to write. Although it was deemed perfectly proper to make a few suggestions to her of a general character as to what she should say, she rejected the assistance proffered at once, saying, "these are your words and not mine."

Would that every child who, like Edith, is deprived of two of the royal avenues of sense could be so fortunate as to be favored with the exceptional educational advantages which Edith enjoys, under the loving care and wise supervision of teachers whose superiors either in ability and devotion or in probity and high-mindedness can hardly be found anywhere!

These ladies are doing a very great work in developing and disciplining the mind and in moulding the character of Edith. They are enriching her life to the utmost with the useful, the sweet, the elevating thoughts which run like threads of gold through their words, and the effect of which is intensified by their constant example and daily practice of what they teach. They watch over her and guard her with tender solicitude, and —

Their tendance hovering over her
 Fills all the genial courses of her blood
 With deeper and ever deeper love.

We are again under lasting obligations to one of our teachers in the girls' department, Miss Frances S. Marrett, who, yielding kindly to our earnest request, has cheerfully devoted not a little time to the preparation of a full statement of Edith's education during the past year. This account is one of the best written by Miss Marrett. She has spared no pains in thoroughly sifting the materials placed in her hands, in scrupulously seeking for the truth, in stating the result correctly, and in avoiding the use of exaggerated expressions and of glowing colors, which might mar the simplicity and accuracy of her work. Like its predecessors, this sketch is written in her luminous and attractive style, and is replete with instructive facts and incidents which cannot fail to be helpful to teachers and to prove no less interesting to general readers than they will be to scholars, thinkers

and to men of science. Here is Edith's story, as told by Miss Marrett:—

THE record of the education of Edith Thomas during the past year, taken as a whole, shows that she has made steady progress. Along the line of arithmetical duty there has been characteristic loitering, but not a sufficient manifestation of the truant spirit to merit the opprobrium of the phrase, "below class standard." English, reading, arithmetic, geography and articulation comprise the branches of study in which Edith has received instruction in the literary department of our school. She has also taken daily exercise in the gymnasium, and her industry and proficiency in the province of manual training are attested by many admirable specimens of sewing, knitting and crocheting.

LANGUAGE. Edith has never won any laurels in the field of language work, which is "naturally uninteresting" to her. She is satisfied if her thoughts are understood by those to whom they are communicated, and there is therefore no strong incentive to ease and accuracy of expression. Although Edith thus lacks the enthusiasm which is necessary to call forth her best efforts, she has performed, with a fair measure of success, the work required of her class in English.

The lessons during the year have chiefly consisted of a study of the most essential principles of rhetoric and their application to words, sentences and paragraphs. They have also included a careful study of figurative language, and an initiation into the delights of literature through the medium of Longfellow's poem of *Miles Standish*.

One of the most noteworthy signs of Edith's progress is the constant enlargement of her vocabulary. Her present attitude toward new words is that of eagerness to know their meaning, and to improve the first opportunity for their use.

During a reading exercise, her fingers encountered the word "thunderstruck." She immediately paused to learn its significance, and, later in the day, she surprised her teacher

by saying: "I am *thunderstruck* when strangers ask me if I like arithmetic."

One of her compositions contained this sentence: "He was small of stature." The source of the concluding word was readily traced to the following lines from a recent reading lesson:--

Of stature tall, and slender frame,
But firmly knit was Malcom Graeme.

In the course of a conversation with her room-mate, Edith asked Etta if she had heard her saying her prayers the previous night, and then added: "Oh, I prayed mightily, yes, mightily!" This fervent statement induced a question concerning the origin of the word "mightily." "That," responded Edith with an air of pride, "is one of my new favorites." A few days afterward, when she had been told that the school's weekly deportment record contained a very large number of marks, she said, "I do wish the girls would try to do better, I try; I am mightily stirred about this."

There has been, for the past few months, a noticeable subsidence of Edith's energy in the writing of original stories as a means of diversion. It is evident, however, that the present cessation of literary achievement is only temporary, since she has prepared, for her future use in narrative composition, the following list of subjects,—*The Little Queen*.—*The Ruler of the Mighty*.—*The Angel and the Sinner*.—*My Favorite Birds and Flowers*.—*The Historical Story of the Armenians*.—*The Little Maiden and the Flowers*.—*Children Lost in the Thickets*.—*Kind Words and Noble Deeds*.—*Teaching of the Bible to the Heathen*.—*Eternity and Spiritual Truths*.—*Let not He that Putteth forth His Hand to the Plough, Look behind Him*.

READING. During the past year Edith has read in the class-room the following selections from the first volume of *American Prose*,—*Rip Van Winkle*, *The Great Stone Face*, *The Snow Image*, *Drowne's Wooden Image* and *The Boy Captives*; three stories from the *Arabian Nights' Entertainments*,—the ever-fascinating story of *Aladdin*, *Sinbad the*

Sailor and *Prince Ahmed*. She has also read *The Land of the Pyramids*, *Hiawatha*, *The Lady of the Lake* and several other poems. Although the greater part of the literature included in this list was not at all acceptable to Edith's practical nature, she exhibited toward the assigned lessons a spirit of unusual tolerance. It often chanced that, as a story progressed, Edith's attention would be held captive until deepening interest kindled a glow of genuine enthusiasm, and a marked development of the power to understand and appreciate imaginative thought must be recognized as the richest fruit which the reading lessons have bestowed upon Edith. She particularly liked *The Snow Image*. When she read of the magical effect wrought by the kisses of Violet and Peony in imparting a rosy tinge to the lips of the little snow-maiden, she turned to her teacher with words and smile expressive of her pleasure in the exquisite poetry of this idea.

While studying *Hiawatha* she said: "What beautiful thoughts Longfellow had!" Soon she announced her intention of committing to memory these lines:—

Love is sunshine, hate is shadow,
Life is checkered shade and sunshine,
Rule by love, O Hiawatha.

Edith could not read the story of *Aladdin* fast enough to satisfy her eager curiosity. She made a novel attempt to increase her speed by placing one hand upon the first paragraph of the lesson and the other hand upon the succeeding paragraph, in the hope of gaining time by using them simultaneously; but her ingenuity could not, in this instance, be made to serve her purpose, and she was forced to return to the old, reliable method. Edith's keen delight in the mystical account of *Aladdin* was explained when she said that it reminded her of the Bible miracles, in which she has always been deeply interested.

She welcomed *The Lady of the Lake* as "a poem about real places," with which she had become fondly familiar through the medium of the geography lessons; but the

difficulty of eliminating the plot of the narrative from the perplexing labyrinth of its poetical setting proved so formidable a task that her enthusiasm was soon quenched. Words and phrases quite unknown to her appeared with exasperating frequency, and it was often necessary for her to read a sentence several times in order to grasp its meaning.

She was asked how Ellen reached the shore where she is represented as standing during Scott's delightful words of introduction. "I think she must have grown there, as she belonged to the lake," was Edith's stolid response. A more careful study of the stanza was then required, and this led to Edith's discovery of the boat as a most essential feature of the rural picture. Upon another occasion, when requested to interpret a somewhat obscure passage, she said, with considerable emphasis: "It is too dry for me to explain, this story does not agree with me; it is one of those that I naturally do not find interesting." Edith's feeling of disappointment was, however, occasionally brightened by beautiful thoughts which awakened a glad echo from her own heart. "I like poetry about flowers, I love Nature's children," was the sentiment which she expressed after reading the first stanza in the fourth canto of the poem.

The ideas which she had obtained concerning metrical expression are indicated by the following lines, descriptive of a child, created from Edith's own imagination:—

Sweet was she to kiss,
 Blue were her pair of eyes,
 Golden curls had she; they were hanging down her
 shoulders.

What cunning hands and feet!
 Bright was she, a smile was on her face.
 Everyone she met was pleased to see her.
 She was like an angel,
 Childlike and sweet was she.

In conversation Edith frequently shows her enjoyment of a departure from conventional forms of speech. "I am try-

ing to be poetical," was her explanation of the extraordinary greeting: "How do ye this noon?"

There are a few books which Edith reads again and again for her own pleasure. The favorite one is *Bible Blessings*, made dearer by a sacred association and a happy sense of ownership, because the volume which she now enjoys came to her upon her last birthday, and had formerly belonged to Laura Bridgman.

ARITHMETIC. As in previous years, the daily record of Edith's work in arithmetic contains no mention of very praiseworthy effort or achievement. Her attitude in the class-room is one of placid submission to an invincible foe, and, as yet, no ambition has been manifested to adopt the course, so wisely pursued in the old fable, of seizing the adversary by the horns in order to make progress. One day Edith was told that she worked very slowly. "I know, I like to be slow," was her only response. In surprise Miss Torrey asked: "Do you really like to be thought slow?" "Yes," said Edith, "in arithmetic, because I *am*." It was much the same feeling that led her to say, as a report of a term's work was being read to her class: "Even a good mark would not please me, because it is arithmetic!"

An example which Edith was required to perform was as follows:—

Two men are 40 miles apart, and both travelling in the same direction; the second man gains upon the first 6 miles a day; in how many days will he overtake him?

When Edith insisted that she could not understand this problem, she was given a cushion with pins to indicate the miles, and stilettos to represent the men. She was told to make the men walk, and to put a pin into the cushion for each day that they travelled. By means of this practical illustration the required result soon became evident, and such a lively interest had been created by the operation that Miss Torrey was induced to ask if Edith had enjoyed the problem, whereupon Edith answered promptly: "I liked walking the men along, but I never enjoy examples."

One day, during a few moments of freedom from the baneful type slate, she said to her teacher, in full surrender to a mischievous impulse: "I know everything." In her eagerness to demonstrate the truth of her assertion she performed more examples than upon any previous day of the term. The drudgery of the work was for once forgotten, and she clearly proved how much she could accomplish every day with willing effort.

GEOGRAPHY. When Edith had studied geography but a few months, she said: "I like geography best of all my studies. I think it is the greatest, because it tells all about God's great world. I think sometimes when I am studying it that I am seeing the great forests and rivers." This sentiment would find a very strong echo in Edith's heart today, for her devotion to her prime favorite has been unwavering.

She has learned a great deal about the eastern continent from the geography lessons of the past year. With clay in hand to mould the mountain chains and river systems, and with a tangible means of locating the important places along the route, she has made the tour of Europe, Asia, Africa and Australia with all the enthusiasm of the genuine traveller. Her imagination has been stimulated by vivid descriptions derived from geographical works in embossed print or from books in ordinary type, her teacher interpreting the latter to Edith by means of the manual alphabet.

In journeying through the Alpine region its famous tunnels had a novel interest for Edith, and were graphically represented upon her board map by her own skilful excavations in the clay representation of the mountain range of which they form a part.

After the class had finished the study of Switzerland, each pupil was required to write in her own language a description of the country. Edith responded with alacrity, and her interest in the assigned task is indicated by the following statement, which succeeded a short period of vigorous application,— "I have written three pages, and still I have more to say."

This exercise is given in full below, and also one which her teacher required her to write as a test of the knowledge gained from a study of France.

SWITZERLAND.

Switzerland is a land of peaks, it is crossed by the Alps, Bernese Alps and the Jura Mountains. The highest peaks in the Alps are Mount Matterhorn and Mount Rosa. The other directly north of Mount Rosa in the Bernese Alps is the Jungfrau.

There is another peak near the Alps on the southern boundary between Switzerland and Italy and France, called Mount Blanc. The Jura Mountains north of the Bernese Alps, on the French frontier, extend northeast into Germany.

There are some passes in the Alps Mountains which lead from Switzerland into the Italian valley of the River Po, they are St. Gothard, Simplon, St. Bernard and the Grimsel passes.

There are some rivers flowing through Switzerland; the Rhone, starting north of the Alps, flows south and turns west into Lake Geneva, enters France, and empties into the Mediterranean Sea.

Lake Geneva is in Switzerland near the French boundary where the Rhone leaves it. In the northeastern part of Switzerland is another lake which the Rhine flows from. The Rhine flows west between Switzerland and Germany and then turns north flowing through Germany into Holland, and empties into the North Sea.

Switzerland has a few small cities but no large ones; because of the difficulties of the mountains. On Lake Geneva where the Rhone leaves it, is the city of Geneva where Miss Lilley went. A little distance from Geneva is Berne, the capital of the Republic. Lucerne is on Lake Lucerne in the eastern part of Switzerland. The city of Zurich is on Lake Zurich north of Lake Lucerne. On Lake Constance, in the northern part of Switzerland, is the old city of Constance which belongs to Germany. On the northern boundary between Switzerland and Germany, where the Rhine turns northwards is the city of Basle. Switzerland has muslins, thread, paper, jewelry, and ribbons. Geneva has more watches than in any other place in Europe except Paris.

FRANCE.

France is separated from Spain on the southern boundary by some mountains called the Pyrenees. There is a little of the Alps Mountain region on the eastern boundary of France partly separating it from Italy. There is also a high peak in the southeastern part of France called Mount Blanc and at the foot of it, is the vale of Chamouni.

There are some other mountains which extend through France, the Jura and the Vosges. The Jura are in Switzerland and Germany, but they also extend into France. The Vosges start in the southwestern part of Germany and extend through Germany and Switzerland and France.

In the southeastern part of France are some mountains running from north to south called the Cevennes Mountains. The system of the Cevennes is broken into small ranges.

On the north of France is the English Channel, which separates it from Great Britain. And the Bay of Biscay is on the western. And the Mediterranean Sea is south of France.

There are some rivers in France flowing into the Mediterranean Sea, the Atlantic Ocean and English Channel. The Garonne River rises in the Cevennes Mountains and flows west and empties into the Bay of Biscay. The Loire rises in the same direction and flows westward and empties into the Bay of Biscay. The Seine rises in the eastern part and flows northward and empties into the English Channel. The Rhone has its source in Switzerland. It flows through Lake Geneva, and enters France, and flows southward into the Mediterranean Sea. There is another river connected with the Rhone called Saone. There is a little river called the Scheldt, which rises in the eastern part and flows northward into the North Sea.

The city of Bordeaux is situated on the Garonne River. Lyons is on the Rhone near the Swiss border. West of Lyons is the city of St. Etienne. Marseilles is on the Mediterranean. Rheims and Lille are near the Belgian border. Havre, Rouen, and Paris are situated on the Seine River. Paris is the capital of France.

The manufactures of France are, silk, porcelain, thread, cotton, linen, woollen and lace.

The productions are beets, grapes, figs, oranges, truffles, mush-

rooms, and prunes. France also has mineral productions, iron, coal, marble, slate.

Edith's study of geography has aroused in her mind a deep interest in all that pertains to foreign countries. Last November, when she returned from a visit to the Mechanics' Fair, one of the first things which she mentioned, in recounting the special joys of the afternoon, was the fact that she had shaken hands with a Danish lady whom she had seen making lace.

Edith often seeks entertainment in conversations with herself by means of the manual alphabet. One day it was noticed that she formed the letters with unusual rapidity and animation. Her teacher touched her gently, and Edith, recognizing at once who it was, said: "I am talking real French with an imaginary French lady." (Edith has received some instruction in French, in response to her eager desire to know something of a foreign language, and she is already familiar with many simple French sentences.)

One day, when in a thoughtful mood, she said: "I wish I could go to Rome to visit the Pope!" adding afterwards: "I am interested in him because he is so noted, and I should like to know how he rules the Catholic church."

ARTICULATION. The following statement of Edith's shows her dominant attitude toward her articulation lessons: "I have decided to talk with my mouth the rest of my days, and never give it up." Unfortunately, however, her ambition is only to speak well enough to be understood. She does not appreciate the importance of the long and arduous training necessary to produce distinctness of utterance and modulation of tone, and it is difficult to induce her to go through the requisite drill in pronouncing the elements of word structure, or indeed of single words. It cannot be said that Edith has made marked progress in articulation during the past year; but it is hoped that she may come to realize that patience, perseverance and sustained effort are essential to attain even a fair measure of success in this difficult undertaking.

No account of Edith's school life would be complete without a mention of incidents which, though trivial in themselves, serve to illustrate a personality which is deeply interesting to those who watch Edith's development from day to day and from year to year.

She has a strong spirit of self-reliance which finds expression in many ways. To allow others to do for her what she can do for herself is a surrender contrary to a cardinal principle of Edith's nature. A friend offered to supply for her the loss of a button. "I can sew it on myself, thank you," was the quick response, in which one could easily detect an element of just pride.

One day Edith received a note of invitation from a lady with whom she had no acquaintance. Her heart was gladdened by this token of loving thought for her pleasure; but she showed unusual hesitation in her attempt to write a response, urging, as her excuse, that she did not know what to say to a stranger. To smooth the way a little, a few sentences were suggested for her use; but she promptly rejected them, saying to her teacher: "Those are your words, not mine," then with a sudden determination she applied herself to the task, which was soon finished in a thoroughly creditable manner.

A new watch which was given to Edith last January is counted among her choicest possessions. Its mission is certainly an important one; for by the messages which it communicates to her questioning fingers it must insure her prompt attendance upon the duties of each school day.

Unfortunately, the style of Edith's best gown made the addition of a watch pocket difficult; but she could not endure the thought of being deprived of her trustworthy companion even on Sundays and holidays, and she said to her teacher, who was examining the dress: "I *must* have my watch pocket even if you have to cut a hole in *front*."

The fact that Edith is occasionally oppressed by the monotony of the routine of school life is thus amusingly illustrated. One morning, after her usual greeting to her teacher, she said: "I have been trying to think of some-

thing new to do today; but the only new thing I could think of was to put two kinds of perfume on my handkerchief instead of one."

Edith is often animated by a spirit of bewitching playfulness,—the sparkling effervescence of genuine good nature. A few bits of conversation generated by these moods are here given.

When about to take leave of a group of school friends in order to perform her regular task of washing the dinner dishes, she said: "My dishes are waiting for a swim, good-bye." A dear friend presented Edith with the bulb of a Chinese lily, which at first floated upon the surface of the water in which it had been placed; but as the period of growth began it sank to the bottom of the jar. When Edith discovered the change in the position of her carefully guarded treasure she ran to Miss Torrey with this mysterious message: "My poor Chinaman is drowned!" After Edith had critically examined one of her gowns which was fast approaching a state of "shreds and patches," but which she continued to wear, she said to her teacher with an expression of mock seriousness: "I guess I had better be put into the rag bag, don't you think so?"

Edith stoutly refused to accede to a proposition that each member of the family of Brooks cottage (her home at the institution) should give in turn a quotation at the dinner table. When she was told that she was the only one who was unwilling to share in this form of entertainment, she responded with much emphasis: "I don't care, I prefer to be the sheep that goes astray."

One of the methods which Edith has devised to secure the companionship of some particular friend, during a recess period, is the following. Upon being dismissed from her class-room she hastens to the dressing-room and stands directly in front of the hook upon which are hung the hat and cloak of the friend of whom she is in quest. One of the girls who found Edith thus waiting for her said in a spirit of fun: "Who are you?" Edith replied: "I am Edith, and very visible, too."

Edith's deportment record for this year has been marred by three demerit marks. As a punishment for the misdemeanors which occasioned these marks, she was obliged to surrender her freedom for one Saturday afternoon. That evening she said with true repentance: "I have been a long time in the right path; but I came to a stump and saw it not and found it was a stumbling block. I find it hard to get back again; but I hope to find a new path with no stumbling blocks in my way."

One day when Edith was thoroughly conscious that she was controlled by a bad mood, she said: "I am not real Edith. You know I was born with a changeable nature and I cannot make it different."

There is a particular corner of Edith's room to which she always resorts in times of sorrow or indignation. Here, upon a low seat, she awaits a change of feeling. Her first act, however, upon entering the room in an uncomfortable state of mind, is to open wide the window. This is done even in the coldest weather, and we may easily conclude that the current of fresh air has been found to be of great efficacy in producing a return of good nature.

It is delightful to think that Edith has had the privilege of spending much of her summer vacation in the country. This pleasure she was able to enjoy through the kindness of her dear friend and former teacher, Miss Markham. It is of such joyous visits that Edith says, out of the fulness of her heart: "I love the country, everything is so much more beautiful than in the city. I like farms, and I always have such jolly times."

A trip to Andover last Thanksgiving day is one of Edith's pleasantest memories in the events of a glad year. Her stay there included a visit to Abbott Academy, which brought her for the first time in contact with an atmosphere of school life differing from that to which she had been accustomed. This experience proved a source of great pleasure to her, as well as of much profit.

Edith has not yet reached the point where she is willing to meet the requirements and accept the responsibilities of her

years. She continues to claim many of the privileges of childhood to which she is conscious that she has no very valid right. Upon one occasion a teacher who had cause to censure Edith for very childish behavior, which led to serious difficulties, said to her: "You know that you are seventeen years old, and that you are expected to behave more like a young lady." Edith responded with decided emphasis: "I do not want to be seventeen." This remark cannot fail to elicit the sympathy of those who know Edith best. Her education did not begin so early as that of the ordinary child, and her progress during the first years of her mental and moral training was so slow as to seem little more than a gradual awakening. There was not the beautifully symmetrical unfolding of the threefold nature which characterizes the normal development of child life; but each new year now means for Edith a positive advance, and is fraught with hope for the future.

Miss Evelyn Torrey, who has served as Edith's tutor for one year, declined a reappointment last June, and has since married. She made an excellent teacher, and faithfully recorded the daily work of her pupil in a diary, which is a model of accuracy and order, and in which it is hardly possible to find an incorrect statement or a careless remark. The vacancy caused by the resignation of Miss Torrey has been filled by the election of Miss Edith Moultrie Thurston, a recent graduate of the normal school at Framingham.

THE SAMUEL ELIOT COTTAGE.

Thereon I built it firm.

—TENNYSON.

Dr. Howe, wishing to pay a deserved tribute of gratitude to the memory of the earliest and most distinguished friends and patrons of the institution, decided to dedicate to each of them one of the four buildings which were erected on Fourth street and occupied by our girls in 1870. Thus the first house was named *Fisher Cottage*, after Dr. John D. Fisher, who conceived the idea of establishing a school for the blind in Boston and worked assiduously for its foundation; the second, *Brooks Cottage*, for Peter C. and Edward Brooks, both of whom were presidents of the corporation for many years, the latter serving also as trustee and was considered as one of the fathers of the institution; the third, *May Cottage*, after Samuel May, who served first as trustee and afterwards as president of the corporation from 1862 to 1870; and the fourth, *Oliver Cottage*, after William Oliver of Dorchester, who in the forties was the greatest benefactor of the blind, and whose legacy to the institution, amounting to more than \$40,000, was much larger than the market value of the house in Pearl street given by Col. Thomas H. Perkins.

Carrying out the idea of Dr. Howe, the fifth house, which has been recently built, we have named the *Samuel Eliot Cottage*, after the esteemed president of the corporation. This recognition of Dr. Eliot's

long and valuable services to the school is an act of simple justice and strict propriety. He was a member of the board of trustees for ten years previous to 1873, when he was called to preside over the affairs of the corporation, and from that day to this he not only has held the office with commanding dignity but has attended to its duties with unvarying cheerfulness and exemplary regularity. For more than a whole generation he has been one of the warmest friends and most eloquent advocates of the education of the blind, and has given a goodly share of his time to the advancement of the interests of the institution.

The new cottage is worthy of the honored name which it bears. Constructed of brick, in the most substantial manner, the interior finished in hard wood, supplied with all needful appliances and modern improvements, tinted in fine colors and fitted with every desirable convenience, this building is one of the very best owned by the institution. The inside is tastefully arranged and neatly furnished, and its appearance suggests the home of an intelligent and well-to-do family, rather than a public institution. Our girls are proud of it and most happy in it.

A MUSIC HALL NEXT.

The wages of victory are but battles to be fought.

— E. NORTH.

The Samuel Eliot cottage and the enlargement and remodelling of the Howe building are valuable acquisition to the institutions, and afford for the time

being ample accommodations both for scholastic and domestic purposes.

With this increase of room and with the addition of half a dozen pianofortes and the new books and educational appliances and apparatus which have been recently procured, we are now able to keep our gates wide open to all suitable applicants for admission, and at the same time to enlarge our curriculum and to do better and more effective work than ever before.

For these inestimable opportunities we owe a vast debt of gratitude to the memory of the dear friends and benevolent donors whose legacies and gifts have made it possible for us to widen and enrich the field of our operations and to keep up with the urgent demands of the times.

But, though these accessions are admirable in every respect and bring us a step nearer to the summit of our aspirations, they do not comprise all the possibilities of improvement, nor do they form in the development of our plans the point of *ne plus ultra* or the utmost limit of growth and expansion. Far from it. On the contrary, as soon as these were completed it became evident that we are in absolute need of a central building, around which all the others should cluster, and that the lack of such an edifice is a most serious drawback to our school. Above all other things, we must have a music hall large enough to accommodate from five to six hundred people, so that those who attend our ordinary exhibitions and special

entertainments may not be obliged to stand up in an uncomfortable corner or to leave the house thoroughly dissatisfied with the insufficiency of its accommodations. In connection with this there should be ample room for a commodious gymnasium and the requisite number of class-rooms for the use of the girls, and plenty of space for the headquarters of the administration of the establishment, for business offices and for one or two reception rooms. The addition of this building will bring our accommodations within measurable distance from perfection. It will provide for us a most excellent place for dramatic plays, operatic performances, concerts, recitals and other entertainments of such a high order as will call for the attendance of people of intelligence and social distinction, and make them cognizant of the literary abilities and musical attainments of our pupils, as well as of the needs of the establishment. Without this edifice the institution is wanting in one of the most essential elements of its completeness. No school of a respectable size and with such aims for physical, mental and musical education as ours has in view can possibly fulfil its mission without it.

The proposed building has been already planned in all its details. In order to be of easy access to both departments of the school, it will be located midway between what is now known as the main building and the Samuel Eliot cottage. It is to be a substantial and stately structure, of pure Romanesque architecture, 135 feet long, 90 feet wide and

four stories high above the basement. Its walls are to be of brick with brown stone trimmings, and, while the interior is most carefully arranged and supplied with every needful convenience, the exterior will present a beautiful front and a fine general appearance.

This edifice is so essential to the thorough organization and the efficient performance of the work of the different departments of the school, and also to the proper management of its affairs, that its immediate erection and equipment cannot be postponed without harm. Any undue delay in this direction will be seriously detrimental to the interests of the establishment and to the fulfilment of its purposes. Yet we have not at present a penny that we can devote to this enterprise, and it would be a fatal mistake on our part to encroach upon the reserved fund of the institution, and thereby diminish the sources of its annual income. Hence we are compelled to appeal to the friends of the blind with all the earnestness that we can command, and ask them to come to our assistance and raise the full amount of money which is required to complete this new addition. The need is pressing, the call is clear, and, although the prevailing state of financial uncertainty is not favorable to ample gifts, the means are not lacking. Even in these distressing times we see millions of dollars given annually to universities, colleges, technological institutes and seminaries for seeing youth. Are there not some large-hearted, free-handed, broad-minded people who will build this hall for the blind, and

thereby lift their school into a higher and wider sphere of activity, and start it upon a new career of usefulness? Who shall lead the way to the construction of this grand monument and attach to it his name forever? Who will come forward to supply this invaluable addition to an institution which will continue to do its beneficent work for hundreds upon hundreds of the most afflicted members of the human family when the munificent donors shall have found their crowns?

CONCLUSION.

Then let us take a ceremonious leave
And loving farewell of our loving friends.

— SHAKESPEARE.

In closing this report I take great pleasure in stating that the teachers and all other officers and employés have performed their respective duties with intelligence and zeal, and that they deserve your commendation for their fidelity and devotion to the interests of the school and to the welfare of the pupils.

There has been but one change in the staff of officers. The assistant matron, Mrs. Sarah A. Stover, fearing lest her strength should not be sufficient to meet the growing demands upon the position which she occupied so ably for a long period of years, declined a réélection at the end of the school term, and Mrs. C. A. Duchemin was appointed in her stead. Mrs. Stover took a deep interest in her work, and watched over the health and the manners of the

younger boys with earnestness and maternal solicitude.

The place of housekeeper in the new cottage has been given to Mrs. E. L. Weeks, whose fitness for it remains to be proved.

For the ready help, counsel and encouragement which I have received at your hands in the discharge of the duties of my office, I am very grateful to each and all the members of your board.

In view of the additions and improvements which have been recently made to the educational facilities afforded by the establishment, and of the rearrangement and enlargement of our course of study, we are entering upon the work of the ensuing year with greater vigor and with more promising prospect of usefulness than at any time in the past.

Kind friends of the blind, will you help us to keep the institution in that position in the foremost rank in which your generosity has already placed it, and enable us to make such further progress as will suffice to render our school a model establishment of its kind?

All which is respectfully submitted by

MICHAEL ANAGNOS.

LIST OF PUPILS.

Almy, Lillian.
Bannon, Alice M.
Borden, Lucy.
Brecker, Virginia R.
Brodie, Mary.
Brown, Grace L.
Carr, Emma L.
Caulfield, Elizabeth E.
Cobery, Margaret.
Cole, Carrie W.
Colyar, Amy H.
Cross, Ida.
Cushing, Annie.
Delesdernier, Corinne.
Dolan, Ellen.
Dover, Isabella.
Duggan, Katie J.
Ellingwood, Mary E.
Emberly, Isabel.
Emory, Gertrude E.
Flaherty, Margaret.
Fogarty, Margaret M.
Foss, Jennie.
Gaffeny, Catherine.
Gavin, Ellen A.
Goggin, Mary.
Griffin, Martha.
Hayes, Mary Etta.
Heap, Myra.
Henley, Catherine G.
Higgins, Mary L.
Hildreth, Grace.
Hilgenberg, Johanna.
Howard, Lily B.
Kennedy, Nellie A.
Kent, Bessie Eva.
Keyes, Teresa J.
Knowlton, Etta F.
Lawson, Mary.
Leach, Aura E.
Lee, Sarah B. K.
Lord, Amadée.
McClintock, Mary.
Matthews, Clara.
Mattimore, Augustina E.
Muldoon, Sophia J.
Murtha, Mary Ann.
Newton, Eldora B.
Nickles, Harriet E.
Noble, Annie K.
O'Neal, Katie.
Perry, Ellen.
Puffer, Mildred E.
Ramsdell, Harriet M.
Reed, Nellie Edna.
Rich, Lottie B.
Ricker, Annie S.
Risser, Mary A.
Robin, Willie Elizabeth.
Rock, Ellen L.
Roeske, Julia M. B.
Root, May.
Saunders, Emma A.
Smith, Florence G.

- Smith, Nellie J.
 Snow, Grace Ella.
 Spring, Genevra S.
 Thomas, Edith M.
 Thurley, Blanche M.
 Tomlinson, Sarah E.
 Veasey, Emma.
 Wagner, Grace.
 Walcott, Etta A.
 Warrener, Louise.
 West, Rose A.
 Wilbur, Carrie M.
 Amadon, Charles H.
 Ayer, Charles.
 Backman, J. Victor.
 Baker, Frank G.
 Barnard, Richard J. C.
 Bartlett, Joseph.
 Beckman, J. Arthur.
 Beckwith, George.
 Black, Charles.
 Bond, Samuel C.
 Bowen, Herbert H.
 Bradley, Edward E.
 Brinn, Frederick C.
 Butters, Albert W.
 Carney, Frederick.
 Clark, J. Everett.
 Clennan, William T.
 Corliss, Albert F.
 Crofton, Thomas.
 Dayton, Reuben G.
 Delude, Louis.
 Devlin, Neil J.
 Dewhurst, Henry.
 Dodge, Wilbur F.
 Drew, Francis.
 Ellis, William C.
 Fuller, Albert.
 Gibbs, Reuel E.
 Giesler, John H.
 Gosselin, Wilfred.
 Gould, Clarence 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.
 Lawton, George.
 Leonard, William.
 Levin, Barnard.
 Lord, John W.
 Lynch, William.
 McCarthy, Daniel.
 McCarty, William H.
 McKeown, Thomas.
 Mannix, Lawrence P.
 Martello, Antonio.
 Matthews, Ambrose A.
 Messer, William.
 Miller, Reuel E.
 Mills, George.
 Mozealous, Harry E.
 Muldoon, Frederick J.
 Newton, Wesley E.
 Nichols, Orville A.
 Nilson, Frank.
 O'Connell, John P.
 O'Donnell, Isidore A.
 O'Neill, Patrick.
 Parks, Edson A.
 Peabody, Eugene.
 Putnam, Herbert A.
 Rasmussen, Peter A.
 Rochford, Francis J.

Rochford, Thomas.
Roukey, George.
Ryan, Edward D.
Sabins, Weston G.
Schuerer, Edward.
Sherman, Frank C.
Simpson, William O.
Smith, Eugene H.
Sticher, Charles F.
Strout, Herbert A.
Swift, William S.
Taylor, Andrew.
Thompson, Robert.
Thorning, Arthur B.

Tracy, Merle Elliott.
Trask, Willis E.
Tucker, Henry R.
Vaughn, William M.
Walsh, Frederick V.
Walsh, William.
Weaver, Frank V.
Welch, Harry W.
Wenz, Albert J.
Wilkins, James A.
Winchell, Charles L.
Witham, Perley D.
Wrinn, Owen E.

ACKNOWLEDGMENTS.

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 and Operas in the City.

To Mr. Eugene Tompkins, proprietor of the Boston Theatre, and Mr. Walter Damrosch, conductor, for a general invitation to the German operas.

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

To the Cecilia, through its secretary, Mr. Francis A. Shave, for an average of seventeen tickets to each of four concerts.

To Mr. E. Noyes Whitcomb for a general invitation to the Mechanics' Fair.

To Mr. George Foxcroft for seventy-five tickets to the Star Course concert.

To Miss Olga E. Gardner for twenty-one tickets to a concert given by Miss Lena Little.

To Miss Charlotte Hawes for ten tickets to a musical lecture by Miss Louisa A. Beal.

To Miss Gertrude Franklin for eighteen tickets to a song recital.

To Mr. John Orth for tickets to two evening concerts.

To Miss Etta Parker for twenty-five tickets to a recital in Union Hall.

To Mr. Wilhelm Heinrich for ten tickets to one and twelve tickets to each of two vocal chamber concerts.

To Miss Charlotte Lynn for thirty tickets to a vocal recital.

II.—Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and lectures given from time to time in the music hall of the institution, we are greatly indebted to the following artists:—

To Mr. Frank B. Sanborn for a lecture on “Personal Recollections of Emerson.”

To Mrs. Florence Howe Hall for a lecture on “Reminiscences of Distinguished Men.”

To Mrs. Laura E. Richards for a reading, giving selections from her own writings, both in prose and poetry.

To Mr. Arthur Howard Pickering for a reading, giving Shakespeare’s Henry the Eighth.

To Prof. Arlo Bates for a lecture on “Sir Walter Raleigh.”

To Miss Agnes E. Snyder, assisted by Mrs. Maud Nichols Lyon, soprano, Mr. Charles Peabody, flute, Mr. Howard M. Brackett, violin, Mr. James B. Atwood, piano, and Mr. Walton S. Crocker, for one concert.

To Mrs. J. S. Greene of Milton for a lecture on “Lucy Larcom,” and to the choir of the Unitarian Church, Dorchester,—Miss Shields, Miss Thayer, Miss Caldwell, Mr. Barker and Mr. Tuttle,—for illustrating the subject by appropriate songs and hymns.

III.—Acknowledgments for Books, Specimens, etc.

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

To the Maryland School for the Blind, through F. D. Morrison, Esq., Superintendent, Miss Martha B. Lucas, Miss Lydia Y. Hayes, Mr. Henry W. Stratton, Miss Ellen B. Webster, Mrs. Sarah A. Stover, the Volta Bureau 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,	“ “
The Musical Record,	“ “
The Folio,	“ “
Littell's Living Age,	“ “
Zion's Herald,	“ “
The Missionary Herald,	“ “
The Well-Spring,	“ “
Woman's Journal,	“ “
The Century,	<i>New York, N. Y.</i>
St. Nicholas,	“ “ “
American Annals of the Deaf,	<i>Washington, D. C.</i>
The Étude,	<i>Philadelphia, Pa.</i>
The Inland Educator,	<i>Terre Haute, Ind.</i>
Our Little People,	<i>Inst. for Deaf-Mutes, Rochester, N. Y.</i>
The Journal of Pedagogy,	<i>Provo, Utah.</i>
The Silent Worker,	<i>Inst. for the Deaf-Mutes, Trenton, N. J.</i>
Church's Musical Journal,	<i>Cincinnati, O.</i>
The Messenger,	<i>Ala. Academy for the Blind.</i>
The Tablet,	<i>West Va. Institute for Deaf-Mutes and Blind.</i>
The Institute Herald,	<i>Florida Institute for Deaf-Mutes and Blind.</i>
The Institution News,	<i>Austin, Tex.</i>
The Michigan Mirror,	<i>Inst. for the Deaf, Flint, Mich.</i>
The Washingtonian,	<i>School for the Deaf, etc., Vancouver.</i>
L' Amico dei Ciechi,	<i>Florence, Italy.</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 FOR THE BLIND, for the Year ending August 31, 1896.*

RECEIPTS.	EXPENDITURES.	BALANCE
Balance on hand Sept 1, 1895,	Drafts for general fund,	\$150,000.00
Income from invested funds,	less unexpended balance,	83.55
<i>General Account.</i>	Drafts for kindergarten fund,	\$18,791.10
From State of Massachusetts,	less unexpended balance,	390.39
Connecticut,	Drafts for printing fund,	\$7,242.02
Rhode Island,	less unexpended balance,	68.92
Maine,	Paid interest New England Trust Company account	
New Hampshire,	money borrowed,	18,400.71
Vermont,	treasurer for clerk hire,	7,173.10
Massachusetts for Edith Thomas,	safe rent,	35.58
legacy from Stoddard Capen fund,	for cash book,	250.00
" " Albert Glover,	legal services,	30.00
" " S. E. Sawyer,	taxes on Hayward place, \$652.80, less received	2.50
" " Mrs. Ann White Vose,	back from purchaser, \$348.16,	162.70
amounts received through M. Anagnus, director,		
donation,		304.64
	<i>Investments.</i>	
	Paid taxes on St. Paul property held under foreclosed	
	mortgage,	\$2,403.10
	to New England Trust Company, interest on loan,	6,000.00
	Bought Bradford estate, No. 529 Broadway, South	
	Boston,	7,500.00
	estate No. 591-595 Fourth street, South Boston,	18,500.00
	land at Jamaica Plain,	10,000.00
From sale of books and appliances,		
		82,170.15
<i>Printing Account.</i>		
From sale of books and appliances,		691.29
<i>Kindergarten Account.</i>		
From donations,		\$18,507.32
legacy from Betsy S. Wilder,		500.00
" Miss Sarah L. Marsh,		1,000.00

legacy from Benjamin P. Cheney,	5,000.00	11 shares Fitchburg Railroad Company,	1,000.00
" " Moses Kimball,	1,000.00	250 Atchison, Topeka & Santa Fé ds,	200.00
" " Royal W. Turner,	21,979.83	Paid assessment on Atchison, Topeka & Santa Fé Rail- road Company,	110.00
gift from estate of Albert Glover,	1,000.00	Loaned on demand,	50,000.00
sundry amounts received from states, towns and individuals,	368.94	Balance for the year ending August 31, 1896,	95,713.10
rents, Jamaica Plain,	700.05		61,932.21
State of Connecticut,	300.00		
" Rhode Island,	1,500.00		
" Maine,	1,674.63		
" New Hampshire,	1,062.00		
" Vermont,	300.00		
trustee of Tommy Stringer for his board and tuition, <i>Investments.</i>	700.00		
	54,632.77		
Collected money loaned on demand,	\$50,000.00		
F. T. Church mortgage,	15,000.00		
S. P. S. mortgage,	2,500.00		
From sale of estate 8 and 10 Hayward place,	55,000.00		
sale of Atchison, Topeka & Santa Fé scrip,	93.71		
	122,593.71		
	\$333,920.99		\$333,920.99

Boston, October 14, 1896.

Examined and found correct.

HENRY ENDICOTT,
GEORGE L. LOVETT,
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, 1896.

RECEIPTS.	EXPENDITURES.	BALANCE
<i>I. Income.</i>		
From State of Massachusetts, appropriation,	Bills paid by the treasurer:	\$35.58
" Massachusetts, account of Edith Thomas,	To New England Trust Company for interest,	304.64
" Maine,	For taxes, Hayward place,	162.70
" Maine, kindergarten,	legal services,	2,403.10
" New Hampshire,	taxes on St. Paul property,	2.50
" New Hampshire, kindergarten,	cash book,	30.00
" Vermont,	safe rent,	250.00
" Vermont, kindergarten,	clerk hire,	110.00
" Rhode Island, kindergarten,	assessment, Atchison, Topeka & Santa Fé R.R.,	
" Rhode Island, kindergarten,		
" Connecticut,	<i>General Account.</i>	
" Connecticut, kindergarten,	Paid by the director:	\$57,761.64
States, towns and individuals, kindergarten,	For maintenance,	218.20
tuning,	extraordinary repairs,	
admission to exhibitions,	taxes, insurance and repairs on buildings let:	
sundry small items,	259, 252 Purchase street,	\$660.47
interest on mortgage notes,	172-178 Congress street,	1,088.19
" on temporary loan,	205, 207 Congress street,	1,507.05
" on legacies,	11 Oxford street,	140.25
" New England Trust Company,	402 Fifth street,	71.44
" Chicago, Burlington & Northern R.R.,	412-418 Fifth street,	264.26
" Eastern R.R.,	424-428 Fifth street,	303.29
" Kansas City, Clinton & Springfield R.R.,	442 Fifth street-111 H street,	250.20
" Fitchburg R.R.,	537, 545, 543 Fourth street,	687.55
" St. Paul & Manitoba R.R.,	557, 559, Fourth street,	401.51
	583-586 Fourth street,	1,310.43
	99, 101 H street,	130.72
	expenses, tuning department,	
	expenses, work department,	
	bills to be refunded,	
	expense on houses 430-434 Fifth street and 103, 105 H street,	6,818.36 1,128.68 2,417.30 842.18 200.00
\$30,000.00		
500.00		
6,616.38		
3,682.00		
1,200.00		
6,519.44		
5,035.45		
604.74		
1,068.94		
	\$56,126.95	
	2,107.28	
	44.55	
	357.44	
	7,869.12	
	1,075.00	
	1,033.53	
	788.24	
\$700.00		
90.00		
150.00		
1,250.00		
400.00		

\$3,298.52

interest Kansas City, St. Joseph & Council Bluffs R. R.,	350.00		
" Boston & Lowell R. R.,	50.00		
" Chicago, Burlington & Quincy R. R.,	1,080.00		
" Atchison, Topeka & Santa F ^e R. R.,	195.00		
dividends, Boston & Maine R. R.,	\$ 186.00	4,205.00	
" Chicago, Burlington & Quincy R. R.,	400.00		
" Boston & Albany R. R.,	1,184.00		
" Boston & Providence R. R.,	300.00		
" Fitchburg R. R.,	324.00		
" United States Hotel Company,	745.00		
rents, 250, 252 Purchase street,	\$3,114.76	3,112.00	
" 172-178 Congress street,	6,685.60		
" 205, 207 Congress street,	5,500.00		
" 11 Oxford street,	605.00		
" 402 Fifth street,	225.00		
" 412-418 Fifth street,	1,440.00		
" 431-438 Fifth street,	1,608.00		
" 442 Fifth street-111 H street,	924.17		
" 537-541, 543 Fourth street,	1,421.00		
" 557-559 Fourth street,	1,276.60		
" 583-589 Fourth street,	2,317.41		
" 99, 101 H street	345.00		
insurance, Hayward place,	166.82		
work department, men's shop,		25,329.36	
sale of books and appliances,		2,581.50	
rents, Jamaica Plain,		691.20	
Returned, Harris beneficiaries, uncalled for,		700.05	
		12.50	
		\$106,154.31	
From donations,		15.00	
From donations, endowment,	\$9,513.10		
" ladies' auxiliary,	1,933.43		
" ladies' auxiliaries, current expenses,	\$1,446.53		
" debt on building,	800.00		
		18,507.32	
		\$124,676.63	

Amounts carried forward,

expense on houses 591-595 Fourth street,	111.85		
furniture, 529 Broadway,	927.59		
Harris beneficiaries,	925.00		
<i>Invested.</i>			
For buildings 442 Fifth street-111 H street,	14,320.58		
building 535 Fourth street,	2,739.58		
building 529 Broadway and Howe extension,	19,201.99		
buildings 430-440 Fifth street and 103, 105 H street,	42,303.50		
		149,916.45	
<i>Kindergarten Account.</i>			
For maintenance,	\$16,574.27		
expense on houses let, Jamaica Plain,	143.46		
bills to be refunded,	140.98		
legal services,	51.65		
grading,	1,490.35		
		18,400.71	
For expenses of office and library,		7,173.10	
<i>Invested.</i>			
Estate 529 Broadway,	\$7,500.00		
Estate 501-505 Fourth street,	18,500.00		
Land at Jamaica Plain,	10,000.00		
11 shares Fitchburg Railroad Company,	1,000.00		
250 Atchison, Topeka & Santa Fe R. R., 48,	200.00		
Loaned on demand,		37,200.00	
Paid loan of New England Trust Company,		50,000.00	
Cash on hand August 31, 1896,		6,000.00	
		61,932.21	
		\$333,920.99	

GENERAL STATEMENT OF RECEIPTS, ETC.—Concluded.

<i>Amounts brought forward</i> ,		\$124,676.63		\$333,920.99
<i>Legacies.</i>				
<i>General Account.</i>				
From Stoddard Capen fund,	\$13,776.00			
S. E. Sawyer,	2,000.00			
Albert Glover,	1,000.00			
Mrs. Ann White Vose,	10,000.00			
		26,776.00		
<i>Kindergarten Account.</i>				
From Miss Sarah L. Marsh,	\$1,000.00			
Moses Kimball,	1,000.00			
Albert Glover fund,	1,000.00			
Royal W. Turner,	21,070.83			
Betsy S. Wilder,	500.00			
Benjamin P. Cheney,	5,000.00			
		29,570.83		
From sale of estate 8 and 10 Hayward place,	55,000.00			
collection of mortgage notes,	17,500.00			
sale of Atchison, Topeka & Santa Fé R. R. scrip,	93.71			
collected loan,	50,000.00			
Cash on hand September 1, 1895,	39,306.82			
		\$333,920.99		\$333,920.99

ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 43,744 pounds,	\$3,413.21
Fish, 4,361 pounds,	286.92
Butter, 6,408 pounds,	1,521.32
Bread, flour, meal, etc.,	1,133.39
Potatoes and other vegetables,	911.10
Fruit, fresh and dried,	578.97
Milk, 35,569 quarts,	1,884.65
Sugar, 8,801 pounds,	432.38
Tea and coffee, 1,202 pounds,	385.20
Groceries,	1,119.35
Gas and oil,	316.17
Coal and wood,	3,256.28
Sundry articles of consumption,	701.50
Wages, domestic service,	6,523.45
Salaries, superintendence and instruction,	25,711.15
Medicines and medical aid,	192.82
Furniture and bedding,	1,211.77
Clothing and mending,	18.68
Expenses of stable,	425.88
Musical instruments,	1,104.30
Books, stationery, school apparatus, etc.,	2,025.17
Construction and repairs,	3,486.44
Taxes and insurance,	699.44
Travelling expenses,	67.32
Sundries,	354.78
	<u>\$57,761.64</u>

WORK DEPARTMENT.

Statement for the Year ending Aug. 31, 1896.

Amount due to the Perkins Institution,		\$45,595.59
Amount of receipts over expenditures,		460.83
		\$45,134.76
Cash received,		\$19,673.44
Salaries paid blind people,	\$4,670.32	
Salaries paid seeing people,	3,988.97	
Amount paid for stock, rent and sundries,	10,553.32	
		19,212.61
		\$460.83
Stock on hand		
Aug. 31, 1896,	\$3,416.00	
Bills receivable		
Aug. 31, 1896,	2,626.73	
	\$6,042.73	
Less bills payable,	483.33	
		\$5,559.40
Stock on hand Aug. 31, 1895.		5,520.13
		39.27
		\$500.10
Accounts to be charged off,		309.76
Gain,		\$190.34

KINDERGARTEN DEPARTMENT, STATEMENT FOR THE YEAR ENDING AUGUST 31, 1896.

RECEIPTS.		EXPENDITURES.	
For board and tuition, State of Maine,	\$1,614.63	For maintenance,	\$16,574.27
" " " New Hampshire,	1,062.00	expense on houses let,	143.46
" " " Vermont,	300.00	bills to be refunded,	140.98
" " " Rhode Island,	1,500.00	legal services,	51.65
" " " Connecticut,	300.00	grading,	1,490.35
" " " of Thomas Stringer,	700.00		
From towns and individuals,	365.94		
rents, Jamaica Plain,		Paid New England Trust Company, loan,	\$18,400.71
donations, endowment,	\$9,513.10	Paid New England Trust Company, interest,	6,000.00
" ladies' auxiliary, endowment,	1,933.43	For purchase of real estate,	35.58
" ladies' auxiliaries, current expenses,	6,260.79	Invested,	10,000.00
" debt on building,	800.00	Cash on hand September 1, 1896,	33,000.00
legacies, Miss Sarah L. Marsh,	\$1,000.00		12,069.61
" Moses Kimball,	1,000.00		
" Albert Gloyer fund,	1,000.00		
" Royal W. Turner,	21,079.83		
" Betsy S. Wilder,	500.00		
" Benjamin P. Cheney,	5,000.00		
income from invested funds,			
profit on sale of real estate,			
Cash on hand September 1, 1895,			
	\$5,845.57		
	700.05		
	18,597.32		
	29,579.83		
	11,452.19		
	1,518.66		
	11,962.28		
	\$79,595.90		\$79,595.90

PRINTING DEPARTMENT, STATEMENT FOR THE YEAR ENDING AUGUST 31, 1896.

RECEIPTS.			
From income from invested funds,	\$6,926.45		
profit on sale of real estate,	962.58		
sale of books and appliances,	691.29		
		\$8,580.32	
EXPENDITURES.			
For labor,			\$2,387.64
stock,			3,005.59
machinery,			34.99
type,			157.80
electrotyping,			681.80
binding,			748.85
books,			114.18
express, postage, etc.,			42.25
Balance,			\$7,173.10
			1,407.22
			\$8,580.32

The following account exhibits the state of the property as entered upon the books of the institution September 1, 1896:—

Building 250, 252 Purchase street, . . .	\$47,300.00	
Building 172-178 Congress street, . . .	79,500.00	
Building 205, 207 Congress street, . . .	62,300.00	
House 11 Oxford street,	8,500.00	
House 402 Fifth street,	4,300.00	
Houses 412, 414, 416, 418 Fifth street, .	12,400.00	
House 424 Fifth street,	3,700.00	
Houses 426, 428 Fifth street,	11,600.00	
Building 442 Fifth to 111 H street, . . .	21,300.00	
Houses 430-440 Fifth street and 103-105 H street, unfinished,	51,651.00	
House 537 Fourth street,	4,400.00	
Houses 541, 543 Fourth street,	8,800.00	
House 555 Fourth street,	4,000.00	
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	\$373,751.00
Real estate, St Paul, Minn.,		28,765.00
<i>Real Estate used by the Institution.</i>		
Real estate Broadway and Fourth street,	\$313,780.00	
House 422 Fifth street,	3,700.00	317,480.00
Real estate used for school purposes.		
Jamaica Plain,		181,600.00
Unimproved land, South Boston,		3,076.00
Mortgage notes,		153,166.31
<i>Railroad Stock.</i>		
Boston & Providence R.R., 30 shares, value,	\$5,790.00	
Fitchburg R.R., preferred, 81 shares, value,	7,222.20	
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., 148 shares, value,	29,933.00	60,592.20
<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	
Chicago, Burlington & Quincy R.R., 27 4s, value,	26,190.00	
<i>Amounts carried forward,</i>	\$28,460.00	\$1,118,430.51

<i>Amounts brought forward,</i> . . .	\$28,460.00	\$1,118,430.51
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	102,281.17
60 shares United States Hotel Co.		10,840.50
Cash,		61,932.21
Household furniture, South Boston,	\$17,900.00	
Household furniture, Jamaica Plain,	10,000.00	27,900.00
Provisions and supplies, South Boston,	\$252.94	
Provisions and supplies, Jamaica Plain,	75.00	327.94
Coal, South Boston,	\$2,640.00	
Coal, Jamaica Plain,	1,800.00	4,440.00
<i>Work Department.</i>		
Stock,	\$3,416.00	
Receivable bills, \$2,626.73		
Less bills payable, 483.33	2,143.40	5,559.40
<i>Musical Department.</i>		
One large organ,	\$4,000.00	
Four small organs,	100.00	
Sixty pianos,	10,200.00	
Band instruments,	650.00	
Violins,	40.00	
Musical library,	1,125.00	16,115.00
<i>Printing Department.</i>		
Stock and machinery,	\$4,800.00	
Books,	9,600.00	
Electrotype and stereotype plates,	21,566.00	35,966.00
School furniture,		9,000.00
Library of books in common print,	\$4,440.00	
Library of books in embossed print,	16,899.00	21,339.00
Boys' shop,		395.80
Stable and tools,		597.00
		\$1,415,124.53

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

INSTITUTION FUNDS.		
General fund of the institution,	\$87,093 60	
Harris fund,	80,000.00	
Richard Perkins fund,	20,000.00	
Mrs. Charlotte B. Richardson legacy,	40,507.00	
John N. Dix legacy,	10,000.00	
Joseph Scholfield legacy,	2,500.00	
Mrs. Eleanor J. W. Baker legacy,	2,500.00	
T. O. H. P. Burnham legacy,	5,000.00	
Joseph K. Wait legacy,	3,000.00	
Mrs. Matilda B. Richardson legacy,	300.00	
Benjamin Humphrey legacy,	25,000.00	
Stephen Fairbanks fund,	10,000.00	
Stoddard Capen fund,	13,770.00	
S. E. Sawyer legacy,	2,000.00	
Albert Glover legacy,	1,000.00	
Mrs. Ann White Vose legacy,	10,000.00	\$312,670.60
Cash in the treasury,		49,862.60
PRINTING FUND.		
Capital,	\$108,500.00	
Surplus for building purposes,	41,225.58	149,725.58
KINDERGARTEN FUNDS.		
Miss Helen C. Bradlee fund,	\$40,000.00	
Mrs. Geo. W. Wales fund,	10,000.00	
Mrs. Warren B. Potter fund,	25,000.00	
Mrs. William Appleton fund,	11,700.00	
Sydney Bartlett legacy,	10,000.00	
George E. Downs legacy,	3,000.00	
Miss Mary Williams legacy,	5,000.00	
Elisha T. Loring legacy,	5,000.00	
Mrs. Ellen M. Gifford legacy,	5,000.00	
Joseph Scholfield legacy,	3,000.00	
Mrs. Eleanor J. W. Baker legacy,	2,500.00	
Mrs. Lucy A. Dwight legacy,	4,000.00	
Royal W. Turner legacy,	24,079.00	
Mrs. Eliza B. Seymour legacy,	5,000.00	
Mrs. Elizabeth W. Gay legacy,	7,931.00	
Mary Lowell Stone fund,	100.00	
Mary H. Watson legacy,	100.00	
Miss Sarah Bradford legacy,	100.00	
Miss Rebecca Salisbury legacy,	200 00	
Mrs. Benjamin S. Rotch fund,	8,500.00	
Mrs. Richard Perkins legacy,	10,000.00	
Mary B. Emmons legacy,	1,000.00	
Transcript ten-dollar fund,	5,666.95	
Miss Sarah L. Marsh legacy,	1,000.00	
Moses Kimball fund,	1,000 00	
Albert Glover fund,	1,000.00	
<i>Amounts carried forward,</i>	\$189,876.95	\$512,258.78

<i>Amounts brought forward,</i>	\$189,876.95	\$512,258.78
Miss Betsy S. Wilder legacy,	500.00	
Benjamin P. Cheney legacy,	5,000.00	
Funds from other donations,	71,623.05	267,000.00
Cash in the treasury,		12,069.61
Buildings, unimproved real estate, and personal property in use of the institution, South Boston,		430,321.14
Land, buildings and personal property in use of the Kindergarten, Jamaica Plain,		193,475.00
		<u>\$1,415,124.53</u>
Whole amount of property belonging to the kindergarten,		\$472,544.61
Whole amount of property belonging to the institution proper,		942,579.92
		<u>\$1,415,124.53</u>

LIST OF EMBOSSED BOOKS

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR
THE BLIND, BOSTON, 1896.

TITLE OF BOOK.	No. of Vols.	Price per Set.
JUVENILE BOOKS.		
Alcott, Louisa M. Little Women,	3	—
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
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
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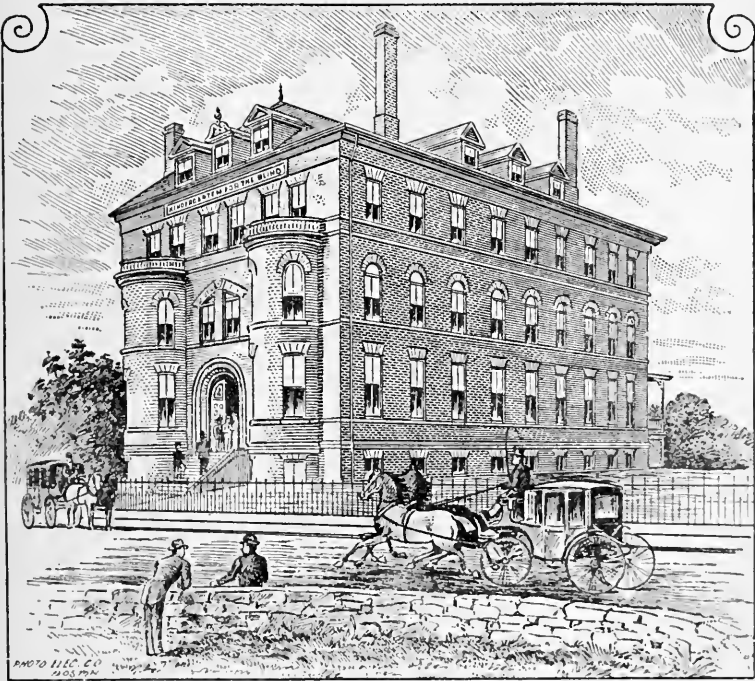
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TENTH ANNUAL REPORT
OF THE
KINDERGARTEN FOR THE BLIND

AUGUST 31, 1896



BOSTON
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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 buildings.

KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

To the Members of the Corporation.

LADIES AND GENTLEMEN:— In presenting a brief report for the past twelve months, we take very great pleasure in being able to state at the outset that the kindergarten has maintained the usual excellence of its work throughout the year. There has been no interruption from illness or from any other cause, and no lack of public interest or of ready assistance.

Among the many educational enterprises that have enlisted the sympathy of the people of Massachusetts, perhaps none has a stronger hold on their affections than that for educating little blind children. The kindergarten for the blind has enlisted in its cause a large number of devoted friends, who labor assiduously and in the most disinterested spirit to promote its welfare and to place it on a firm financial foundation, thus ensuring for it permanent success and usefulness.

Thus cherished by the community in general, aided by individual liberality and assisted by the contributions of those who take an active interest in

the amelioration of the condition of the little sightless children, the infant school has reached a degree of development which is very gratifying to its benefactors and highly encouraging to its founders. Its mission, whether considered from an educational or from a humanitarian and social stand-point, is much larger and more important than a casual observer can realize.

We desire to put on record our most sincere thanks to all who have helped the kindergarten, either as contributors to its funds or in any other way. At the same time we are obliged to ask not only for the continuance but for the increase of that support which has been so generously accorded to us in the past, and which has enabled us to carry on successfully the work of educating and training the children committed to our care.

For several years past we have felt the necessity of moving forward slowly, and the kindergarten has been allowed to grow as rapidly as the funds at our disposal would permit. But now we are forced to admit that the work has outgrown its present quarters, and that the time for their enlargement has come. There has been a steady increase of applications for admission, and our doors cannot be kept ajar to all comers without additional accommodations. There is a pressing need of new buildings, and, as we have no money at our disposal for their erection and equipment, we are compelled to appeal to the public for special contributions, which will enable us to pro-

vide both room and the means of maintenance for every blind child who is in need of the inestimable advantages of early training and care afforded by the kindergarten. We wish to emphasize the urgency of this matter, and to ask most earnestly every man, woman and child who takes an interest in the work of the infant institution to come to its assistance, and to lend such help as is required for its enlargement and perpetuity.

THE KINDERGARTEN AT THE ANNUAL FESTIVAL.

THE commencement exercises were opened with a brief address of welcome by Dr. Samuel Eliot. This was followed by the exercises of that part of the programme which was especially reserved for the kindergarten. As usual, great interest was shown in the performance of the children, and when a class of girls stepped forward on the stage with sloyd knitting-work in their hands, and began a song to the accompaniment of the pianoforte, the sympathy and appreciation of the audience was manifest. It was hard for the spectators to realize that the little maidens who stood before them singing and working in such perfect unison and with such dexterity were wholly lacking in sight, and greater still was the marvel to them to see Willie Robin, the girl without sight and hearing, standing among her comrades and participating in their work as deftly and as naturally as though she were in the fullest possession of all her senses. In

the mean time, some of the very smallest boys and girls had seated themselves at low tables at the front of the stage, and were busied in making ready the clay models for an exercise to take place later. While this preparation was going on, Rev. E. L. Clark, D.D., was introduced. His address was truly eloquent, yet characterized by a beautiful simplicity. He made a soul-stirring appeal in behalf of the kindergarten, its great work and noble aims.

ADDRESS OF REV. E. L. CLARK, D.D.

AT the kindergarten last week I did my best to talk with one of these little girls who can neither see nor hear nor speak. She informed me presently that I did not know how to speak. I never felt the truth of that remark so much as I do at this moment. Why should any one make a plea for them? These young people are speaking to you by their silence in the most effective and touching way. How serenely happy they are! What thoughtfulness plays upon their faces! It is impossible to find words in such a presence as this. Let me ask you, who have the joy today of seeing the spring lead on the summer, with all its beauty, to look upon these children, their faces lighted by a sun which has not risen on sea or land. Are you not glad that you have an opportunity to assist in this work? This stage setting of forestry is, I take it, intended to suggest that this institution is not yet out of the woods,—am I right in this?

I have always found that a true sacrifice is a sweet savor alike to him who receives and to him who gives. In this work it is a joy to do good. We keep part of the pleasure which we give. Our treasures are what we have dispensed more truly than those we have retained. We act in response to the command of the Father of us all, and the pleasure he feels when under his lead the children grow in stature and in wisdom is what all men should feel. Any of us may say: "These are my children to care for. They come here today not to ask for aid, but to show me what has been done by the kindness of men in past days, that I may enjoy the same luxury of doing good in the days to come."

I took a very little child to see a lady who was sick. She was troubled because she had lost the joy of helping others. The little child said to her, "If it gave you such joy to help others, now you are in trouble, you give others a chance to make themselves happy by helping you." There is a bright side to their necessity. It is your opportunity.

Beside the share which you may have in the work of this magnificent and beautiful institution, there is a reason for your assistance in the fact that you were once children yourselves. Everybody who believes the Chinese maxim, "I count him greatest who keeps a child heart," will wish to repay to little people the service he has himself received. He still feels the delight of being carried when he carries the helpless. He loves whom he serves; he serves whom he loves. He keeps the sacred memory of other days fresh when he does to others what others have done to him. He turns about the old maxim, and says: "Where our heart is there our treasure is also, and that too in the same proportion."

There is another reason why we should lend our aid. It is the best investment a person can make. We talk about many things which pay or pass dividends, about what once belonged to us, or may still be our own; but the real property we own, our real estate, is what we invest in other lives. We shall know more about this a thousand years from today.

I thought of another thing as I sat here. When Sir Humphrey Davy was asked what his greatest discovery was, he declared it was Michael Faraday. These wise and devoted teachers have gone beyond that. They have helped these children to discern themselves. In this I have no doubt they have discovered their own nobler selves. Shall we share this comfort of seeking and saving what seemed to be lost, of eternal gifts, of infinite grace and of joy?

There is a form of endowment which comes to us from the creator of all, who is the Father of us all. It brings the highest thought and feeling and power. See it in use before us as these children model in clay. At the kindergarten in Jamaica Plain they have a cabinet full of such work. If the children use a sleigh, they feel of the sleigh, and with marvellous grace produce it in clay. They have horses and cows and a thousand and one things, for the greater part out of their imagination. Re-

member this: while the kindergarten is so much to children who can see, and lays such a broad foundation for instruction, these children have a necessity to think like God, clay in hand and love in heart, along the lines of creation. Moreover, they have a special life in this way, and it does much to lighten their misfortune. Try yourself with moist clay upon a piece of glass to form the human countenance in relief. Your thought works in a lowly material which has been trodden under the feet of the centuries, formless and without beauty. By a power which you cannot explain it assumes the form of the human countenance, then the face of an older or younger person, of a boy or a girl, an expression of happiness or sorrow. It is your creation. The morning stars sing for joy in your heart. The thought of heaven has expressed itself in the dust of the earth. The power and courage which come with such effort are a spiritual benediction. It leads them who need most a helping hand. As we say, it is "*education.*" What these children are doing with the unformed elements you are doing with these children. You are creating something in them. You are wakening a noble hope which stands for a future far beyond the time when they shall make use of this gift for their own support and happiness or for that of others. They will rise up in the gates and call you blessed when they come to see as now they are seen, recognizing the fact that you gave them the power of inner sight, that you touched them with your fingers in the day of their calamity, that you opened the avenues of thought in which they have walked ever since with felicity and joy, that you called out the nobility of their character.

It seems strange that such mental and spiritual things should come by money, and yet be beyond money or price to our brothers and sisters in pity. Boston is always the first to feel this genuine touch of nature which makes all men kin, this generous thrill of being when we touch a friend in adversity, for "friends are nearest akin."

It would not be strange if some one of us had been thinking of what kind of monument he desired to leave behind him. Man's best monument is men. Man's best eulogy is the grateful love of these children. Do you want a throne by which you can exercise a command over the world? The best throne is the heart and mind of the children. Do you wish you could issue an edict or make laws for the good of mankind? There is no edict

of king which will endure so long, there are no laws of any empire which will give such power as the principles of usefulness and happiness in the lives of these little people. They have at once the flower of promise, the fruit of toil, the sweet perfume of a blessed charity today. I think the beautiful life they are leading is something very like the happy toil and clear shining of that celestial place where they need neither candle nor light of the sun, by reason of a broader illumination coming by suffering, resplendent along the way of all who have suffered, but now enthroned, of which we read, "The Lamb is the light thereof." With them we stand. Truly, our hearts, made tender, remember how "a little child shall lead them." They are ours. We stand more firmly and think more bravely of our part in life as we say it. Our tears of pity are a bow of hope to them and to us. "Inasmuch as ye have done it, ye will do it to those." We have ourselves received much from them. We are grateful to them. These are the outer walks of the eternal Paradise. They are nothing more or less than our kindergarten,—mother-like to dress and to keep,—are they not?

When Dr. Clark had ended his discourse, the eight diminutive modellers held up their work in full view of the audience, and one by one explained what had been made. The first object presented for inspection was a farm-yard gate, which opened into the farm-yard, its little maker said. Then came the watering-trough, succeeded in turn by the hay-cart and horses. The contribution of Tommy Stringer, who played an active part in this exercise, was next in order, and consisted of a very creditable presentation of sheep. Tommy, by means of the manual alphabet, communicated some of his thoughts about the sheep to one of his schoolmates, and the latter interpreted the message *viva voce* to the great edification of the audience. In rapid succession a milking-pail, eggs and

chickens and a dog-house were all displayed and explained by their respective makers. The children then gathered in a ring and sang a farm-yard song, representing at the same time, with considerable similitude of movement and action, ducks, pigs, roosters and all sorts of farm animals. It was all done so prettily and gracefully, and, moreover, with such hearty zest, that the audience derived a great deal of amusement and pleasure from the performance.

The kindergarten exercises closed with a medley of popular and national airs, played with commendable spirit by the kinder orchestra.

All which is respectfully submitted by

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

Trustees.

KINDERGARTEN FOR THE BLIND.

TENTH ANNUAL REPORT OF THE DIRECTOR.

The young oak grew, and proudly grew,
For its roots were deep and strong ;
And a shadow broad on the earth it threw,
And the sunshine lingered long
On its glossy leaf, where the flickering light
Was flung to the evening sky ;
And the wild bird soared to its airy height,
And taught her young to fly.

— Mrs. E. OAKES SMITH.

To the Board of Trustees.

GENTLEMEN:—I present for your consideration the tenth annual report of the director on the achievements and prospects of the kindergarten for the blind with a feeling of peculiar pleasure and gratification that I am able to do so.

In looking back and reviewing the work of the past year, we find much to be thankful for and nothing to grieve over. The enrollment of pupils has been larger than usual, containing the names of 64 little boys and girls. The health of the two households has been exceptionally good. The daily tasks have been performed very regularly. There have been no serious interruptions caused by severe illness or by

the appearance within our walls of any of the infectious diseases which were prevalent in the community.

We can hardly express in adequate language our sense of profound gratitude to the friends and benefactors of the little blind children for the many tokens of their unfailing interest in the infant institution and for the ready assistance which they have so freely accorded to it.

The substantial results thus far obtained in this field of beneficence show that no branch of our work is more important than this. By furnishing the means and facilities for the development and training of the youngest pupils who are placed under our care, the kindergarten not only meets the special needs of these children in the best possible manner, but also forms the sound foundation upon which the strength and efficiency of our scheme of education depend.

FRUITS OF THE KINDERGARTEN.

Season of mellow fruitfulness;
 Close bosom friend of the maturing sun!
 Conspiring with him how to load and bless
 With fruit the vines that round the thatch eaves run.

—KEATS.

THE little seed that was planted in love and hope nine years ago has not perished; on the contrary, fostered by tender care and nurtured by liberality, it has grown to be a goodly tree and has fairly begun to yield its legitimate fruits. Some of these were enumerated in the report of the past year. Since the

publication of that pamphlet we have gathered in the field of experience a fresh supply, as appears from the following extracts from the written statements of teachers in both sections of the school.

From the girls' section:—

MISS GAZELLA BENNETT.—A class of nine girls entered our school in September, 1894, having had a full kindergarten course and two years in the primary department at Jamaica Plain.

In the two years between September, 1894, and September, 1896, the class has studied, in the literary department, language, mathematics and science. The language study has included reading, spelling, writing from dictation, original composition and grammar. This work has been more satisfactorily done in two years than heretofore by any class in three years' time.

In arithmetic the majority of the class has made a gain of two-thirds of a year in time.

In science the work has been in quality superior to that of previous classes, and in quantity has exceeded by one-half year the amount usually accomplished by our scholars.

This gain is directly attributable: 1. To the attitude of the learner; 2. To mental discipline; 3. To superior manual dexterity.

The attitude of these pupils toward any school work is uniformly cheerful, willing and earnest.

Their early mental efforts have been so directed as to lead to habits of concentration.

The early handling of kindergarten materials has resulted in a dexterity which contributes greatly to the facility with which knowledge is acquired through touch.

Outside of the school-room, too, we have the normal child, active and enterprising. The activity and enterprise bring not unfrequently chagrin and discomfort, but also knowledge which comes only with experience.

In September, 1895, three girls were transferred to this school because the kindergarten was over-full. They were not working together and had not completed a full term at the kindergarten, so there is very little to record concerning them except that they have the right attitude toward school work.

The girls who have come to us from the kindergarten are free from those mental and physical idiosyncrasies which result from an abnormal environment. Life is conditioned upon motion; consequently, when the physical energies of the blind child find no expression in running, jumping and climbing, this physical life essays to energize itself by swaying the body, rolling the head or twirling the hands; and the feeble movement of intellectual life is stifled altogether, or expresses itself in unnatural productions of the imagination.

In these children physical energy found ample opportunity for expression in running, climbing and ordinary child play at the kindergarten; and their stirrings of mental activities were aroused to life by the "gifts" and "occupations" purposely selected to awaken inquiry and comparison.

MISS SARAH M. LILLEY.—Out of the class of nine which came to us from the kindergarten, five are willing workers who have learned *how* to study, and so find their work a pleasure rather than a burden. The other four are willing and cheerful, but, owing to slight mental deficiencies, will need to repeat the present year's work. The work required for the year, however (in oral and written language and grammar), has been equal in amount and superior in quality to that required of any previous class in two years.

By their voluntary questions, as well as by their answers to given questions, the children have shown an intelligent grasp of the subject.

MISS FRANCES S. MARRETT.—In September, 1894, nine children entered our school from the kindergarten. My first satisfaction in them, as pupils, was derived from the fact that they knew how to study, and from the enthusiasm which indicated a genuine love of study. This joy in work, which is so surely a secret of success, seems to me one of the richest fruits of the kindergarten.

An appreciative sense of the beautiful forms of nature was delightfully manifested by these children in the botany class. It was seldom that their trained fingers, guided by eager minds, failed to detect any important characteristic of a given specimen of plant life, and the knowledge gained from these independent observations was usually expressed in clear and definite language.

During the lessons in reading and spelling I was much impressed by the children's fund of general information. So many

of the subjects and words thus presented to their minds claimed association with something learned at the kindergarten. Quite often thoughts from the poets were suggested, which told of a fond acquaintance with some choice pieces of literature.

Among the chief advantages of their first school home should be mentioned the ease and intelligence with which *all* of these children read. Within two years they have accomplished much more in their prescribed studies than other pupils who have not had the benefit of a kindergarten training.

What I have said of this class as a whole is especially true of five of its members. That the other four, impeded by a sad lack of mental capacity, have been able thus far in their school life to have the companionship of more vigorous minds may be justly attributed to power gained at the kindergarten.

The three pupils whom we welcomed from the kindergarten last year have not come under my tuition except for a spelling exercise once a week. In this branch of study they were inferior to the other members of the class which they joined. This may be due to the fact that they were transferred to our school before they had completed a full course at the kindergarten, other children being in sore need of their places there.

MISS JULIA E. BURNHAM. — The majority of the children from the kindergarten show a greater confidence in the judgment of the teacher and a more submissive spirit when told to correct work or study a lesson a second time than the pupils who have not attended the kindergarten.

Many of the children are also more attentive to the things which they hear read or talked about; and often, when they hear new words at such times, they keep them in mind until an opportunity comes when the meaning may be asked.

The same characteristic is helpful in the reading class; for, if by chance the teacher passes a word which is new to them, some one is sure to ask the meaning.

As a rule, the kindergarten children have more general information than the others. This is shown in the reading class, where they can often connect some incident or fact with the subject under discussion.

Having had four or five years' training, the kindergarten children find it easier to remember the common every-day courtesies of life than those children who come to us directly from homes where no thought is given to such things.

MISS ALICE B. DEARBORN.—As a rule, the kindergarten children in my classes have more general information than those who have never been at this preparatory school. This is apparently a result of the spirit of investigation and inquiry which the kindergarten has awakened in them.

Among the children who come from poor, uncultured homes, those who have had the benefit of the kindergarten training show more refinement than the others.

MISS HARRIET W. BUSTIN.—Two of the girls who took the kindergarten course are under my instruction. Their ready obedience, their quickness to grasp an idea, and the intelligence with which they work, seem to be proof of an early and careful training.

MISS FLORA J. MCNABB.—The kindergarten course has been of great advantage to the children in the manual training exercises for it has taught them to think for themselves.

The sloyd system of knitting and sewing, which was introduced into the kindergarten three years ago, has proved very beneficial, as the children have learned to work much more correctly and rapidly.

Miss Bessie Wood and Mrs. Cora L. Gleason, who, as housekeepers, have had charge of the little kindergarten girls, write favorably about them as household inmates. Mrs. Gleason says:—

The children from the kindergarten first impressed me with their cheerful responsiveness and polite demeanor. Upon a better acquaintance I found them doing their domestic work with remarkable neatness and ease, this being the result of that early hand-training which is so important for the blind.

Their childish pranks and gaiety show a healthy nature; and their loyalty and enthusiasm for the kindergarten must have a moral influence upon them through life.

From the boys' section:—

MISS SARAH L. DINSMORE.—The present year brought us several children who came directly from their homes. Circum-

stances made it necessary to place them in the same classes with those from the kindergarten. A great difference was at once perceived.

Those directly from home came with their minds burdened, as it were, with facts, but they were lacking in true mental development. Many of them are bright boys, and the remark is often made, "oh, if they could have gone to the kindergarten before coming here!"

On the other hand, those who have enjoyed the advantages of the kindergarten bring with them unquestionable proofs of the excellence of their training. Surrounded by its sunny atmosphere and sweet, refining influence, they have developed amiable dispositions which render them happy and lovable, and make them very dear children to work with. Each child manifests a ready and cheerful spirit of helpfulness, and there is a certain frankness and trustfulness about them that it does one's heart good to see.

They have learned to read intelligently and to feel the influence of books. Scarcely a reading hour passes without fresh proof of their power of discrimination, as shown in their attitude toward different characters. Anything noble receives their admiration, while that which savors of meanness is passed over as not worthy of notice.

The kindergarten training has developed in almost all these children industry, perseverance, courage to undertake and sturdy self-reliance, and has thoroughly established in them the habit of concentration.

MISS CAROLINE E. McMASTER. — Last autumn a class of eight boys came here from the kindergarten. They, like those who have come before, show the beneficial results of their previous training.

One day for a "nature lesson" some sweet pea blossoms were given to the pupils. Many simply smelled of the flower, but it was noticeable that the kindergarten boys examined theirs very carefully. Soon, one boy, finding the petals wrapped about the pistil, exclaimed: "What are these soft leaves covering this bony part?" The technical terms were not used, but the scientific spirit was there.

Sometimes when a poem is read one finds the pupils already familiar with it. "We learned — or heard — that in the kindergarten," is the explanation.

MISS JULIA A. BOYLAN. — The difference between the children who come to us from the kindergarten and the raw recruits is most marked. The reign of law has already begun in the one class; while in the other, as a rule, its absence is striking. Children sent to us from the kindergarten have an enthusiasm for learning which is more important in their development than knowledge acquired.

MISS LILLIAN W. PATTEN. — The boys from the kindergarten show in many ways the results of opportunities not enjoyed by others. They seem more advanced and more teachable, — grasping ideas more readily and asking intelligent questions. In most cases the leaders of the classes are kindergarten boys.

MISS JESSICA L. LANGWORTHY. — My thorough belief in kindergarten methods for all children, but for our little blind children in particular, hardly needs expression. Of the kindergarten boys who have come under my observation during the past year, only three have had the full course. Of these three, two are undoubtedly among the leaders of their class and the third always maintains a fair average and is careful and thoughtful. It is but just to themselves and to the other members of the class to say that this is one of the most promising classes in the school.

The boys read with ease, write legibly and are thoroughly interested in all objects brought for their observation and in all matters presented for thought and study. They also express their thoughts clearly.

There is no doubt that the kindergarten is one of the greatest and noblest, as well as one of the most hopeful, features of our school.

These, then, are some of the fruits of the kindergarten brought to us by the husbandmen who have gathered them, and who know whereof they speak when they pronounce it a goodly harvest. In our thankfulness we call aloud to the many givers of the garden: "Come and partake! Come and enjoy! Here are fruits, beautiful, sound and abundant, to refresh your generous hearts. All the branches have borne richly. Would you have fruits of character,

precious to the world? of the mind and of bodily health, bearing within them the seeds of further increase? Here they are; and it is due to your bounty, kindly givers, that they have had a garden *wherein* to grow." *The kindergarten for the blind still has crying needs!*

APPEAL OF THE LADIES' VISITING COMMITTEE.

And more hands help to disburden.

—MILTON.

THE ladies of the visiting committee continue to manifest a warm personal interest in the kindergarten. They make frequent visits, inspect the buildings, witness the exercises in the school-rooms and watch tenderly the unfolding of the children and the results of their training. Their keen insight and ready sympathy enable these ladies to perceive at a glance what is lacking in every department and to be helpful in many ways. To them the urgent needs of the infant institution are so obvious that they deem it their duty to make these known to the public and to ask for immediate assistance.

Feeling that the amount still due upon the debt incurred for buildings is a most undesirable encumbrance and that a sufficient sum of money should be raised without further delay to wipe it out, the members of the visiting committee sent the following earnest appeal to hundreds of benevolent persons, soliciting their aid:—

To the Friends of the Kindergarten for the Blind.

Through the voluntary contributions and generous gifts of many of the staunch friends of the Kindergarten for the Blind at Jamaica Plain, the major part of the debt, which was incurred four years ago for the erection and equipment of the last two buildings, has been defrayed, and the amount which remains unpaid is reduced to about \$12,000. But this sum, even in its present diminished size, forms a load which is too heavy to be allowed to press upon the work of the infant institution for an indefinite period of time. Every one can readily understand that a burden of this kind is a serious hindrance to the steady development of the cause of the education of the little sightless children, and a source of anxiety to the managers of the kindergarten.

In view of these facts, it is now proposed by the ladies of the visiting committee to take steps toward the removal of this debt. Hence they appeal most earnestly to your generosity for this deserving enterprise, and ask for your coöperation in their plan.

All sums, large or small, will be gratefully received. They may be sent to the treasurer, Mr. Edward Jackson, No. 53 State street, and will be acknowledged through the *Boston Transcript*.

Mrs. WILLIAM APPLETON,	Miss OLGA E. GARDNER,
Mrs. ELIZABETH CARY AGASSIZ,	Mrs. THOMAS MACK,
Miss AGNES BROOKS,	Mrs. E. PREBLE MOTLEY,
Miss CAROLINE DERBY,	Miss LAURA NORCROSS,
Mrs. E. WINCHESTER DONALD,	Miss EDITH ROTCH,
Mrs. MAUD HOWE ELLIOTT,	Miss ANNIE C. WARREN,

Visiting Committee.

DEPENDENCE UPON ANNUAL SUBSCRIPTIONS.

And so I know
 That day is lost wherein I fail to lend
 A helping hand to some suffering friend :
 But if it show
 A burden lightened by the cheer I sent,
 Then do I hold the golden hours well spent,
 And lay me down to sleep in sweet content.

— EDITH E. BRADY.

The loyal friends and generous supporters of the kindergarten are no longer confined to a small group; their number is legion. Their ranks have been filled up rapidly, so that they now form a large army of helpers, in which all classes of people, from the wealthiest to those possessed of very moderate means, are fully represented.

During the past year the proofs of the active interest which the community at large has taken in the education of the little sightless children have been numerous and very gratifying. None of our appeals for aid has failed to receive a generous response. The list of the regular contributors to our funds, instead of being shortened on account of the financial depression through which the country has lately passed, has been lengthened, while the forces of the promoters of our cause have made notable gains. On every side we have heard expressions of cordial sympathy with our work, urging us to press forward, and substantial gifts, accompanied by joyful messages of encouragement, have gladdened our hearts. The amount of yearly subscriptions for current expenses

has been increased from \$5,129 in 1895 to \$6,260.79 in 1896.

From this brief statement it will be seen that we have ample reason for thanksgiving and for rejoicing. The figures show plainly that not only the old friends of the cause of the little blind children have stood fast by it, but that new ones have been raised up in its behalf. It is through the liberality and ready assistance of all these that the holy work of the kindergarten has not been allowed to degenerate or to suffer any kind of deterioration for lack of sufficient means. As we look at the long list of the annual contributors, which is published in full in another part of this report, our joy and our feelings of gratitude are too deep for utterance.

But in order that the blessed ministrations of the infant institution may go on in their integrity without detriment or hindrance until a solid financial foundation has been secured by the completion of the endowment fund, an increase in the number of yearly contributors is indispensable. Indeed, there is no escape from our perplexities and no assurance of steady progress without it. Hence 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 opulence 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 cheering 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. Having been assigned by the cruel hand of fate to the chains of helplessness, they are in absolute need of your most cordial aid and of such advantages for mental and moral development as you are amply able to bestow upon them. 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 birthright 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. They appeal to you piteously for nothing less than the very bread of life. Will you have the hardihood, instead of answering their petition favorably, to send them a stone? They cry mournfully unto you, begging you to deliver them from the perils of their environment and from the bonds of their misfortune. Can it be that their plaintive voice will fail to touch a responsive chord in your hearts?

I am aware that in advocating the cause of the education of my little sightless friends with unremitting fervor, and in striving to obtain sufficient means for their care and training and for the mitigation of some of the effects of their sore infirmity, I may appear too persistent in my efforts and inclined to press forward with too much eagerness and even with importunity; but 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; for by doing so you may smother the voice of your conscience, but you do not discharge your duty to your fellow men or to the community of which you are an honored member and in the midst of which your fortune has been amassed.

May we hope that, instead of throwing away this plea unnoticed, you will peruse it patiently, and that you will take such a warm interest in the cause of the little blind children as would be worthy of the descendants of the kind-hearted and liberal-minded men and women who made Massachusetts renowned all over the world for her philanthropy and proverbial generosity?

THE ENDOWMENT FUND IS NOT YET RAISED.

The sum of \$33,879 is needed for its completion.

But time passes;
Year after year goes by and yet the work
Is not completed.

—LONGFELLOW.

The appeals for aid, which we have been obliged from time to time to address to the public, have met with good success. They have brought the various

needs of the kindergarten to the notice of thousands of benevolent people, and have caused a fair number of them to take an active interest in the education of the little blind children and to become annual subscribers. Thus the immediate result of constant agitation has been a substantial increase in the receipts for current expenses,— a fact which is very encouraging, and affords us abundant reason for rejoicing as well as calling for the expression of our sense of profound gratitude to our kind helpers.

But mingling with the psalms of praise and of deep thankfulness for what has been achieved in this direction there runs a strain of positive uneasiness and of biting anxiety about the future. We cannot overlook the fact that yearly contributions, most valuable as they are as temporary expedients, do not constitute an absolutely reliable source of income. In the natural order of things they are shifting and ephemeral rather than firm and permanent, and it would be lamentably unwise on our part to put full trust in them and to depend upon them forever. Therefore the only sure and safe way to carry on the work of the education of the little sightless children and to maintain it on its onward course is to complete the endowment. This alone is beyond the vicissitudes of circumstances and the caprices of fortune.

That the completion of this fund is indispensable to the life and development of the infant institution, there is no room for doubt or for discussion. Indeed, in the light of reason and experience it is no exagger-

ation to state that an unfailing source of sufficient income to meet regularly all necessary demands is a *sine qua non* condition not merely of the growth of the little school but of its very existence. Only an adequate endowment, well invested and prudently managed, can meet regularly every liability, and, by being steadily at work day and night, rain or shine, it will continue to furnish the kindergarten with the motive power of its progress and with the main stay of its perpetuity. There seems to be no safeguard equal to it, and until we obtain it we cannot possibly free ourselves from a feeling of insecurity nor from black visions of apprehension for the future. Moreover, without it the usefulness of the establishment will be most seriously impaired, and probably deterioration and decadence will gradually set in and do their worst. No educational enterprise can prosper and thrive by depending upon the fruits of spasmodic movements made in its behalf. However successful these may be at first, when the warmth of enthusiasm is still at its height and the newness of the undertaking is not yet worn off, they gradually become tiresome, undesirable and more and more distasteful to the community. Finally they lose their force, and cease to be effective.

Through the generous contributions of some of the staunchest friends of the little blind children the sum of \$11,446 has been added during the past year to the endowment fund, and the balance, which still remains to be raised for its completion, is \$33,879.

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 implore you, for the sake of the tiny sightless boys and girls, as well as for blessings which such generosity will bring to you and to your own children, not to allow another period of twelve months to elapse without putting the capital on such a magnificent column as this endowment fund is. The famous pyramids constructed by the ancient Egyptians in the valley of the Nile are unquestionably great and enduring works, which seem alike to be indifferent to age and to defy the effects of time; but those good people who shall consecrate a part of their wealth to rescue the innocent victims of one of the severest of human afflictions from the depths of misery and corruption, and to elevate them in the social and moral scale, shall build even greater and more lasting monuments than all the proudest piles of granite and of bronze.

At the present time there is probably no single field in our community where private endowments could bring greater relief to suffering humanity, or would, as the years roll on, reflect a more lasting honor on the giver than those made for the benefit of the little blind children.

SUPREME NEED OF ADDITIONAL ROOM.

Give ample room and verge enough.

— GRAY.

The kindergarten buildings are again filled to overflowing and crowded to their utmost limit. There is not a nook or corner in them that has not been utilized. We have at present 64 children in attendance, while more than a dozen others are anxiously waiting opportunity to occupy any vacancies which may occur during the year.

When the two houses now in use were planned, each of them was calculated to provide room for 38 or 40 inmates, all told, and every one of the internal arrangements was made accordingly. Both health and safety demand that the maximum number shall not be exceeded; yet we have already gone beyond it. Circumstances have forced us to receive more little girls than we were warranted in doing by the extent of our accommodations; and, as there was not space enough to put more than two beds in each of the tiny sleeping chambers, we have had recourse to the mischievous practice of using cribs for the smallest children.

It was with profound regret that we were obliged to resort anew to such objectionable expedients; but we could not help it. It would take a heart of granite to postpone indefinitely the admission of a neglected child, and allow him to remain in the slums, and —

Forever with corruption there to dwell,—

exposed to innumerable vile influences, which tend to stunt the body, to dwarf the mind, to poison the soul, and finally to permit evil propensities and vicious habits to become so strong and so firmly rooted as to render the task of their eradication later in life a Herculean one, if not entirely hopeless.

In view of this state of things, the problem of an increase of accommodations calls upon us at this time with commanding emphasis, and demands a prompt solution. For the sake of the blessed work which the kindergarten is doing with marvellous success for the salvation of the most afflicted class of little children and their emancipation from the bonds of one of the most grievous calamities in the lot of man, it is of the utmost importance that steps should be taken at once to answer the pressing question of providing additional room not only favorably but immediately.

Is it presuming too much upon the liberality and tender-heartedness of the wealthy members of our community to expect that a sufficient number among them will join hands on such an occasion as this, and contribute the whole amount which is required for the construction and equipment of two new buildings? Who will stir first, and take the lead in this matter? Who will come forward with a gift so generous as to induce others to follow his example and do likewise?

DEATH OF FRIENDS OF THE KINDERGARTEN.

They throng the silence of the breast,
 We see them as of yore,—
 The kind, the true, the brave, the sweet,
 Who walk with us no more.

—JOHN W. CHADWICK.

During the past two years death has made sad havoc in the ranks of the warm friends and liberal supporters of the kindergarten. In the list of those who were taken away from us are included the names of the Hon. Leverett Saltonstall, Mr. George Washington Wales, Miss Helen Curtis Bradlee, and Mrs. Ellen M. Baker.

These dear friends have been so constantly mindful of the welfare of the little sightless children, and so thoroughly devoted to the interests and success of the infant institution, that I cannot refrain from paying in my humble way a loving tribute to their memory, and from giving utterance both to my sense of gratitude to them and to my high appreciation of their blessed lives.

Mr. SALTONSTALL was a noble example of the typical thoroughbred gentleman of New England. He was a man of the most incorruptible integrity and of the finest public spirit. He was tender as he was just, lovable as he was dignified, helpful as he was conscientious. His uprightness was as undeniable as his ability. Kindness was the law of his life, truthfulness the foundation of his character, sympathy the root of his nature and benevolence the

flower of his manhood. No truer, sincerer, more honest, more courageous, no more consistent man has lived in this community than Leverett Saltonstall. The following words of the poet are peculiarly fitting to him : —

How pure at heart and sound in head,
With what divine affections bold.

MR. GEORGE WASHINGTON WALES was a man of high social standing, of firm convictions, of fine taste and of genial disposition. His bearing was instinct with honor, and in his every gesture one might espy manliness and veracity. Hospitality was the very essence of his nature; indeed, it was his grace and his attraction. Thoughtfulness and kindness, combined with strict integrity and with a high sense of duty, made him an important factor in the circles of society and usefulness in which he moved. Only those who had the opportunity of associating closely with him could know his worth, and these are bitterly grieved to feel that they hope no more for his hearty greeting, for the welcoming glance of his eye and the warm grasp of his hand and for the manifestation of his interest in their work. His manner was charming; without being effusive, it was frank and cordial; while dignified, it was free and easy. -

A simple but most appropriate funeral service was held over the remains in the beautiful library of his residence. Here the casket was imbedded in an abundance of exquisite floral tributes, which bespoke the affection and appreciation of his relatives and ad-

mirers; and to the multitude of friends, who stood sorrowfully about his bier, the following verses, written by one who knew Mr. Wales perfectly well, were read by the minister:—

To pass through life, beloved as few are loved,
To prove the joys of earth as few have proved,
And still to keep thy soul's white robe unstained,
Such is the victory which thou hast gained.

How few like thine the pilgrim feet that come
Unworn, unwounded, to the heavenly home!
No task to go, no anxious wish to stay,
No childish terror of the unknown way.

Out of a life of holy thought and prayer,
Yet full of human tenderness and care,
Undimmed in lustre, and unchilled in love,
Thy spirit passed to cloudless light above.

In the far north, where over frosts and gloom
The midnight skies with rosy brightness bloom,
There comes in all the year one day complete,
Wherein the sunset and the sunshine meet.

So in the region of thy patient faith
No hour of darkness marked the approach of death,
But ere the quiet evening was withdrawn
Fair flushed the light along the hills of dawn.

A legacy of five thousand dollars is the tangible proof of Mr. Wales' attachment to the kindergarten, with which his widow entertains an active sympathy equally as warm as his.

Like Dr. Andrew P. Peabody and Mr. John Sullivan Dwight, both Mr. Saltonstall and Mr. Wales took a profound interest in my work, and while I was in their presence, be the occasion or emergency what

it might, I felt that I was surrounded by that charming and encouraging influence which radiates solely from genuine friendship and loving hearts.

MISS HELEN CURTIS BRADLEE will be forever remembered as one of the most generous friends of the kindergarten. The sum of her donations amounted in all to \$50,000. Of this sum, \$10,000 were applied to the construction and equipment of the new buildings, and the remaining \$40,000 were invested, in accordance with her wishes, as a permanent fund. By these munificent gifts her name has been enrolled among those of the great benefactors of the blind, and the gratitude of generations of little sightless children has been secured to her. Although she was widely known through her large benefactions, and warmly praised, she was invariably clothed with charming humility. In her quiet and unostentatious way she set a most conspicuous example of genuine philanthropy, which gives to wealth its largest dignity and lifts it to its highest uses. Hers was —

A soul that blossomed into deeds
With human good and human blessings fraught.

In the death of Mrs. ELLEN M. BAKER the kindergarten lost another of its best friends and constant helpers. Mrs. Baker possessed all that is lovely, gracious and virtuous, all that is praiseworthy and of good report in woman. Generous, gentle, benevolent, kind-hearted and unselfish, commanding the

respect of all who knew her noble character and liberal disposition, she will be sincerely missed by many whose lives have been blessed by her friendship and thoughtful assistance. Of her deep interest in the amelioration of the condition of suffering humanity no better and more convincing testimony is needed than that afforded by her will, whereby the kindergarten, in company with three other beneficent institutions, has been made residuary legatee of her estate.

Peace be to her sweet memory!

It is hardly needful to say that, of the many blessings which have befallen the kindergarten, there was none greater and more highly valued than the friendship and devotion to it of a large number of noble benefactors, who will be forever remembered with love and gratitude, and among whom those above named hold a foremost place.

GIFTS AND BEQUESTS.

Bearers of sunlight and gladness,
 Faithful in shadow and sadness —
 The path of the day is diviner
 Wherever their light may be.

— MARY MAPES DODGE.

The brightest pages of the annals of the kindergarten are those in which are recorded in the spirit of profound gratitude the gifts and deeds of the great benefactors of the little blind children.

The names that have been indelibly inscribed on

the shining pages of this roll of honor during the past year are those of Mr. and Mrs. Royal W. Turner, late of Randolph; Mr. Benjamin Pierce Cheney; Mr. Albert Glover; Miss Sarah L. Marsh, late of Hingham; Mr. Moses Kimball and Miss Betsy S. Wilder.

MR. ROYAL W. TURNER was one of the earliest and warmest friends of the kindergarten. He died five years ago, and left to it a legacy of \$3,000, and also one-fourth of the residue of his estate, amounting to \$21,079.83, to be paid after the death of his widow. This event took place in June, 1895. Thus the total sum received from his legacies is \$24,079.83. In addition to this amount, his late widow, Mrs. MARY B. TURNER, who never failed to show a cordial sympathy with the cause of the little sightless children, bequeathed \$5,000 to the kindergarten, with a further provision in her will that one-fourth of the residue of her estate should go to it.

MR. BENJAMIN PIERCE CHENEY, one of New England's typical business men, upright, clear-headed and far-sighted, contributed a large sum to the printing fund in 1882. Since that time his friendly interest in the education of the blind has been unabating, and it was finally crystallized in a legacy to the kindergarten of \$5,000, which his worthy son has already paid to our treasurer.

The dearest and most helpful of our older friends, Mr. JOSEPH B. GLOVER, gave to the kindergarten \$1,000 from the estate of his late brother, Mr. ALBERT

GLOVER, this sum to be invested as a permanent fund in memory of the latter. From the same source we have also received in railway securities the amount of about \$1,840, which is to be kept invested forever under the name of the *Glover Fund*, and only its annual income is to be used for the benefit of children who are both blind and deaf.

MISS SARAH L. MARSH of blessed memory was for several years one of the regular contributors to the kindergarten, and at her death she bequeathed to it \$1,000. An equal amount has come to it from the executors of the estate of a noted citizen of Boston, the late MOSES KIMBALL, who was for a long period of time associated with Dr. Howe as a member of the state board of charities. The infant institution was also kindly remembered in the will of the late Miss BETSY S. WILDER by a bequest of \$500.

Moreover, the chorus of living friends and staunch supporters, who take a systematic and unfailing interest in the cause of the little blind children, and give to it annually, although somewhat smaller than formerly, still constitutes one of the firmest pillars of its support. During the past year it included such well-known philanthropists as Mrs. William Appleton, Miss Edith Rotch, Mrs. Annie B. Matthews, Miss Sarah M. Fay, Mrs. J. Huntington Wolcott, Mrs. William H. Slocum, Miss Eliza A. Haven of Portsmouth, N. H., Dr. J. Theodore Heard, Mrs. Mary E. Ferris, Miss M. E. Ferris and many others who are mentioned in the list of acknowledgments.



WILLIE ELIZABETH ROBIN.

The names of these benefactors are written in golden letters in the history of the kindergarten and deeply graved on the hearts of the blind. They will be praised and blessed for all time to come.

WILLIE ELIZABETH ROBIN.

Beautiful as sweet!
 And young as beautiful! and soft as young!
 And gay as soft! and innocent as gay!

— YOUNG.

The accounts of the education of this interesting girl have become so intimate a part of the history of the kindergarten that it is with keen regret that we realize that the chapter of her doings here recorded is the last one which will appear in the reports of the infant institution. The swift recurring months have borne Willie out of the realm of childhood into that of youth. She is now past twelve years of age, and she has become a tall, comely, handsome girl, richly endowed with health and with rare graces both of mind and of body. The kindergarten has been her home for nearly six years, "six drops of time!" as Matthew Arnold puts it, — and what has been accomplished for Willie in this short period of time both by active effort and through the silent but potent influences which have surrounded her must be estimated as of no slight value. The atmosphere in which she has lived has been a healthy one, and her growth has been simple and natural, without the stimulus either of praise or of flattery. She is now fully prepared to

take up the work in the institution at South Boston, to which she has been transferred, and to occupy a place of equal rank with other girls of her own age.

Some of the conditions under which Willie has been laboring during the past two years have not been favorable to marked achievements, but she has on the whole made steady progress. She has worked faithfully, and has won the love of those who have had to do with her by the admirable spirit with which she undertook to perform all the tasks assigned to her.

We have good reason to rejoice over the blessing of abundant health and exuberant spirits which Willie enjoys. In her case it may be said with perfect propriety, that a sound mind dwells in a vigorous body. In personal appearance she is as beautiful and as attractive as ever. Her face is a picture of loveliness, and bespeaks the true womanly nature which is gradually unfolding within her.

While the kindergarten sustains a positive loss in the withdrawal of Willie, she herself will be vastly benefited by her transfer to South Boston, where her intellectual development will meet with no check nor hindrance, nor will any adverse influence be suffered to affect the sweetness of her disposition and the purity of her moral nature. Her education will be carried on in the same sensible way as in the past, without notoriety or parade, and the fine characteristics which are so marked in her case will be cultivated with due care, so that they may yield rich fruitage.

Our kind and helpful friend, Miss Laura E. Poulsson, has placed us under renewed and lasting obligations by consenting, at my urgent request, to prepare a concise statement of Willie's education during the past twelve months. Miss Poulsson has written these accounts for several years, and we were perfectly justified in expecting from her facile pen something at once clear, forcible, elegant and accurate, even to the minutest detail. It is needless to say that in the present instance, as on all former occasions, she has not disappointed us. As usual, she has spared no pains in doing her work in the best possible manner, and she has met with marked success. Her language is excellent, her style lucid and graceful and her narrative attractive. Both the incidents of Willie's life and the different phases of her training are charmingly and impressively presented by Miss Poulsson in the following pages.

The past year in Willie's education has been chiefly one of review, because, as was explained in the last report, it was necessary to prolong her stay at Jamaica Plain, owing to the lack of room at South Boston. It is gratifying to say, however, that this has not been altogether to Willie's disadvantage. In her various studies she has been enabled to go over the ground more thoroughly, and in all her work it is evident that her mind has grown more mature. From each study as a centre there have been more and stronger radiations; and from a new centre, that of history, good beginnings have been made.

Willie entered upon the year's course with an eager desire to do well, and she has been, on the whole, faithful to her purpose. The sheaf of written work is much fuller and

riper than that of last year's garnering. Much of it is the reproduction of what has been taught her in geography, zoölogy, history and biography, and is well expressed and written with sufficient ease to allow more amplification than was possible before.

As a beginning in the study of American history, she has been told stories of colonial days, and has written very readable accounts of *The Boston Tea Party*, *The Indians*, *Indian Troubles*, *George Washington*, *Roger Williams*, *William Penn*, *Benjamin Franklin*, *The French and English*, and a story of the Acadians, which she calls *Driven into Exile*.

She is fond of this branch of study, but, like Edith Thomas, her imagination is most fired and her zeal for study most awakened by geography. Her reproductions of the geography lessons are extremely good, and the scope of subjects may be seen in the following list, which is a characteristic though not complete showing of what she has done: *The Oceans* (first in general and then in particular), *Shores or Coasts*, *Rivers* (in general, then several in particular), *East and West Indies*, *Holland*, *Switzerland*, *Greenland*, *Volcanoes*, *Vesuvius*, *Japanese People*, *Forms of Water*, *Coal*.

Willie delights in an atlas with raised maps which has been given to the kindergarten, although she has as yet only a confused idea of its power of representation. Feeling over the Pacific Ocean on the map, she wondered if whales were pictured swimming about in its waters for normal eyes to see; and when Texas, her native state, was presented to her touch, her heart was stirred and her mind was spurred into eager activity. In her imagination she was among home people and home surroundings again. Ten raised dots, representing the ten principal cities, at once took the form of life, and she cried out enthusiastically: "Oh, here are five people *besides* my father and mother and sisters and brother!" An indentation of the coast line marked the post-office, according to her fancy; "I used to go to the post-office," said Willie, to prove that she knew what she was talking about. As for the rough projections on the western side, meant for mountains, what

were they but the rock house,—that primitive home of her earliest childhood, about which so many of her dearest associations cluster, and where she lived closer to nature than she has ever done since! Ah, the rocks and the grass! Ah, the sweet, healthy rudenesses of that first farm life! With the discovery of the rock house, Willie's excitement and joy burst bounds. She was in class, but she grasped the hand of the little girl next to her, and said: "See! This is Texas,—my home!" Then, with the air of a landed proprietor on his private acres, she led the little girl all over Texas, so to speak, and pointed out what she thought were the principal places of interest.

It must be with a rueful sigh that the teacher draws herself together to demolish all these happy imaginings; yet duty sternly enjoins it. The individual dots, even to that one which stands for Robbie, the little brother, must be metamorphosed into unknown and widely-separated cities. An inundation from the Gulf of Mexico must sweep over the familiar post-office and convert it into a big bay. And the rock house, — yes, the rock house also, with all its dear memories of domesticity, must swell into gigantic proportions and cleave itself into distant mountains and hills.

An Herculean task. Yet tenderness and skill effect it, preserving, in spite of all these transformations into the great and far, the child's precious sense of the personal and near.

Zoölogy has had its fair share of favor from Willie, in spite of the two newer claimants. She has written reviews of what she has learned about the *Bat*, *Porcupine*, *Hedgehog*, *Frog*, *Crab*, *Butterfly*, *Spider*, *Scorpion*, *Fishes*, and besides these a few reproductions of stories relating to animal life.

In reading she has gained greatly. She has read aloud regularly from the embossed page and has improved very much in smoothness and rapidity of utterance. Being less hampered by the medium, she has comprehended more clearly the subject-matter, and consequently has read with more interest and expression. Susan Coolidge would surely be glad to know of the delight which Willie, as one among

her numerous girl readers, has taken in that charming story of *What Katy Did*.

Willie can now express herself in articulate speech with considerable freedom. She is fond of talking, and is understood easily by all who habitually associate with her and to a greater extent than heretofore by friends not living at the kindergarten and by strangers. Some sounds cannot be uttered without a struggle, perfection ever fleeing ahead of attainment. The sound of *g* has presented much difficulty. Wearying of the correction of its pronunciation, Willie pleaded with her teacher for cessation of effort: "I have a way to say it and it is much easier than your way. *Please* let me say it *my* way."

Like the other girls, she learns poetry "by heart," and recites it. She does not learn it easily, but she has mastered during the past year, *The Fringed Gentian*, *My Shadow*, *The Double Sunflower*, *The Legend of the Christmas Rose*.

One day, when Willie showed particular marks of distaste for the study of the poem, her teacher remonstrated with her, and received the response which Willie was evidently gratified to give: "Oh, I *hate* poetry." On being reproved for the expression, she excused herself by saying: "But I read in a book about a little boy who said he hated geography, and I hate poetry."

In reading verse her attention has been drawn to the rhyme, and she generally answers correctly when asked to find rhymes for given words. Just before St. Valentine's day the other little girls were composing inscriptions for the valentines they were to send, and Willie was asked if she wished to do the same. With the modest statement, "I will try to write something like poetry," she set to work. "On one line I will write about the birds, and on the next about the violets, and on the next about the snow." She wrote three valentines, one for each of her sisters and one for the little brother Robbie. There was a noticeable similarity in style and sentiment in these, as in the bulk of valentine effusions, but the one for her sister Bonnie was the best.

Soon the birds will be singing sweetly in the trees,
 And violets will be waving in the breeze.
 Soon the snow is falling,
 And St. Valentine is out calling.

To show how well Willie can express herself at present, we give her own description of how she spent her twelfth birthday at the summer home of her faithful friends, Mr. and Mrs. Albert T. Whiting, at Hingham, and also a letter to a friend. Willie's handwriting, like that of the other blind children, is rectangular in character. Her manuscript is unmarred by corrections or mis-spelling, and is really handsome in appearance.

ABOUT MY BIRTHDAY.

On the twelfth of July in the morning Mrs. Whiting came to my bedside and said: "What day is this?" Then I got up and dressed and went down to breakfast. After breakfast I said to Mrs. Whiting: "I will look around now."

I went to the sitting room and looked. Then I went to the parlor. Then I found some presents on the piano. I took them to Mrs. Whiting and opened them. It was a silver pin from Mr. Whiting and a dollar which a lady gave to me. Then I went to the kitchen and Maggie, the cook, gave me a cake of soap and a handkerchief from Nora. Later in the morning I had a caller. I forgot to tell you that my mamma and brother and sisters came to see me! They were only pictures, but I played they were alive.

In the afternoon we drove to Downer Landing and we saw a little girl walking by with her mamma, and we took them in the carriage and drove them to their house.

Then we went home to have my birthday dinner. I had a cake; it was very nice.

This is the end of my birthday story.

JAMAICA PLAIN.

DEAR MR. BANERJI: Thank you very much for your letter you wrote to me. I was very glad to hear from you. I have

your picture in my room and I am going to take it home Saturday to show to Mrs. Whiting.

I will be twelve years old the twelfth of July.

I like horses and cows, and some dogs that are nice. I like cats, but not wild ones, or wild animals.

I heard about India in geography. I studied about some of the countries.

I try to be good all the time.

Do you like sheep? My papa has a great many of them.

I have been on a ship once but never sailed on it. But I know a man who is a sailor. He sails on the "Enterprise."

I will give your regards to Mrs. Whiting.

Now I must close with much love.

From your little friend,

WILLIE E. ROBIN.

In a note to Mr. Anagnos, Willie mentions having sent a letter in Braille to Edith Thomas, and says naively: "It was very nice, indeed. I learned to write Braille myself here, but last fall Miss Smith taught me how to begin it. Can you write Braille?"

Willie is inclined to be prompt about most things, but not about letter writing. At one time a pencil that was "way up" (dull) turned her aside from the dutiful course of finishing a letter which she had commenced. Again, when she should have written a letter to her mother, it was put off with: "I am so busy now, I am afraid I can't;" but this was followed by a feeling of self-reproach so strong as to cause her to leave what she was deeply interested in and seek out her teacher, saying: "I always think a great deal of my mamma, and I love her a great deal and want to see her; but I will get ready to write after dinner."

Notwithstanding these epistolary shortcomings, which are really very slight, considering the amount of writing she is obliged to do, Willie has the punctilio of a Lord Chesterfield about letters of acknowledgment. Her sense of what is due from others as well as from herself in this respect was displayed rather comically in one instance. She had made a pair of slippers and sent them to a distant friend who had shown her many kindnesses. The non-arrival of

the expected acknowledgment in what she thought an extremely ample interval of time brought forth a comment of wonder from Willie. Miss Smith suggested excuses for the delinquent friend. "But," insisted Willie, "she could write me just a postal and say

DEAR WILLIE: Thank you for the slippers. They fit me.
Your friend, Mrs. X.

She needn't write a long letter."

Willie's work in arithmetic this year has been principally in reduction of mixed numbers and general problems on the fundamental rules. She has done very well indeed, but she has small liking for the study. It is only at the stern call of duty that her "ciphering" is done. When she wrote her last composition on Friedrich Froebel, she mentioned that he did not like school very much, but was fond of arithmetic. In the enumeration of his qualities and abilities, this strange, incomprehensible liking had evidently riveted her attention.

Willie has also done well in sloyd (sewing and knitting) and in gymnastics. Her health continues excellent, and she is the same lovely, attractive child that she has always been, in appearance and manners.

With the new school year a new epoch in Willie's life begins, for she starts upon a course at South Boston which will carry her into womanhood. In leaving the kindergarten at Jamaica Plain, where she has gained a development truly wonderful, and whose blessings she repays by a most faithful love, she has put away childish things and entered upon the period of youth. She is no longer the "big girl" among little children, but a beginner, one of the younger learners, in an atmosphere of higher knowledge. It is hoped that devoted and skilful teaching, much loving, and earnest, self-sacrificing effort may render her coming years happy and filled with high endeavor.

The kindergarten wishes her God-speed and the Perkins Institution receives her with its heartiest welcome. She will have the best that it can give.

Miss Vina C. Badger, a trained kindergartner, has been appointed special teacher to Willie, in place of Miss Marion G. Smith, and has entered upon her duties with commendable zeal. For some time past Willie has been in need of an energetic and intelligent companion, an industrious helper, a conscientious instructor and a wise guide, and we have every reason to believe that in Miss Badger we have found just the person to meet these requirements.

THOMAS STRINGER.

A form well-fashioned, strong and tall,
A face all manliness.

—JOAQUIN MILLER.

The likeness of Tommy which is given in the opposite page shows clearly that the changes which have taken place in the condition of this remarkable child are very striking and that the rapidity of his physical and mental development is truly marvellous.

Five years ago the prospects of this hapless little boy were extremely gloomy. There seemed to be no hope of his deliverance from the double-walled prison of total darkness and mournful stillness. Born to poverty, he had no one who was able to undertake the task of providing the means for his education; and, as there was no suitable place in his native state where he could be received and have proper care, he was about to be irrevocably entombed in one of the almshouses of western Pennsylvania, where he would



TOMMY STRINGER.

no doubt have dragged out a miserable existence to the end of his days, vegetating stupidly and groping around aimlessly with his arms outstretched. Such a fate would have proved nothing less for him than a moral and spiritual death, which is immeasurably worse than mere physical dissolution.

Thanks to the thoughtfulness and humanity of the late William McCreery, president of the board of trustees of the Allegheny hospital near Pittsburg, Tommy was saved from this awful doom. He was brought to us, helpless as a baby, and wrapped in a blouse, by a kind nurse on the 8th of April, 1891, when he was just four years and nine months old.

At the time of his arrival in Boston the unfortunate child was nothing more than a mere mass of living, breathing clay; a helpless little animal, apparently without great intelligence, and not unlike a puppy in some of his instincts and characteristics; a sentient being in human form, disinherited of his human estate and devoid of the slightest idea of the world around him. No ray of light, no wave of sound, could reach him. Afflicted childhood could hardly present a more pitiable and hopeless wreck than he then was.

As soon as Tommy entered the kindergarten he was placed in charge of a special teacher, who devoted all her time to him, and the work of emancipating his mind and soul from their horrible incarceration began at once. His deliverance from the bondage of this death was the object kept constantly in

view, and for its attainment different methods and processes were eagerly tried one after the other. Indeed, nothing was omitted which could by any possibility help to ransom the tiny captive of darkness and isolation, to kindle his intelligence, to rouse his energy and to remedy the dire effects of the savage ravages committed upon his senses by the cruel hand of fate.

Through the loving care and the rational training which Tommy has received under the genial roof of the kindergarten, he has undergone a radical transformation, which may be properly characterized as a sort of *re-creation*. From the puny, inert, languid, indolent, half-witted, unpromising little creature there has been evolved a fine boy,—bright, energetic, manly, instinct with life, erect in stature, innocent as a lamb, frolicsome as a kitten, full of fun and ingenuity, and not destitute even of a tendency to mischief. As a lily is free from the impurities that lie at its root, so has Tommy escaped the inheritance of any moral taint. Intelligence, affection, will-power, generosity, strict honesty,—all these qualities are very strong in him. He seems like another being, and his marvellous development bears living testimony to the efficiency and beneficence of the work of the kindergarten.

Tommy has always taken great delight in the use of tools, and this taste is turned to good account in the sloyd work, which he has just taken up under the instruction and supervision of Mr. Gustav Larsson.



TOMMY STRINGER AT SLOYD WORK.

It does one good to see the readiness with which the dear boy grasps the idea of what is required of him, and the dexterity with which he executes his tasks. His delicate touch reveals to him at once the defects which a piece of work shows, or its complete finish, as the case may be. Manual training is bound to be henceforth an important factor in his education.

A detailed statement of how Tommy has been taught and of what he has accomplished during the past twelve months is herewith submitted. This account, written with scrupulous care by the same skilful pen which has performed a similar task in previous years, is admirable in every respect. It is in the main a résumé of the journals kept by the child's teachers. These contain a daily record of his progress, and are very creditable to the judgment and diligence of his instructors. These materials were as usual placed in the hands of our dear friend and willing helper, Miss Laura E. Poulsson, and from them she has winnowed a most interesting story, which is packed full of information, given in a fresh and attractive style, and in which there is not a dry sentence nor an incorrect nor a careless statement. Miss Poulsson has the happy faculty of grouping details effectively and of drawing a picture in true perspective, conveying to the reader a good idea of the *tout ensemble*. But more remarkable than this is the spirit of absolute veracity and of undeviating fairness in which she deals with her subject. No doubt her heart is flowing with sympathy; but this never

leads her astray from the path of strict accuracy, nor does it tempt her to use in her descriptions any brighter colors than those warranted by the facts, or to pass unnoticed unfavorable incidents. On almost every one of these points there is a marked similarity between Miss Poulsson and Miss Frances S. Marrett, the writer of the annual accounts of Edith Thomas. Here is Miss Poulsson's charming narrative of Tommy's achievements and failures.

Tom's health having been unusually good this year, his school work has gone on almost without interruption, and excellent progress has been made.

READING AND ARTICULATION.—Although his reading and talking are done mostly through the use of the fingers, much effort is spent upon his articulation, and he can speak many words with tolerable clearness when he chooses to make the attempt. He is also exercised in reading from the lips. However, since he perceives as yet no advantage in oral speech, he has at best only a forced interest in it. Various means are devised to call out his powers in this direction. In each morning talk he is required to articulate an original sentence, and repeat it until the other boys can understand what he says. An original sentence is also required as part of the articulation lesson. Some of these sentences were as follows:—

The steamboat is going jerk. Parker likes popcorn. The boys are march-[ing]. The pig is [has] sour milk. The ham is in the pig. Willie Robin is in the school-room. Do you want to go to the park? The acorns and boats and pond and wharf are in the park.

Some sentences that Tom volunteers are curiously mixed in their grammatical constructions; as: *September has gone soon. Mrs. B. is going to coming.* When he wanted the stopper taken out of a bottle, he said: *Please give me it off.*

Articulation is also *de rigueur* at table in asking for things

to eat. There is often a strong contest between the desire for food and an aversion for articulate speech, and the pudding is still an important disciplinary ally when he has an attack of obstinacy at meal time. Its arrival will sometimes break up a severe congestion of speech which set in perhaps as early as the soup course, and Tom will then utter in his best pronunciation, and with amiable smile and tone, the belated request: "Please give me some soup?" following this up with prompt, well-uttered requests, calculated to produce the intervening dishes in time for him to despatch them and get a share of the coveted pudding.

Another way of inducing Tom to use articulate speech is by having him commit to memory some of the little poems which the other boys learn. Strange to say, he memorizes easily and remembers well. In this way he has learned *Good morning to the sunshine fair, Mrs. Pussy* (from the Fingerplays), a Santa Claus song, also some verses about the Farmyard, which the children sang at the exercises in the Boston Theatre, and some others about Grasshopper Green, learned in connection with his zoölogy.

Tom's reading (by means of the fingers and not through articulation) has been in the *Fifth Book, Fables for Children* and *Black Beauty*. The first was an old friend. The second interested him greatly on account of the animal life depicted in it, and because it contained an index which he learned how to use. To find a title and page in the index, and then turn back and verify the reference, fascinated him for a long time. *Black Beauty* was his first story of any length, and he has taken much pleasure in it. Each day the substance of the preceding reading was talked over, and the continuity of the story thus preserved. The large size of the volume gave Tom quite a sense of importance in reading from it. After the novelty of this had worn off, however, and at some of the more difficult parts of the story, his attention flagged, and so one day, when he persisted in playing instead of attending to *Black Beauty*, his teacher exchanged that book for a small and easy one, requiring him to read the same little story over and over, until, from sheer disgust at the

simplicity of the tale and its tiresome repetition, he was glad to plead for a return to *Black Beauty*. "Be good. Not read in baby book. No, no!"

Just before tea the kindergarten children are read to by the teachers, and Tom has had at this hour the ever fresh and delightful *Seven Little Sisters*. It impressed him more than his teacher realized at the time, as was shown by his references to the characters and facts afterwards in connection with experiences of his own. During the readings he often appeared exasperatingly stolid or inattentive.

WRITING.—Tom is no fonder of writing than he formerly was, but he performs the task with better grace, his principal trouble being at present with articulate speech. The many little notes which he has to write under the pressure of winter work are models of brevity; but his letters, especially in the summer, when he has more leisure, are quite long and interesting. The handwriting is firm, neat and legible. Specimens of these letters are given later on, in connection with his Wrentham experiences.

MORNING TALKS.—These talks have covered a variety of subjects. The children had a box sent to them from Japan, and in examining its contents their interest naturally extended from rice and tea to other foods, so that that subject was pursued for some time. They enjoyed the tasting of spices, and had cinnamon, nutmeg, mace, pepper and ginger in the class. Carpenters' tools were introduced also, and talked of. These interested Tom greatly, as he was familiar with many of them. Zoölogical subjects had a share of attention; birds, in particular,—scratchers, waders, swimmers and perchers,—being examined and studied. Flowers, trees, nuts and leaves had their season also.

NATURAL SCIENCE.—Tom is very much interested in the realm of nature, and his lessons in zoölogy and botany are supplemented to great advantage by the morning talks as well as by his own outdoor observations. The park in Jamaica Plain is his favorite resort. There he gathers acorns, catches tadpoles and learns about trees and many other things. One day while walking in the park he picked



TOMMY STRINGER WRITING.

up some pine needles. These he carefully hoarded until he reached the kindergarten; then he sought out Mrs. Davidson, because the pine needles were "for the boys to see." A branch with leaf-buds upon it he gave to Miss Stratton, "to put in a vase," "to look pretty." He likes to measure the grass and feel of the buds on the trees and bushes. He must also know the names of the trees and bushes, their height, width and any peculiarity they possess; and this not idly, so as to be forgotten, but with true interest and zeal. Pine trees have an especial attraction for Tom. When at Wrentham in the summer he would spend two or three hours at a time wandering in a pine grove, trudging up hill and down, stopping occasionally to pick up a pine cone, and examining every tree with which he came in contact. He tried transplanting a "baby pine," which he pulled up and lugged home. Some tall weeds gathered on other solitary tramps were also transplanted; but they refused to thrive, although he put them in soft garden earth, carefully watered them, and tied them to stakes which he drove close beside them into the ground. In one of his walks on the farm with Miss Brown he asked for a leaf from each tree and bush which they passed. He was so familiar with them that he knew the kinds and their location. When he had collected a dozen or more of the leaves he asked if he might have a book in which to put them. On returning to the house an old book was found; and then, seated on the floor, with leaves, book, pencil and writing board, Tom proceeded to put the leaves "gently" between the pages, writing the name of each at the top of its page. And this was the voluntary pastime of the dear little boy!

SAND AND CLAY MODELLING.—Tom's work in clay modelling has improved somewhat, but is still poor. It does not attract him in the least. But what he has enjoyed exceedingly is his introduction to geography through the medium of sand. First he made a plan of the kindergarten grounds, using toy houses to represent the buildings. Next came Centre street, with rows of shells for the stores and the small figure of a boy to make trips between the kinder-

garten and the stores. Tom tried to see how many different routes the boy could take back and forth, and named the streets traversed. The scope of representation was then enlarged to include all that he could give of Jamaica Plain, not omitting the beloved park. Everything was well located, and it is Miss Conley's opinion that Tom could find his way all over Jamaica Plain if he had the confidence to go alone. From this he started afresh and took a wider field. Jamaica Plain, Roxbury, Boston and South Boston were represented in their relative positions, points of the compass located, and dwellings of friends set down. Next he made a plan of the town of Grafton, where he has friends and of which he has many pleasant memories. Then South Boston was again taken in hand, with the Perkins Institution, his friend Fred's house and several other well-known spots indicated. When reviewing the subject afterwards he remembered not only the general plan but the names of several of the streets.

As an introduction to the study of the division of land and water, he represented a corner of the Jamaica Plain Pond. Then a whole lake was made and its definition given. A river with its banks bordered by trees (geranium leaves) was made to flow into the lake. "The endless story" of the water, from clouds, rain, springs, streams, ocean, back to clouds again, was talked about, and also the qualities of water and its service in daily life. To study the forms of land, mountains were ranged along one side of the sand box, with the sea washing their base. Then islands were formed in the sea, and shell boats, wafted by paper sails, cruised about among them. When the boats touched shore the passengers disembarked and climbed the mountains and walked through the valleys. In later lessons additional forms of land were introduced,—capes, isthmuses, peninsulas, etc.,—and a light-house put on one of the islands. Definitions accompanied all these; but how could definitions be hard to learn under such circumstances? Tom considers geography a fine new game.

The sand box was brought into requisition to vivify one

of the descriptive parts of *Black Beauty*, and Tom took real delight in portraying the scene as he read: "The first place that I can well remember was a large, pleasant meadow, with a pond of clear water in it. Some shady trees leaned over it, and rushes and water-lilies grew at the deep end. Over the hedge on one side we looked into a ploughed field, and on the other we looked over a gate at our master's house which stood by the roadside. At the top of the meadow was a grove of fir trees, and at the bottom a running brook overhung by a steep bank."

ARITHMETIC.—This study is Tom's strong point. His work on the type slate consists of writing numbers, adding, subtracting and multiplying by two figures. In calculating without the slate he is very clever. When asked to add a series of numbers, such as $7 + 6 + 5 + 3 + 4 + 9 + 1$, the answer, 35, is given as soon as the last number has been spelled. He also subtracts in a series like $40 - 3 - 7 - 12 - 2 - 6 - 4$, very readily. For variety a Colburn's mental arithmetic was given him, so that he could read some of the easier questions and answer them. He was much amused at the simplicity of "George has 3 cents and Joseph has 4; how many have both together?"

SLOYD.—Tom has always liked the kindergarten sloyd, and this year he took especial delight in the Christmas presents which he made in class. He tried to get as much extra time as possible for the work by hurrying from the gymnastic class and making an expeditious toilet for dinner, so that he could eke out a spare half hour to spend in the sloyd room after the morning session. His work showed no little skill and neatness.

GYMNASTICS.—In the daily gymnastic hour Tom spends half of the time doing the regular exercises of the class; but during the other half a course of medical gymnastic treatment, prescribed by Dr. Brackett, is followed. This has had most beneficial effects. His hollow chest has been filled out, his general bearing is more free and active, and his whole appearance gives evidence of a fine state of health, with the natural accompaniment of happy spirits. His only

illness during the entire year was a slight attack of mumps in June. This caused him to be kept in bed for about a week, during which time he was a most cheerful and playful invalid.

GENERAL CHARACTERISTICS.—Tom's disposition, good qualities and faults cannot be better illustrated than by recounting, as usual, some of the sayings and doings jotted down by Miss Conley and Miss Brown in their note-books of the past year concerning him. Generally speaking, he is a little fellow of a very happy disposition, though of course the lights and shadows play over his spirit, as they do with other mortals: but the lights predominate.

One day, as he was walking with his teacher, he skipped along so gaily by her side that she said to him: "Are you happy?" "Yes, Tom is fun!" was the laughing reply.

He can always find a way out of a difficulty, either by comical repartee or clever contrivance of some sort. When he sat at the dinner table all bent over, Miss Conley asked him, with the expectation that he would immediately straighten up: "Are you an old man?" Unwithered by the sarcasm, and maintaining the same drooping attitude, Tom imperturbably replied: "Yes. Grandpa!"

If the road in which they are walking is bordered by a stone wall, Tom likes to follow it with his hand; and when Miss Conley objected to this proceeding, on the ground that the edge of a new coat sleeve would get worn by it, Tom in a twinkling had the sleeve pulled up to his elbow well out of the way, and turned to her with a confident air, as if to say: "Oh! I can fix that easily enough."

When starting out on another walk Tom displayed a funny little freak of imitation. He appeared equipped in his hat and coat, but with a handkerchief folded diagonally and tied around his hat so that one corner hung down over his face, completely covering it. "Why, what is this for?" asked Miss Conley. "Veil, like Toad" (one of the teachers), was the reply. "But boys do not wear veils," said Miss Conley. Upon which, Tom, determined not to be outdone, assumed the feminine rôle and declared himself

a girl. But he very obediently removed the veil when assured that the weather was not such as to demand its use.

In the snowy weather, but when the ground was only sparsely covered, he hinted strongly that "Fly" and "Toad" ought to draw him to the park on his sled. When it was explained to him how fatiguing this would be, because the roads were so poorly covered with snow and he was such a big, heavy boy, he yielded without a murmur. But later on he used the same argument while trying to shorten a wearisome articulation lesson, slipping down from his teacher's lap with the quiet remark: "Tom is too heavy."

Having come to class one day without a handkerchief, he was sent to his own room to get it. As his absence was quite prolonged, Miss Conley went to see what he was doing, and found him seated on the floor, with one hand presumably searching for a handkerchief in an upper bureau drawer while the other examined his playthings, in a much more interested manner, in the drawer beneath. When he felt Miss Conley's step, he immediately found the handkerchief and was ready to go down to the school-room.

Being found in too close proximity to an ash-barrel, which he was desirous of investigating, he was told to go and play in the sun. Whereupon, wishing to hold his position, he squeezed his eyes up tightly, whipped out his handkerchief and pressed it to them, remonstrating: "Sun, no! Sun, no!"

Tom's sway is acknowledged by all the other boys, and on the playground he rules them with a rod of iron. If his authority is defied, superior force brings the rebel to quick subjection. The boys are very fond of him,—proof that he is a kindly autocrat,—and will endure any indignity rather than complain and thus "get Tom into trouble," as they express it. He extends his supervision of their manners and well-being within doors also in some cases. In making a trip around the dining-room to dispense some candy which had been presented to him, he laid a piece on each boy's plate and then quickly clapped his hand upon the boy's mouth to see whether the proper "thank you"

was forthcoming. If the boy were slower than Tom thought suitable in saying it, Tom gave him a suggestive shake to hasten matters. Tom always enjoys sharing his good things with other people, and would unhesitatingly give away the last piece in the dish, going without himself, rather than have any other boy left out.

A consideration for the comfort of others is one of Tom's good qualities, and it is shown in many little ways. One day, when Miss Conley was writing in her room, Tom saw that a footstool would be a convenience, so he got one and put it under her feet.

Miss Conley turned her ankle on a stone while they were out walking. "Dog? Hurt?" inquired Tom, remembering an experience of his own when a dog ran against him. Then he remarked: "I am sorry."

On a spring-like day, when winter clothes first began to be burdensome, Tom felt very warm during his walk, and realized that spring was at hand. "Fly" (Miss Conley) "will put on small coat and straw hat soon?" he asked on his return.

Going to visit at Miss Conley's home, he greeted the several members of the family in different ways; evidently having standards of his own by which to gauge the degree of ceremony. "Grandpa is old," he said, before greeting the eldest member of the household; "sick; gently, gently," and there was no jumping into his lap or attempting to engage in rough play, as with some of the others.

Again, on a visit to the same place, one of the gentlemen had gone to his room to rest, and Tom wanted to follow and have a romp. To Miss Conley's "no," Tom replied firmly: "*Yes, go.*" But when told that his friend was very tired and needed to rest, Tom sat down with a sweet little "yes; be still," took his book and did not once again tease to go.

Tom has a warm heart, and is an ardent lover of his friends. Each return from Wrentham has been of late followed by a fit of homesickness, his depression of spirits ending in a quiet cry after he has gone to bed. A reference to Wrentham, and the suggestion that Miss Brown's family

might not desire the presence of a little boy who would not work and behave well, has helped him out of a naughty frame of mind when nothing else would seem to avail. At a most discouraging articulation lesson, in which he persisted in giving all sounds but the correct ones,—those which he did give being accompanied by a snarling whine and cross expression of countenance,—Miss Greeley happened in, and remonstratingly said that if he did not try to talk and work better, Mr. Brown might not like to have him come to Wrentham in the summer. This, in addition to the deprivation of pudding for dinner, induced him to improve. Meeting Miss Brown in the hall shortly after the lesson, he made many promises of good behavior, and began to rehearse some of the words he had refused to utter before. They were then said so plainly that any one could have understood him.

At another time, when he had been openly rebellious during the evening reading, Miss Conley said: "Miss Brown and Parker will not love a little boy who does not mind." This acted like magic, and he instantly obeyed. After reading for some time, Miss Conley took a look at Tom, and was surprised to see big tears rolling down his cheeks. With a sob, he spelled "Parker, Parker; bad boy, not mind." Still again at the supper table his eyes filled, and in answer to the question, "what is the matter?" came "Parker, Parker!" The fear of losing the affection of his beloved friend was still pursuing him.

When at Wrentham Tom was left alone with Mr. Brown one evening, and, though told twice to go to bed, he began to play with his buttons in the closet. Mr. Brown then led him to the stairs and sent him up to his room. In the morning Miss Brown reminded Tom that he had been told twice to go to bed the night before, and had not gone. By the look which came over his face, Miss Brown instantly saw that he had not comprehended the command, owing to Mr. Brown's lack of practice in speaking with his fingers; and she was still later reassured in her opinion by his going voluntarily to Mr. Brown and spelling, "I am sorry."

Tom is still devoted to his schoolmates, Lyman and Fred, and when he went over to South Boston on Washington's birthday he was overjoyed at meeting the boys who had been promoted from the kindergarten to the parent institution, among them Fred. During the exercises in the boys' department he was told that Fred was in the hall. Fred present and not with him was a thing scarcely to be endured, and every few minutes his little voice would ring out: "Fred! Fred!"

He took part in the operetta at the girls' department, and sat at the top of a step-ladder, apparently among the branches of a pine tree, whittling. He handled the knife so carefully that no one could fear that he would hurt himself. Willie Robin and he were near each other in the operetta, but there were such indications of a romp that it was thought best to separate them.

For little Homer, the five-year-old child at the kindergarten, afflicted like himself, Tom evinces a protective care, seeming to understand his helplessness. Homer possesses a fascination for him, and Tom likes to be with him and find out what he is doing. He followed him into the dining-room once at supper time, and seated himself to follow Homer's movements. After asking what Homer was eating, he took the fork and began to feed him, conducting the food from the plate to the mouth of the wondering child with an accuracy which was remarkable. Homer could scarcely have rebelled had he wished to do so, for Tom held his neck in a vise-like grasp with one hand while he fed him with the other.

At another time Tom was walking in the hall with Homer. He seemed to feel that the entire charge of the child rested upon his shoulders, and after a time wearied of the responsibility. Hearing the sound as of some one mounting the stairs, Miss Conley and Miss Shaver hurried into the hall and there saw the pair already half way up the steps. It is an exceedingly slow and wearisome task for even the teachers to pilot Homer from one floor to another, but Tom was marching him over the ground at a lively pace, yet with

the utmost care, shielding him so effectually with his arms that he could not possibly fall. On the way to Homer's room the top of another stairway had to be passed. Tom placed himself between Homer and the dangerous point, and when the desired room was reached, he opened the door and put Homer inside, and, with a look of relief, quickly shut it. Then for a few minutes he stood with his nose pressed against the crack of the door, to see if Homer would endeavor to come out. Satisfied at length that he had gained a legitimate relief from his self-imposed responsibility, he went down-stairs to his play.

Again, when Tom was trying to amuse Homer, he gave him his button box. Finding Homer entirely unappreciative, Tom selected some of his own prime favorites and fairly forced them into Homer's hand, determined that he should notice them. Then, as the button box was at hand, Tom went to Miss Conley and asked for a needle and thread, and had soon replaced a lost button on his blouse by a large brass one which he had chosen from the box. It was fastened securely when he had finished, but the stitches were rather conspicuous.

Tom requires much patience and invention on the part of his teachers in the matter of discipline. If ruses and dallying can shorten work or enliven a lesson hour, Tom is ever ready to employ them. One of his devices was to measure off a stint for himself at the beginning of a reading or sloyd lesson,—an exceedingly small stint,—and then say "bell," meaning that that amount was what he would accomplish by the time the bell rang. And it was next to impossible to get him to do more at those times. Being required to finish a larger amount after class finally cured that, however.

Tom's disinclination to apply himself was manifested so strongly in his articulation lesson one day that his teacher finally told him he would have to be denied pudding for dinner. This simple punishment is quite an affliction to Tom, and he set about trying to find out some way of escape. So he decided to deprive himself of his daily walk, as a preferable loss. When sent to the dressing-room to get

ready, he went, but was heard to articulate: "Go to walk? No! Bad boy!" and when asked to make haste, he again asserted that no walk should be taken on account of his ill-behavior, but that he was to "have pudding." He seemed thoroughly disgusted when at last he perceived that he was not to be allowed to arrange matters to suit himself. At dinner he folded his napkin before the dessert was brought in, remarking philosophically: "Pudding Wednesday. I will be good." But he could not resist slipping his hand over to Miss Conley's place as he left, to see if he could find out what it was that he had lost.

As a result of the good time he had had during one of the short holidays, Tom was very tired, and consequently there were a few days of fractiousness in which he was exceedingly hard to manage. Finally, as a means of inducing him to think and mend his evil ways, Miss Conley omitted her usual bedtime visit to his room for one evening. He had no sweet familiar talk and good-night kiss. The next day there was some improvement; not enough, however, to make him feel that he might not miss the same thing a second time, which he could not bear to do. So, while sitting in her room, as the boys were preparing to go to bed, Miss Conley heard a pattering in the hall, and, looking up, saw Tom, barefooted and ready for bed, knocking at her door. Bidden to enter, he went to her and threw his arms around her neck, saying: "Good-night, Fly. Tomorrow, Wednesday, be good."

Once in reading class he was very naughty and troublesome, and at last his teacher said she feared she should give him no sauce for supper. This edict sobered him considerably, and his behavior for the rest of the lesson was as exemplary as could be desired. When the class was dismissed Tom waited; then, taking his stand directly in front of Miss Conley, drew himself up as straight as a ramrod and said in an exceedingly proper and ingratiating manner: "Do you see the corn?" Nothing had been said about corn in the lesson, but Tom thought he could not fail to make a good impression if he offered some well-articulated and un-

expected remark. Then he inquired insinuatingly: "Sauce for supper?" Miss Conley could not resist his little stratagem, and asked: "Will you be good tomorrow if I forgive you today?" to which Tom responded "yes," and the threatened punishment was remitted.

Now that Tom has a larger vocabulary and can understand the explanations made to him by his teacher, the obstinacy, which was heretofore such an obstacle to his progress, is much less easily aroused, and when it does appear is more readily subdued than formerly.

During the early stages of his education he would often behave like a balky horse, refusing for no apparent reason to go on with what he was doing. His interest in his studies is now so lively as to prevent any behavior of this sort, and, as has been already shown, he is willing to attempt self-discipline and self-improvement in response to his teacher's suggestions. He needs to be ruled with a firm but gentle hand, and this has been very happily accomplished. Certainly there is no lack of love and sympathy in his associations or in the treatment which he receives.

With regard to general observation he is much more wide-awake than heretofore. He asks about people and things as he rides in the cars, takes walks, etc. A few instances may give an idea of his development in this respect. Walking along one of the streets in Jamaica Plain and pointing to the right, he said: "What is it?" "There is a house, with pretty flowers around it and grass and trees in front, and there are some tall pine trees." "High?" asked Tom. "Yes, very high." In a moment came the inquiry, "store?" "Yes, there is a store." "Candy?" "No. Peaches and tomatoes, etc.," and so on until home was reached. He is interested in the names of streets, the kinds of fences, the fastenings of doors and windows, and occasionally the people in the cars. The questions "who?" "what is it?" "what for?" are heard a hundred times a day. At the public exercises in the Boston Theatre he was full of inquiry as soon as he was seated, asking about the vibration caused by the band and many other questions concerning his surroundings.

Tom possesses the virtue of neatness in a marked degree. After he has worn his best clothes he will, upon going to bed, hang them neatly in the closet and place his school suit on the chair with his underclothing. He does not forget a single article. Even the best stockings are removed and the every-day pair put in their place.

After undressing on Friday night, previous to his bath, he puts his soiled clothes in the laundry bag and takes his clean clothes out from the drawer, ready for use in the morning.

When Miss Conley goes away on Sunday he sits at table by Miss Greeley; but after tea he carries his bib around to his usual place, goes to the closet and gets Miss Conley's napkin and puts that at her place, knowing she will be there to use it in the morning.

Some of Tom's amusements, when he is left to his own resources, are of a simple but unexpected kind. He was found going about with his hands full of clean handkerchiefs, putting one in the pocket of each blouse, coat and pair of trousers belonging to him, going upstairs and down, that none might be overlooked. He intended to be ready "in season and out of season."

The wave of destructive mischief which swept over Tom last year has completely subsided, and his superfluous energies now confine themselves to more legitimate channels. He continues to be truthful,—thoroughly truthful,—as he has always been; and shows the same generosity as ever,—loving to give even when it costs self-denial and work. Altogether, he is a most charming and noble child.

Among Tom's Christmas presents was a new trunk, which gave him the liveliest satisfaction. He was at once eager to commence packing it. "New trunk, for Wrentham, in July," was a frequent topic for conversation from that time forward; and, although the trunk was put up in the trunk-room until needed, Tom tied up little boxfuls of toys, etc., at intervals, so that they might be in readiness when the liberty of depositing in the trunk was accorded. At Easter some children came to see Tom, bringing with them a generous gift, and he endeavored to entertain them. He showed

his room and all his playthings, and was then asked to take his visitors up to the hall where the singing class was assembled. But when the hall was reached, instead of going directly to the seats, he led the children into the trunk-room, and, taking the hand of each child, placed it first on the trunk and then upon himself, that they might distinctly understand the trunk to be "Tom's." When the last child had seen it, he proceeded to conduct them to the singing class.

June 26 found Tom in Wrentham, at the house of the Rev. William L. Brown, where he has passed several previous summers. It has become to him the dearest of homes, where he has what Jean Paul Richter considers requisite for the human chicken, *i.e.*, "happiness for warmth," and a play-room in which his powers may shoot up of themselves, that play-room being, in Tom's case, nothing less than a whole farm over which he may roam almost at will, with freedom of barn, tool shop, kitchen and cellar; of all of which he takes fond advantage. He began his summer campaign by carrying out a plan directly in line with some of his winter school work. The conception was a magnificent one. He would make an ocean,—a deep ocean, of real salt water. So he dragged a large dry-goods box from the shop to the road, where he covered the bottom with a quantity of sand before continuing his way to the house. When the box was safely settled on the porch, a few shells were carefully deposited on the sandy bottom, a quantity of salt then added, and finally pailful after pailful of water was pumped and poured in, and the ocean was complete. Fortunately for Tom the box was comparatively water-tight, so that only an occasional pailful was needed to keep it up to high-water mark. Tom tested its saltness by tasting, sailed boats on it, and played at bathing in it all day long. Through the night the ocean ran dry, and, though Tom paid it a few visits the next day, there was no attempt at refilling it.

Some of his out-door feats seem almost impossible of accomplishment by any child of his years; but Tom is as careful as he is daring, and can be trusted to follow out his bold

desires with impunity. One of his exploits, for instance, was the investigation of the roof of Mr. Brown's house, to which he mounted by the aid of a ten-foot ladder managed entirely by himself. He first dragged the ladder to the porch; then, after repeated failures, he succeeded in raising it to the roof of the porch. The next step was to test the security of its position by vigorous shakings. When the ladder was firmly settled, up he climbed with the agility of a squirrel, explored the roof, measured it with his arms, and then came down to perform the same operation a second and third time at different places where the roof sloped low enough for him to reach it. He was shown how to raise the ladder by placing one end against the house and with it so braced to raise the other end. Finding this method more convenient than his own, he adopted it ever after.

Another ambitious scheme which he conceived was to stretch a string across from the shed roof to the top of a pine tree. No permission or assistance was asked; but with his string and one of his ninepins he mounted to the skylight of the shed roof. Tying the ninepin to one end of the string, he fastened the other end firmly to the iron brace of the window. Going downstairs, he took out the ladder and set it against the pine tree; then, picking up the ninepin with the string attached, he mounted the ladder, climbed the tree and finally made the cord fast, after stretching it taut. His end achieved, he presented himself, in great glee, to the family, eager to have them inspect his work, and apparently gratified to escape the reproof which he thought he might possibly receive. After that quite a network of cords was put up from tree to tree or from posts and different parts of buildings. One long cord, stretching from the henhouse to a post, had its middle point connected with an apple tree by a second string. This, Tom said, was "a big T." One heavy rope was carried to the roof of the henhouse and made to run from one ventilator to another. Some of the strings were low enough for Tom to use as guides. He stated that they were "to walk by, to find" this or that.

A favorite fancy of the summer was the driving of stakes or poles into the ground. When the stake was short enough for him to strike its top, the matter was very simple; but with six-foot poles it was another affair entirely. Tom solicited no aid, but worked the pole down into the ground as far as possible, and then, if there were a fork or notch where he could strike a few blows with his mallet, he did so, after which he would surround the pole closely with a miniature stockade driven deeply into the ground, thus making it secure enough for his purpose.

Late one afternoon Tom took upon himself the responsibility of attending to the cows. He let down the pasture bars, allowing the cows to get into the barnyard and enter the barn. For some time there was much speculation as to the doer of the deed, especially as one of the cows was properly fastened in her stall with the chain around her neck.

The prolific apple season has been enjoyed by Tom, and has given him plenty of self-imposed employment. He is really helpful in many ways about the farm and house, because he realizes the necessity of what is to be done, and is systematic and persevering.

Fitting himself out with a bushel basket and little cart, he goes to the trees, loads his basket, and returns to the shed to pick them over, sorting out the largest and finest "for pies" and leaving the rest "for the pigs." He enjoys feeling the apples over to ascertain their size, quality, etc., even if he does not undertake to sort them. Finding a limb broken by its weight of apples, Tom said: "Poor tree. I am sorry the tree is broken."

Such tasks as filling the woodbox Tom often takes charge of voluntarily, always piling it far above the top of the box, so that his work will not soon need repetition. After a time he felt that the woodbox then in use was too small and too much battered to serve any longer, so he removed it and put a larger one in its place. He then filled the new box, packing the sticks of wood nicely until the pile was as high as his head. Another box was provided and stocked with torn

and crushed paper, and a third with old shingles which he had broken up into kindlings.

A prominent feature of Wrentham life, in Tom's estimation, is playing on the wharf and in a boat. He has been allowed to amuse himself in that way, as the water is very shallow around the wharf and the boat is kept tied. But he has become so much more venturesome that Miss Brown was loth to trust him this year, and temporized a little by saying at first that she was too busy to go to the wharf with him. At last she gave her consent, and Tom was happy. Her qualms were justified to some extent, however, although nothing alarming happened, for when Tom had tired of being near shore, he pushed off in quest of novelty. Paddling along a little, he discovered lily pads, whereupon he stretched himself out in the bow and pulled at them. In the mean time the boat got aground, and Miss Brown had to go to the rescue and pull the boat back to the shore for him. Tom resented the interference, and said he "only went to pick lilies."

Tom enjoys anything that produces a jar or vibration. A few days before the Fourth of July he filled his cart with stones, each several pounds in weight,—as large as he could lift,—and brought them to the porch. In a short time he was amusing himself by rolling and throwing them down upon the boards. At first it was done cautiously, but an ominous crash soon told that he was carrying his play too far. A couple of the hardwood boards were already broken, and before his arm could be arrested, down came another stone with a tremendous thud, splintering another board.

Boy as he is, Tom's virtues shine out within doors. He takes an interest in all that is going on, and can be trusted to do errands very nicely. He knows the ingredients which enter into cookies and other cakes, white bread and brown, and described the process of making these so accurately to Miss Conley from what he had learned at Mrs. Brown's that she thought he would be almost as competent a cook as herself. When he returned to the kindergarten in the beginning of the school year, after having seen the harvest-

ing in Wrentham, he asked: "Cellar soon? May I go to the cellar soon?" "What do you want to see in the cellar?" "Squash, turnips, beets, apples," and then referring to Wrentham, said: "Garden all gone. Pulled up. Lima beans are upstairs in the shop. Cabbages, turnips, beets, etc., are in the cellar."

In the rôle of host Tom might be surpassed as to actual success, but his intentions are certainly of the best. A little boy came to spend the day with him at Wrentham. Although it happened to be cloudy, Tom brought out an umbrella "to keep the sun off of Howard." A piece of candy was shared with his visitor, and then, feeling thirsty himself, he got a brimming dipperful of water for Howard. At dinner his solicitude for his guest's welfare was very evident; and throughout the day everything was done with the idea of pleasing the little visitor. There was an hour in the boat, rides on loads of hay, an exploration of the garden and the climbing of apple trees, and both little boys were very happy.

When Tom lost any of his playthings at Wrentham, he used to go to Miss Brown and communicate the fact, and then spell to himself: "Find it; find it," at the same time pushing his own back with his hand to start himself on the search. One night a hair brush which had been seen in Tom's possession was missing, and he was questioned as to its whereabouts. Tom wrinkled his brows in deep thought, held Miss Brown's hand tightly and said: "Think!" tapping his forehead at the same time. But, think and search as he might, the brush was not to be found. When told that it was bedtime, he protested: "No! no! Wait and find the brush." He was very earnest, and at length his efforts were rewarded. Taking Miss Brown triumphantly to the hiding place, he recovered the brush, spelling to himself: "*Find it fast.*" He was vexed with himself for forgetting; but, the brush being found and put in its proper place, he went cheerfully to bed.

Having seen some bean bags, Tom got the idea of having a bean pillow. So he asked for some cloth and had one

made containing two quarts of beans. This he used for a fortnight instead of a feather pillow. He liked to smell of it and talk about its size, etc. One night Miss Brown found it on the floor under his bed, and for several nights afterwards in the same place. No request came for any other pillow, but when Miss Brown tried putting the plump feather one back again, Tom accepted it with meek and silent gratitude.

For a few weeks in the summer Tom had much to say about an imaginary personage whom he called "Mr. Gas," telling wonderful things that he said and had. Miss Brown asked him to write down what he knew of Mr. Gas, which he readily agreed to do, producing the following:—

Mr. Gas has a big pond and a very large merry music box. His house has a big chimney and fifteen windows and two stairs. Mr. Gas has four carriages and a sled for winter. In the barn is one horse and eleven cows and four calves and much hay. Mr. Son milks the cows. Under the house is a cellar.

Mr. Gas is twenty-nine years old. He lives in New Garden, Bedford.

This phase of imagination lasted but a short time, and Mr. Gas exists no more; but he was very interesting to Tom as long as he did exist.

About two weeks before Tom was to return to the kindergarten he began to sort his playthings and pack away those he wished to leave behind. He used much judgment in separating the rubbish from what was still good. All inflammable articles which he discarded were taken to the stove; pieces of metal were "for away"; a neatly packed box of things was put in a closet for the winter, and a small table which he had played with all summer was turned upside down in the shop. As Tom said: "Where is small table? Down, in shop, to sleep. Small table is tired. Down to rest in winter."

One night, after Tom was in bed, Miss Brown heard him calling gently: "Please come, Miss Brown," so she went to his room and found him sobbing quietly. At once he began

a rapid talk, telling how sorry he was for having misbehaved twice in July, it being then near the end of that month. "July is sorry. Be good in church in August. Mind at dinner and supper. No cream puffs and cake in July [meaning at that special dinner and supper]. July 26 is sorry. Will be good in August. September, be still in school. Fly must teach. Will be good in school."

In the letters given below some of the names of the animals bestowed by Tom upon the kindergarten household early last year appear. These letters are Tom's longest and were written with great interest on his part.

WRENTHAM, July 28.

DEAR TOAD:—I am going to Providence and to the ocean with Miss Brown Wednesday or Thursday. We will ride in the electric cars and steamboat. I have a new apron to play in. I have thirteen bottles. I have a big box of soft and hard pine cones to burn, and a big box for the cat or kittens or big cat. Miss Brown sends love. With a kiss,

Goodbye,

TOM.

WRENTHAM, August 18, 1896.

DEAR MRS. DAVIDSON:—I picked up sour and sweet apples in my cart for the pig to eat. I climb up in the trees. Fred is here. Willie Swift wrote a letter to me. He has ten chickens with the mother hen and two rabbits. Toad sent me a pair of overalls. Miss Brown is going to hem the legs and sew two buttons on the pockets to keep things from falling out.

Goodbye,

TOM.

Miss Stratton, the "Toad" of the letter, had been impressed by a certain style of garment, in vogue in the West, which seemed an ideal play suit for small boys. It is seen in some of our eastern villages also, and consists of a pair of overalls made of the stoutest washable material, extending almost to the neck, with short straps over the shoulders, capacious pockets, and fastenings so few and simple that any child can manage them, and so strong that no mother has to trouble herself about keeping them in

order. A pair of these overalls, with one simple little undergarment, would be the ideal costume for the small citizen of a free republic during the hot weather of our summer season; but then nothing so sensible and comfortable will ever be generally adopted. Tom knew a good thing, however, when he came by it, and for two weeks and more, during a protracted hot spell, he all but slept in them. Fond as he is of clean clothes, he hardly wished to do without the overalls long enough to have them washed.

The idea of shortening the legs of the overalls was Tom's own; also that of putting buttons on the pockets. Even these improvements did not bring them quite up to the acme of perfection, however; for Tom soon asked Miss Brown to utilize the cloth which she had cut off from the bottom of the legs in making laps for the pockets. These, buttoned securely, rendered the pockets absolutely safe. Tom had by this time learned to climb trees to a considerable height, going as high as the limbs would sustain his weight, trying each one carefully as he approached the top. Maple, elm, apple and oak trees have been climbed, and even when the trunks were large and without limbs for ten feet or more from the ground, he has made undaunted efforts and succeeded. Aprons were an impediment to this boyish sport, and the overalls came just in the nick of time for Tom, and were therefore hailed with special delight.

WRENTHAM, August 21, 1896.

DEAR FLY:—I saw a dog with a curly tail at Mrs. Dimond's house yesterday. His name is Milo. He eats candy and has a harness instead of a collar.

Milo is very fat but he can sit up. Toad sent me some overalls. Miss Brown and I went to Providence, and we went down the river on a steamboat to the ocean. With love,

Goodbye,

TOM.

This story is indeed a remarkable one, and it is hard to overrate the value of the lessons taught by it. The life and achievements of its little hero may well

serve as a source of inspiration and encouragement to the young people who may read it, but most especially to those who for lack of natural endowments are not classed among the favorites of fortune. Both to these and to their teachers Tommy has set an example well worthy of imitation, and has afforded a convincing proof that a great deal can be accomplished by earnest effort and judicious training, even under most unpromising and distressing conditions. He has done more than this. He has exerted a wholesome missionary influence over the authorities of the western Pennsylvania school for the blind in Pittsburg. These gentlemen have given ample evidence that they have already experienced a welcome change of heart, by announcing officially in their last annual report that they will soon "be in a position to care for all such utterly helpless children," and that they have not had "the least desire to impose upon others a work that they should do themselves."

This solemn declaration is a cause for thankfulness and rejoicing. The new course adopted by the managers of the institution at Pittsburg will unquestionably bring solace and relief to many an afflicted household in Pennsylvania and release many a child from the bonds of misfortune. But however helpful and advantageous it may be to others, it is too late for poor Tommy to benefit by the new régime. There is no substantial aid coming to him either from the school, which is located not very far from his birth-place, or from the citizens of his native State. Now

and for many years to come he will have to depend chiefly upon the liberality of his kind friends and supporters in Boston and vicinity, who contribute annually the amount necessary for his education, and whose names appear at the end of this report. These and all others who may be disposed to join them in taking an active interest in the unfortunate child are respectfully requested to peruse the following words, with which Miss Poulsson closed her account of Tommy for the year previous to the last and which form a better and more forceful plea in his behalf than any that I can write:—

“It is ‘a far cry’ from the Tommy Stringer of today and four years ago, when he was first brought to the kindergarten for the blind. He came a poor, helpless baby, without sight, hearing or speech. Now, what a change! Sight and hearing are still lacking (alas! the pity of it!), but how many are the mitigations of his lot, and how great the intelligence and activity which have been awakened. Once almost forsaken, he has now a home in hundreds of cherishing hearts. Having no wherewithal for food, clothing and shelter, these have been provided by gracious givers from far and near. Unwilling at first to venture a groping foot-step, he now roams the farm at Wrentham, delights in his sled after a snow-storm, and is even able to follow the class directions in gymnastics,—a feat more difficult than the free movement of play. Mentally inert in those early days, so that he seemed but barely within the pale separating himself from the lower creatures, how capable has his mind now become! If we call upon the three R’s and their associates in mental discipline to attest his cleverness, they do so in the pages of these reports; and the ingeniousness of his lively pranks bears the same witness. Who does not cry joy! joy! over a fellow-being thus redeemed? and who does



DARKNESS.

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



LIGHT.

The Tom Stringer of to-day.

not earnestly wish that this redemption should go on? As in former years, Tom's only dependence is upon the sympathetic hearts and bounty-dropping hands of those who 'rejoice they are allied with THAT which doth provide.' He can never render adequate thanks to his good friends and helpers. Child-like, he is as yet unconscious of any burden of obligation. But there are those who can say from a full heart what he cannot say for himself: 'Thanks for the many bounties of Tommy Stringer's past, and blessings on his future and all concerned in it.'"

ANNUAL RECEPTION AT THE KINDERGARTEN.

In my voice most welcome shall you be.

Salutations and greetings to you all.

— SHAKESPEARE.

Though volumes have been written to demonstrate the inestimable advantages arising from a judicious development of self-reliance and character, especially in the young, no more striking and convincing illustration of this truth could be found than that witnessed at the annual reception given by the ladies' visiting committee at the kindergarten on April 21. What was to be seen on that occasion, and the manner in which it was adapted to the perception, impressed indelibly on the minds of all present the fact, that when will combines with character to take arms against a sea of troubles, powerful indeed must be the opposition to crush such insurgents.

Whatever may have been the expectations of the guests who assembled at three o'clock in the parlors and school-rooms of the kindergarten, it is safe to say

that they were amply satisfied, nor will it be denied that the occasion strikingly personified the felicific spirit which has been so potent a watchword of humanity in the past, and which, it is to be hoped, will predominate no less in the future. The dexterity and naïveté with which the children performed their work, giving samples of it in sloyd and sewing, and going through various kindergarten exercises, evoked an abundance of wondering appreciation from those who had come to familiarize themselves a little with the lives and labors of an unfortunate, but not unhappy class. The opportunity was afforded, furthermore, to the great satisfaction of the guests, of coming in personal contact with Tommy Stringer and Willie Robin, whose marvellous development and masterly grasp on the principles of an intelligent and useful existence completely won the admiration of all.

After a half-hour most profitably spent in this preliminary inspection, the visitors directed their steps to the main hall, where the regular exercises were to take place. Here, as in the pleasant rooms which they had just quitted, the audience felt quite at home, surrounded as they were with an atmosphere of bright welcome which beamed from the faces of the boys and girls picturesquely disposed on the platform at the end of the hall. As soon as the guests were comfortably seated, the exercises began. They were so uniformly original and attractive throughout as to hold the audience spell-bound and to elicit their warm admiration. Dr. Samuel Eliot, president of the cor-

poration, occupied the chair, and in felicitous words opened the way for the first number on the programme, a *Salute to Boston*, played by the orchestra. The admirable command of the principles of ensemble playing displayed in the rendition of this selection was highly appreciated by the audience. Next, a song entitled *Marjorie's Almanac* was sung by the girls with commendable earnestness and expression. This was followed by a piano solo from Guy Jacobson, who showed a very good control of the instrument. The *Dream March of the Children* was a recitation participated in by Harry Rand and Frank Ransom, after which a song called *My Shadow* was rendered by the boys. Little Margaret Cobery then stepped forward, and with daintiness and precision executed a charming violin solo. A duet, having for its subject the *Sweet Red Rose*, was then sung by two little girls, Julia Perella and Anastasia Walsh. Following this came the address of the afternoon, by Dean Hodges of the Episcopal Theological School in Cambridge.

ADDRESS OF REV. GEORGE HODGES, D.D.

My part in this programme is to say aloud the thoughts that are in all our hearts. It is as if in the middle of the sermon somebody were called up from the congregation to tell the preacher what he thought about it, and how much he was getting out of it. I would like to see that custom instituted, though perhaps in some other church than mine. It would be greatly to the edification of the preacher to learn the opinion of the congregation. We have a sermon here today, and the faces of the children preach it to us, and what we want to know is what we ought to think about it and say about it and do about it.

We all agree at the beginning that we are interested. No one has thus far passed upon this sermon the "silent criticism of sleep." We are all glad to be here, and feel that it is good to be here. The occasion illustrates that maxim of Dr. Howe, when he said that "obstacles are things to be overcome." It is a great thing for any institution to have about it the memory of a great name, to be pervaded with the spirit of a splendid personality. One of the fine things about the Hampton Institute is the remembrance of the name and memory of General Armstrong, of the man who, after years of the most earnest, self-sacrificing labor, said, "I never made a sacrifice in my life." People who are engaged in that work go about with that thought in their hearts, and with the remembrance of that man in their minds. We cannot come into the presence of any of this great work here in Boston for the betterment of the blind without thinking of Dr. Howe. The day when he met Laura Bridgman in the parlor of the New England farmhouse and began to study that hard problem ought to be marked in red in the calendar of humanity. Obstacles are things to be overcome. The right use of stumbling-blocks is to pile them up for stepping-stones, whereof these children are witnesses. Here are repeated the miracles of the old gospel times, of which the Lord said that "the works that I do shall ye do also; and greater works than these." This is real Christianity, done in His name and in His spirit and by His grace.

I think, too, that we all realize that this is not only a wonderful place, but that it is a very happy place. We are impressed with the good spirits of the children. They seem to enjoy their life. They are in the midst of darkness, and are not afraid. Sometimes we have an idea that a great deal of opportunity is necessary in order to succeed; whereas history is all the time teaching us that it is not opportunity so much as the recognition of opportunity that makes success. Many people who seem to have had but a very small chance have made a great deal out of their lives. We have in our memories the names of men in science and in history who have made substantial contributions to knowledge, who through sickness have been able to give to their work only those parings and scraps of time which we throw away. We can hardly come here without getting a new lesson in the value of our opportunities. We can hardly go back

discontented with our lot, and feeling that we have to struggle on under very great disadvantages, when we see what is being done here by these children. Sometimes when privileges and blessings become fewer we appreciate them more. One of the most striking places in the New Testament is that time in the experience of St. Paul after he had been shipwrecked, when he was between the deep sea and the devil, and he met a little company of friends and "thanked God, and took courage." There were a great many people in the world at that time who had good reason for thanking God, and never thought of it. These little children seem to appreciate the blessings that are brought to them here, so that it is a pleasure for us to look at them. It is a blessed thing to give happiness to little children, and we ought not to go away without feeling that we have a direct responsibility ourselves in this matter of providing for the little children. The leading of a child out of darkness into light, the opening of blind eyes, is something that comes to us all as an opportunity. It is for us and our neighbors to provide for this institution and make it greater still. It is for everybody, then, who is here today, and is not already doing something for this institution, to help it in this way. There might be many more children taught here, and we must make it possible. Money is used in so many foolish and unnecessary ways; some of it is thrown away, and other money might better be thrown away than used as it is, and it sometimes seems as though people were in perplexity as to what it was best to do with their money. It is a great thing to have such a sight as we see here today, and to know what money will do; to know that the money that some people spend for an elaborate dinner will take a child out of a miserable home and give it a place of light and happiness such as this. Is it not worth while to do it, to open the eyes of the blind, to minister to those who sit in darkness and give them light?

Dean Hodges is always a forcible enunciator of common-sense principles and truths, a speaker who invariably says what he means and means what he says, and his words went straight to the hearts of his auditors, one and all.

After the address of Dean Hodges, the girls gave a recitation called *The Swallow*, and were followed by the boys in a song, *Down in the Grassy Meadow*. The next selection was a trio for the girls, entitled *Brother Robin*, and the programme concluded with a medley by the orchestra.

Dr. Eliot then arose and spoke as follows:—

CLOSING ADDRESS BY DR. SAMUEL ELIOT.

The children's exercises are over, and I will detain you but a very few moments while I do what I am asked to do in behalf of the work going on here. I am not pleading for the kindergarten without pleading for something besides the kindergarten. All education is bound in together, one part with another. We cannot possibly undertake the training of one class of children or of young people without involving the training of other children and other young people. We often hear of the influence of the higher education upon the lower, and there can be no question about it. The lower education would be sadly bereft of some of its best impressions if the higher education were not to speak to it and speak to it continually. But I think we can turn the case round and speak of the influence of the lower education upon the higher. The education which is going on within these walls has a right to be respected by the very highest grade of education in this country or in any other. Could we carry through the schools,—primary schools, grammar schools, high schools, colleges and even theological schools, I venture to say, though I shrink from speaking of that too freely in this presence,—but could we carry through every grade of schools the childlike spirit which prevails here, there would be a true enrichment of our educational courses far above and beyond any introduction of Latin or algebra or what not which great educational authorities of our time are advocating as a means of elevating and gratifying the schools. Here in this place is the brightness which springs from children, and can spring only from children, and which, if carried on in its simplicity without a particle of affectation, without its being anything but a

simple unconscious brightness, would transform every school in this country.

I read the other day a volume which interested me very much,—two volumes there are, in fact, on the Gurneys of Earlham. The Gurneys, as most of you know, were a great Quaker family, and one of them married a clergyman of the English Church, and was all the better for it. She was borne into a larger sphere, into a broader and brighter life by the influence of her husband, and when she was lying on her death bed her sister said of her: "Her mind's eye sees flowers everywhere." The mind's eye of any person here this afternoon sees flowers everywhere in this room, and will carry away the recollection of the flowers, and life will be brighter for every one of us because of what we have seen.

There is a great deal going on in this kindergarten which is not always taken account of. I have been looking over the report for the last year, not for the first time by any means, and I find we are carrying on industrial education in the broadest sense. We are educating boys in a most remarkable manner. Tommy Stringer has been educated to be a baker. He has been baking muffins, and as long as those muffins lasted he would not eat anything else in the way of bread food. Could any baker give a higher tribute than that to his own handiwork? He has been trained apparently as a plumber. He took off the upper part of a faucet when left to himself so that the water came in a moderate deluge, and he was able to restore the top of the faucet to its place. I do not know that we can do more in the way of industrial education than training our boys to become possible bakers and plumbers, for, if so, we are doing as much as is done in the Mechanics Art School in Boston or in other similar places that are opened nowadays. I do not wish, however, to limit your sympathies to such as Tommy Stringer. He and others like him are brought forward into great prominence in our reports, but the spirit of all these children is lovely. In this last report we read of a concert that was given by the kindergarten primary club, a home concert, and they earned five dollars by it. And what did they do with the five dollars? They brought it to their honored and beloved director and put it in the hands of Mr. Anagnos, and said: "Here is something that we have earned for the benefit of our schoolmates." I do not think we could do better than that in any school in the country. I am certainly not aware, and I have

had a good deal of experience in different schools, that any boys or girls are doing better than that,—raising money with the simple resources at their command in order to help their little companions. God bless them every one for having done it. That is the spirit here, and that is something to be profoundly grateful for.

We have nearly reached the end of another year in the kindergarten. These annual receptions of the ladies' auxiliary are landmarks. We have had many of them, and we cannot tell you the good things said and the good things done in all this time, but they all go to make the atmosphere which we breathe here richer, sweeter and purer every year, and so may it go on from year to year, each year witnessing to an increase of the best traditions which this or any other kindergarten can possibly gather and use for the benefit of all present or to come.

One change has come over us. I remember one figure, one face more prominent a year ago, that we shall see no more, Miss Cornelia C. Roeske, the teacher of music, blind herself, and therefore perhaps all the more deeply in sympathy with her pupils. She taught music here as few seeing teachers whom I have ever met have taught it, and we cannot but miss her today. We cannot listen to these vocal and instrumental exercises of the children, however well they are taught, however fully Miss Roeske's place has been filled,—we cannot listen to them without remembering her. "That shadow," as Mrs. Browning wrote, "the enfolder of her quiet eyelids," has been lifted forever. She sees where she is as she never saw here, and with the deepest reverence I venture to say that among the things she sees most clearly and most gratefully is the work she did in this place, the work which she has carried with her into the world to come.

We are very young in this kindergarten, and we have a great many wants. We cannot grow without being helped. We cannot open these doors, as Dean Hodges has said, without assistance from the outside. We must have, not only your sympathy, but your offerings. We must enlist all the influence you can bring to bear upon other people, so that this work may go forward. There are sixty-five children here, the largest number we ever gathered, and I rejoice to add that our current expenses have been met during the year. This is very largely, indeed principally, due to the ladies' visiting committee, that has increased our annual

subscribers. Thanks to them and other open-handed people who have helped us, we are coming to the end of our year without any deficit. But, my friends, we have a debt hanging over us, and we need your help to lift it. We have a debt of \$44,000, the interest of which is at least \$2,000 a year, and we want you to help us lift that. We want you to speak to others who have power to help us, for we need not only to wipe out our debt, but to spread more widely over this territory. Here is a ground set apart for the training of little blind children, and we must have your aid, we must have the aid of a great many besides you, in order that we may build on and on until every child that can be provided for on this ground is taken in. There are at this time children, boys and girls, who wait to come here. If we could but take them! I do not believe there is a heart among us but feels a certain twinge in thinking that there is a single child waiting for admission, and there is more than one, there are many more than one. Oh, help us do what we cannot do by ourselves. Come and enlarge this enterprise and make the kindergarten for the blind coequal with the wants of little blind children. The exercises are now closed.

Among the audience that left the kindergarten that rainy day, there were some who thought that, although the sunny light of life may not shine on all through brightest panes of spacious windows in palace walls, yet not hopeless is the lot of those who, immured within the darkness of the dungeon, may, if they will, catch some glimmering ray of sunshine piercing its way between prison bars to irradiate the gloom.

All which is respectfully submitted by

MICHAEL ANAGNOS.

REPORT OF THE MATRON.

TO MR. M. ANAGNOS, *Director*.

SIR:—I herewith submit the following report for the year ending August 31, 1896:—

At the completion of a decade of active work, it seems a fitting time to pause and look back upon what the kindergarten has accomplished and the prosperity which it has enjoyed during this period.

The little group of ten boys and girls who were gathered under our roof on May-day, 1887, has increased in number to so great an extent that since that time more than one hundred and fifty children have shared in the privileges of this "child garden." New buildings have been erected which have furnished sufficient room for the enlargement of the work, and every provision consistent with the scheme has been made for its full development.

The harmonious and perfect whole as it now stands shows the wisdom of each step which has been taken in building up the kindergarten. A primary course of instruction has been established. Sloyd, as applied to knitting and sewing, has been introduced. A well-equipped music department has been developed, while provision was made at an early hour in the history of the kindergarten for regular and systematic physical training. The only limit ever set upon the work has been the requirements of little blind children, and their special needs have been consulted with the utmost care in all that has been done.

No small degree of satisfaction is felt in the reflection that these scores of hapless children have been enveloped during the most impressible years of their lives in an atmosphere

so sunny, so cheerful and homelike that the sad affliction on account of which they are gathered here has been robbed of its poignancy, and the ameliorated condition of their existence has made it easy to give direction to thought and feeling and action.

What good does the kindergarten do? This inquiry is made not infrequently, and it has occurred to me that the views which the children themselves hold of the usefulness of the institution and of the benefit which they derive from it might be accepted as answering the question both wisely and well.

One little boy wrote: "The kindergarten has made us good boys, and I think the kindergarten is best for blind children. I shall be sorry to leave it. I wish all the blind children could come here. The best thing I like to do is to work with the blocks, to weave and paste and sew. The blocks teach me to build, the sewing to use my fingers carefully. The kindergarten is making us good men. I hope I will go out of the kindergarten a good boy. I am glad to be here. I am ten years old, and I have been here three years."

Another wrote: "I came to the kindergarten when I was five. Think it has done a great deal of good for me. I will always remember it. I like building with blocks. It teaches us to be careful. We have lessons about different kinds of roofs and bridges. I like to make things in clay. We learn about animals and birds, where they live and what they live on."

A third boy says: "The kindergarten teaches me to be kind and gentle, loving and truthful and obedient. I am glad Mr. Anagnos thought about it. When I am a man I am going to try and help it all I can."

The following letter, which was dictated by one of the classes and sent to the children of Miss KoKa's kindergarten in Herashimin, Japan, gives general details of our daily life in the children's own words. Miss KoKa received her training as kindergartner in Boston, and she came to us for a short time to observe the work.

JAMAICA PLAIN, January 17, 1896.

DEAR LITTLE CHILDREN:—It was very kind of you to send us such a nice box of things. We enjoyed looking at them. We thought the shoes very queer but we suppose if you came to this country you would find our shoes queer. We do not see how you can eat with the chopsticks. We are very sure we could not. We thought your sewing was beautifully done. One of the boys called the girl's shoes "a shell," and the chopsticks he thought were pencils. We think the lunch bags you have are different from ours. Ours take more room.

We have good sleighing and good fun with our sleds. We have a long coast to slide down and the sleds go very fast.

We are learning a finger play called "making butter" and we are going to make real butter in the spring when we can get cream.

We will tell you some of the games we play. We have *the miller, the coach, the doves, fly little birds, the dancing game, the wheelwright, still palm, Jack Frost, and come take a little partner, and the blacksmith* and many others.

Do you play these games? Do you like them? We do.

Some of the children are learning to play on the piano and some on the violin.

We wish you would come and see us and we would like to go to Japan for we think it is a beautiful country.

We all thank you for sending the pretty things.

We send you a great deal of love.

We are just going to supper. Would you like to know what we are going to have? Bread and butter, crackers and milk, and cakes. Then, after supper, we play until the bell rings. Then we go to our rooms and undress. We have two little beds in each room, a bureau, two chairs.

Good-night from your friends at the kindergarten.

The year which has just been brought to a close has been a fruitful one from every point of view, and the work which has been carried on from day to day during these months shows the same careful and earnest effort to implant true kindergarten principles which has marked all our earlier undertakings.

Our well-equipped gymnasium supplies all necessary facili-

ties for physical education, and the system which has been adopted here is followed with conscientious and intelligent care, and in a manner both regular and systematic. Many cases could be cited to show how weak and even distorted and imperfectly developed bodies have become symmetrical and strong through the agency of suitable exercises.

Sloyd, as applied to knitting and sewing, holds a foremost place among the educational factors of the kindergarten. It is not too much to say that it is found to be an indispensable adjunct to the system of training, and there is no part of the work in which the children take a deeper interest or in which they feel greater pride and delight. The industry and skill of the classes in sloyd is shown by the large number of articles which have been made both by the boys and by the girls. Two dozen knitted articles were selected from the quantity of those produced, and they were sent to Mrs. Laura E. Richards, Gardiner, Me. Mrs. Richards held a fair at her home in June last for the benefit of the kindergarten, and these articles found ready sale.

Music is thoroughly identified with the life of the kindergarten. The finger plays, the songs and games are selected with a view to the work in hand, and they never fail to meet with hearty enthusiasm from the children. The beautiful mother songs of Froebel, Stevenson's *Song of my Shadow*, and Eugene Field's delightful and tender poems are special favorites with the children. Last year forty-two pupils received instruction on the pianoforte,—nineteen girls and twenty-three boys,—and four on the violin. Singing classes meet daily for both boys and girls. The work of the kinder orchestra has been carried on with regular practice and systematic instruction.

At the beginning of the new school year, September 18, sixteen pupils were transferred to the parent school at South Boston. The places left vacant by these children have already been filled, and sixty-four names now appear on our list.

The record of the health of the children for the entire year is an excellent one. No case of severe illness has

occurred, nor has any epidemic made its appearance. Dr. Henry W. Broughton has rendered service to the kindergarten without compensation during the ten years of its existence, and we desire here to make grateful acknowledgment both of the interest which he has shown in the children and of the kind aid which he has given them. Our thanks are also due to Dr. E. G. Brackett for his advice in the use of medical gymnastics and for his treatment of some special cases of deformity which existed.

The members of the Ladies' Visiting Committee have as usual continued to show an active interest in all that concerns the kindergarten, and we feel indebted to each and to all of them for many kind words of advice and of sympathy.

Three children whose progress the community has watched with great interest began to receive regular instruction in the kindergarten.

EDITH THOMAS, in some respects the most gifted of the three, entered here in October of the opening year and remained with us until February, 1890, at which time she was transferred to the parent institution at South Boston.

WILLIE ELIZABETH ROBIN was admitted to the kindergarten in December, 1890. She was then six and a half years old. She is one of the pupils who were transferred to South Boston at the beginning of the new school year. For nearly six years her life here has been a slow, happy, healthful awakening of dormant powers,—an unfolding which it has been a pleasure to watch. She enters on the more exacting work which will be required of her in the school-room with the surest passport to improvement,—a good mental capacity and perfect physical health. She will be greatly missed from our households, where she has endeared herself to every member.

To TOMMY STRINGER the kindergarten is both home and school. It has sheltered him for a period of five years, which means in reality the sum of his conscious existence, since he has no memory of time or place which is not connected with the kindergarten. He goes away from

here occasionally on a brief visit, and he spends the long summer vacation in the village of Wrentham ; but he always comes back to the kindergarten and its familiar surroundings with delight. His friends, his books, his toys are here, and he resumes his acquaintance with them all, and even takes up his work again with every evidence of satisfaction and even of joy. He has now his own personal friends, for whose companionship he shows decided preference. During the year he has entered into correspondence with a few boys, and he has seemed to derive much pleasure from the new experience. The following letter from a boy of his own age interested him greatly :—

SOUTH NEWBURY, April 2, 1896.

DEAR TOM STRINGER :— I thought I would write a few lines to you ever since I read about you in the New England Magazine. I live on a farm in Ohio. My name is Lewis Chapman. My only pets are a dog, a cat and a doll. I have no brothers nor sisters so I have to go to school all alone. I go across the fields and through the woods and sometimes the snow is over my boot tops. I am going to send you some maple sugar cakes. My father makes maple sugar. I have five trees of my own that I play make sugar with. I wish you could come and play with me. I am nine years old and take the Youth's Companion and St. Nicholas.

My love to yourself and teacher, E. LEWIS CHAPMAN,
South Newbury, Georgia County, Ohio.

Tom replied as follows :—

DEAR LEWIS :— I thank you for the maple sugar. I have a horse and cart to play with. I have a tool box and a sled. I like to play in the snow. Jack Frost has gone now. I like to play with boys. Goodbye, TOM STRINGER.

Tom is often the recipient of beautiful toys and of presents of various other kinds, but nothing ever gave him so much pleasure as the trunk which was presented to him last Christmas. His name was put on the top, and, as the letters were formed with brass-headed nails, he was able to

make them out with his fingers, much to his delight. The trunk was given to him by the boys belonging to Mr. Louis Holman's Sunday-school class at the Clarendon street church, Boston. Tom spent many hours over the trunk, and day after day he would use his leisure time in tying up parcels of toys and putting them away in this wonderful trunk, preparatory to the trip to Wrentham when summer should come.

His work during the year has been in the line of object lessons, nature study, constructive exercises in arithmetic and in geography. He has read a part of *Black Beauty* and the Readers, in line type, up to the fifth book. He is now reading *The Child's World*.

He has become familiar with a number of places of interest in the city. During the year he has visited the Old South Church, the State House, the Youth's Companion building. He takes great pleasure in boating on the river and in sailing down the harbor. His visits to the beaches are a source of great delight, as they afford him the opportunity to fill his pockets with pebbles, star-fishes, anemones and hosts of treasures dear to the heart of a boy. In the spring season he asks to go to the fields, where he finds the early flowers; and in the autumn to visit the woods, where nut trees abound. He climbs the trees in a manner which shows his strength and fearlessness, and all the time his mental activity keeps pace with the quickness of his movements and eager questions about all that he investigates come in rapid succession.

It is a pleasure to make a grateful acknowledgment of gifts and favors received during the year, and to allude briefly to the kind friends who bear in mind the needs of the children of the kindergarten.

Miss Alice Longfellow invited a class of boys and girls to visit her home in Cambridge.

The Young Ladies Missionary Society of Concord, N. H., have furnished clothing for Willie Elizabeth Robin for four years.

Dr. E. G. Brackett has generously given some valuable gymnastic apparatus.

The Sunday-school children of the Unitarian church at Chestnut Hill paid the board of a little girl through the summer vacation, and Miss E. M. Hibbard provided for the board of one of the boys during the summer vacation and for his clothes. A supply of clothing was received from Mrs. Prescott Bigelow, Mrs. Hibbard, Newton, Mrs. G. F. McNeil, Mrs. George von Meyer, and the Misses Ware.

Our collection of mounted specimens has received a number of additions: Miss Laura Norcross sent a horned toad; Miss E. M. Hibbard, a mackerel gull; Mrs. Samuel Weld, Wellesley, a woodpecker, an oriole and a scarlet tanager; Miss Anna D. Slocum, Jamaica Plain, a guinea pig and a hen; Mr. Frank Lowe, a shel-drake; the children of the Gore kindergarten in East Cambridge, through Mrs. Berthold, the principal, a heron and a raccoon.

We are indebted to Mr. John M. Rodocanachi for a supply of figs and dates; to Mrs. William H. Slocum for twelve barrels of apples, for many pears and for a quantity of vegetables; to Mr. Thomas A. Watson of Weymouth for five barrels of apples; to Mr. David Rice of Jamaica Plain for four barrels of apples; to Mrs. J. Cobery of Fall River, Mass., for a garden settee and a quantity of fruit. We have also received fruit from Mrs. C. E. Goodwin, Augusta, Me.; from Mrs. Frank B. Allen, Longmeadow, Mass.; from Mrs. Sherman, Westport, Mass.; and from Mrs. Palmer and Mrs. S. Anderson, Wollaston Heights.

The children received Christmas and Easter remembrances from Mrs. E. Preble Motley, Mrs. John C. Gray, Miss Olga E. Gardner, Miss Caroline L. Glover and Mrs. Cutter.

Mrs. John Lord of Lawrence, Mass., sent ten dollars to be expended for Christmas gifts.

Easter gifts of potted plants and flowers were received from the Unitarian Sunday-school at Jamaica Plain.

A music box given by Mr. Samuel D. Robbins of Belmont, Mass., has been a source of pleasure to all; while the boys were made happy by a rocking-horse, which was sent to them by Mrs. H. S. Spaulding of West Newton, Mass.

Mrs. Quincy A. Shaw sent a gift of flowers. She has also kindly furnished building blocks and twenty-four jumping ropes. Master Herbert Stevens of Southborough has given two boxes of building blocks, and a friend has sent us a model of a bicycle.

Through the kindness of Miss Nina Rhoades of New York the

children were treated to ice cream. Miss Rhoades gave five dollars for this purpose.

Our library has been enriched by the addition of the following books: *Jungle Book*, by Kipling, *Our Boys in India*, *Our Boys in China* and *Young Americans in Japan*, from Miss Olga E. Gardner; *Captain January*, from Miss Freeborn; the *Birds' Christmas Carol*, from Mrs. A. A. Ballou, Detroit, Mich.; *Song Echoes* (two copies), from Miss H. S. Jenks and Mrs. Mable Rust.

We received tickets for Mr. Heinrich's concert from Miss Terry, and six tickets to the People's Temple entertainment from the committee.

The publishers of the *Jamaica Plain News* (weekly) and of the *Youth's Companion* have each kindly furnished the kindergarten with their papers throughout the year.

We are indebted to Mr. W. T. Ellis for a copy of the *Junior Golden Rule*; to Mrs. A. O. Swift of Waquoit for complete volumes of the *Pansy* for the years 1894, 1895 and 1896; and to Mr. William Hamilton for newspapers.

The boys' primary club has added seven dollars to the sum which was already on hand, and the entire amount has been expended in the purchase of a picture which is to hang on the walls of the kindergarten in memory of Miss Cornelia C. Roeske. An engraving of *The Child Handel* was selected for the club, as expressing the idea of the boys that the picture should be that of a child and that it should relate to music.

If our sanguine desires in regard to this work for the sightless children are realized less rapidly than we could hope or wish, still we never fail to be cheered and encouraged by the ready response given to our appeals for help whenever special cases of misery are brought to the notice of the benevolent friends who have been so genuinely interested in the progress of the kindergarten. We trust that this new account of what is done to alleviate the sufferings of innocent children and to set their lives on a higher plane both physically and morally will stimulate to greater activity in our behalf the efforts of all who believe in the just claim of the blind to a sound education.

Respectfully,

ISABEL GREELEY.

LIST OF THE CHILDREN.

Allen, Mary K.	Bardsley, William E.
Anderson, Elizabeth.	Casey, Frank A.
Bennett, Annie F.	Cotton, Chesley C.
Brayman, Edith I.	Cummings, Edwin.
Brisbois, Edith.	Cunningham, James H.
Burke, Norah.	Curran, John.
Clark, Helen F.	Furrow, George.
Cummings, Elsie.	Graham, William E.
Curran, Mary I.	Havey, John.
Dart, Marion F.	Heroux, Alfred N.
Elwell, Gertrude.	Jacobson, Guy H.
Finnegan, Alice.	Jordan, John W.
Gavaghan, Annie.	Kettlewell, Gabriel.
Gilbert, Gertrude M.	Lester, James.
Gilman, Lura.	Muldoon, Henry M.
Hamlet, Ethel.	Muldoon, Robert D.
Hughes, Mattie.	Nelson, Charles S.
Ingham, Beatrice E.	Nelson, John F.
Kennedy, Annie M.	Paige, Franklin H.
Langdon, Margrette.	Prince, Ned B.
Leach, Alice E.	Rand, Henry.
McKensie, Margaret.	Ransom, Francis.
Myers, Mabel.	Rawson, Willey.
Noyes, Kate.	Sacco, Nicola.
Ovens, Emily A.	Schlittler, Charles E.
Perella, Julia.	Stamp, Charles.
Ryan, Margaret.	Sticher, Frank W.
Spooner, Harriet.	Stringer, Thomas.
Vandermaice, Kate M.	Stuart, Edwin.
Viles, Alison P.	Wardwell, Homer.
Wagner, Alice M.	Wetherell, John.
Walsh, Annie.	Williams, Albert L.

FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING AUGUST 31, 1896.

RECEIPTS.

Cash on hand Sept. 1, 1895,	\$11,902.28	
Legacies —		
Miss Sarah L. Marsh,	1,000.00	
Moses Kimball,	1,000.00	
Royal W. Turner,	21,079.83	
Miss Betsy S. Wilder,	500.00	
Benjamin P. Cheney,	5,000.00	
Albert Glover fund,	1,000.00	
Endowment fund,	\$9,513.10	}
Endowment fund through Ladies' Auxiliary Society,	1,933.43	
Annual subscriptions through Ladies' Auxiliary Society,	6,260.79	
Donations for debt on building,	800.00	
Board and tuition,	5,845.57	
Rents,	700.05	
Income from investments,	11,452.19	
Profit on sale of real estate,	1,518.66	\$79,505.90

EXPENSES.

Maintenance,	\$16,574.27	
Expenses on houses let,	143.46	
Bills to be refunded,	140.98	
Purchase of real estate,	10,000.00	
Legal services,	51.65	
Grading,	1,490.35	
Paid New England Trust Company loan,	6,000.00	
Paid New England Trust Company interest,	35.58	
Invested,	33,000.00	67,436.29
Balance Sept. 1, 1896,		<u>\$12,069.61</u>

PROPERTY BELONGING TO THE KINDERGARTEN.

Miss Helen C. Bradlee fund,	\$40,000.00	
Mrs. Warren B. Potter fund,	25,000.00	
Mrs. George W. Wales fund,	10,000.00	
Mrs. William Appleton fund,	11,700.00	
Mrs. Benjamin S. Rotch fund,	8,500.00	
Mary Lowell Stone fund,	100.00	
Moses Kimball fund,	1,000.00	
Albert Glover fund,	1,000.00	
Legacies —		
Sydney Bartlett,	10,000.00	
George Edward Downs,	3,000.00	
Mary Williams,	5,000.00	
Elisha T. Loring,	5,000.00	
Ellen M. Gifford,	5,000.00	
Joseph Scholfield,	3,000.00	
Royal W. Turner,	24,079.00	
Mrs. Lucy A. Dwight,	4,000.00	
Mrs. Eleanor J. W. Baker,	2,500.00	
Mrs. Elizabeth W. Gay,	7,931.00	
Mrs. Eliza B. Seymour,	5,000.00	
Miss Rebecca Salisbury,	200.00	
Miss Sarah Bradford,	100.00	
Mary H. Watson,	100.00	
Mrs. Richard Perkins,	10,000.00	
Mary B. Emmons,	1,000.00	
Miss Sarah L. Marsh,	1,000.00	
Miss Betsy S. Wilder,	500.00	
Benjamin P. Cheney,	5,000.00	
Transcript ten-dollar fund,	5,666.95	
Funds from other donations,	71,623.05	\$267,000.00
Cash in treasury,		12,069.61
Land, buildings, and personal property in use of the kindergarten at Jamaica Plain,		193,475.00
Total amount of property belonging to the kindergarten,		<u>\$472,544.61</u>

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS.

From Aug. 31, 1895, to Sept. 1, 1896.

A friend, C. E.,	\$1.00
A friend of the sightless little ones,	500.00
A friend from Milton,	25.00
A friend, Newton,	20.00
A friend, through M. C. Sabine,	25.00
Allen, Mary,	5.00
Amory, C. W.,	100.00
"An Offering," from Miss C. B. R.,	2.00
Anonymous,	3.00
Anonymous, . . . . .	.25
Appleton, Mrs. William,	1,000.00
Atkinson, Mrs. Edward,	10.00
Baker, Mrs. Richard,	50.00
Balfour, Miss Mary D., Charlestown,	10.00
Ballou, Mrs. A. A., Detroit, Mich.,	20.00
Barr, Mrs. A. W., Jamaica Plain,	2.00
Benevolent Helpers' Society of Harvard Church, Brookline,	25.00
B., H., West Medford,	15.00
Bigelow, Mrs. Prescott,	100.00
Billings, Mrs. Elizabeth, and sister, Canton,	2.00
Boylston, Miss L. F., Amherst, N.H.,	50.00
Brackett, Miss Nancy,	25.00
Brett, Mrs. Anna K., Avon,	15.00
Brown, Miss Elizabeth B., Roxbury,	5.00
Burr, Mrs. C. C., Auburndale,	25.00
Cabot, Mrs. Francis, Brookline,	10.00
Calvert, Mrs.,	2.00
"Cedar," Jamaica Plain,	10.00
<i>Amount carried forward,</i>	\$2,057.25

<i>Amount brought forward</i> ,	\$2,057.25
Channing, Miss Ellen, Milton,	5.00
Chapin, Mrs. Adeline M.,	5.00
Children of the Herbert Street Kindergarten, Salem,	6.00
Children of the Day Street Sunday-school Congre- gational Church, West Somerville,	3.50
Clapp, Charles M., Roxbury,	5.00
Clark, Mrs. E. M., Worcester,	2.00
Collar, William C., Roxbury,	5.00
Cunningham, Mrs. J. H.,	10.00
Curtis, Miss I. P.,	3.00
Dalton, C. H.,	10.00
Dalton, Mrs. C. H.,	10.00
D., L. W., and M. M. D.,	50.00
Edwards, Miss Agnes E. H., Brookline,	3.00
Eliot, Dr. Samuel,	100.00
Ellis, George H.,	75.00
Ellis, William T.,	5.00
Employés of the Boston Ice Company,	50.00
Fairbanks, Miss C. L.,	10.00
Fay, Miss Sarah M.,	1,005.00
Ferris, Mrs. Mary E., Brookline,	100.00
Ferris, Miss Mary E., Brookline,	100.00
Field, Mrs. E. E. V., Milton,	10.00
First Congregational Church, New Bedford,	50.00
French, Miss Cornelia Anne,	10.00
Friend, H. W. K.,	50.00
From the Eliot Hall parties, through Mrs. Edward May and Mrs. Charles S. Gill,	125.00
Ginsburg, Mrs. B., Detroit, Mich.,	10.00
Glover, Miss Caroline L.,	5.00
Goddard, Mrs. Thomas,	5.00
Grandgent, E. W., Cambridge,	5.00
Grandgent, Miss L. L., Cambridge,	5.00
Hayes, Miss Minnie M.,	10.00
Hemenway, Mrs. Charles P.,	100.00
Hemenway, Miss Clara,	10.00
Higginson, Frederick,	10.00
<i>Amount carried forward</i> ,	\$4,024.75

<i>Amount brought forward,</i>	\$4,024.75
Highland Congregational Church, primary department, Sunday-school, Roxbury,	5.00
Howe, Mr. and Mrs. Herbert, Marlborough,	10.00
Howe, Mrs. J. S., Brookline,	5.00
Iasigi, Miss Mary V.,	15.00
Ingraham, Mrs. E. T., Wellesley,	23.00
In memory of "little Amy and Edward,"	1.00
In memory of "N. P. R.,"	5.00
Jenks, Miss Caroline E.,	5.00
Kelley, Mrs. J. W., Lynn,	2.00
Kindergarten, Mrs. Sweetser's, West Newton,	5.50
Kindergarten, Washington Street Baptist Church, Lynn,	5.00
Kindergarten Easter gift, through Miss Anne M. Wells, Bridgewater,	1.16
Knapp, George B.,	25.00
Lowe, Mrs. Martha P., Somerville,	5.00
Lyman, Mrs. George H.,	20.00
Matthews, Mrs. Annie B.,	1,000.00
Matthews, Miss Alice,	10.00
Matthews, Miss Nannie,	10.00
Meredith, Mrs. J. H.,	5.00
Meyer, Miss Julia A.,	50.00
Meyer, Miss Alice A.,	50.00
Montgomery, William,	15.00
Morison, Mrs. F.,	10.00
Morse, Mrs. Leopold,	100.00
Motley, Mrs. E. P.,	25.00
Moulton, Mrs. Louise Chandler,	10.00
Moulton, Miss Maria C.,	25.00
Newell, Mrs. M. Abbie, in memory of her husband,	50.00
Nichols, Benjamin W.,	50.00
Nichols, J. H.,	25.00
Nichols, Miss Mary P.,	25.00
Nichols, Miss Sarah H., York Harbor, Me.,	20.00
Norcross, Miss Laura,	25.00
Otis, Mrs. William C.,	20.00
<i>Amount carried forward,</i>	\$5,682.41

<i>Amount brought forward,</i>	\$5,682.41
Parsons, Miss Elizabeth,	2.00
Peabody, The Misses, Cambridge,	50.00
Peabody, Mr. F. H.,	100.00
Peters, Edward D.,	25.00
Phipps, Miss Sarah M.,	10.00
Phipps, Miss Ada, West Roxbury,	10.00
P., K.,	200.00
Plumer, Charles A., Roxbury,	1.00
Primary Club of 1894, Kindergarten, C. Amadon's entertainment at Orleans,	5.50
Primary department, Day Street Congregational Church, Somerville,	3.00
Primary department, Sunday-school, Union Church of Weymouth and Braintree,	12.00
Primrose Club, Dorchester,	107.20
Proceeds of fair held in the house of Mr. Alanson Bigelow, Chestnut Hill, by Dorothy Bigelow, as- sisted by Alice Gardiner, Elizabeth Gray, Gretchen Howes, Marian Lewis, Molly Lowell, Ruth Miller, Louisa Richardson and Nanny Winsor,	163.11
Proceeds of entertainment by pupils of Perkins Institution, February 22,	165.81
Proceeds of fair held by Mrs. Henry Richards and daughters, Gardiner, Me.,	231.51
Proceeds of sale in the house of Mrs. Emma S. Blodgett, Cambridge,	55.00
Proceeds of Trilby entertainment at Mrs. T. Edgar White's, Newton,	33.00
Pyles, Mrs. E. Zane, Anacostia, D.C.,	5.00
"Relief," Somerville,	100.00
Rogers, Miss Catherine L., in memoriam,	15.00
Rotch, Mrs. Benjamin S., fund,	500.00
Rust, Mrs. W. A.,	10.00
Sanford, Miss Kate I.,	25.00
Seabury, The Misses, New Bedford,	25.00
Sears, Mrs. F. R., Jr.,	25.00
S., E.,	2.00
<i>Amount carried forward,</i>	<hr/> \$7,563.54

<i>Amount brought forward,</i>	\$7,563.54
Slocum, Mrs. W. H.,	500.00
Sohier, Miss Emily L.,	25.00
Sohier, Miss E. D.,	25.00
St. Agnes Guild, Trinity Church, Melrose,	5.00
St. Peter's Sunday-school, Beverly,	10.00
Stevens, Mrs. Harriet Lyman, Newport, R.I.,	20.00
Stevens, Mrs. O. H., Marlborough,	5.00
Stevens, Miss S. B.,	10.00
Sunny Hour Club, Wollaston (Bert Armstrong, treasurer),	5.00
Sunday-school of the First Church, Boston,	93.09
Sunday-school Primary Class, First Congregational Church, Cambridge,	17.39
Sweetser, Miss Ida E.,	5.00
Sweetser, Mr. I. Homer,	5.00
Sweetser, Mr. Frank E.,	5.00
Thanksgiving offering from the children of J. Elliot Cabot School, Brookline,	14.52
"The Hassanimisco Club," North Grafton; presi- dent, Eleanor Brigham; members, Ethel Robie, Anna Bigelow, Kathrina Dodge, Louise Dodge, Mildred Elliott, Jessie Siscoe, Florence Simmons, Ethel Gibbs, Elizabeth Rice, Wilder Rice, Mar- garet Brigham, Marguerite Fabian, Madie Fabian, Helen Elliott, Josephine Wilder and Marion Cutler,	80.25
Tilden, Miss Edith S. (from her aunt),	5.00
Thorndike, Mrs. J. H. (annual \$10),	110.00
To the little blind children from the children of the Boylston Street Kindergarten, Brookline (through Miss Harriet B. Stodder),	4.50
Unitarian Society, Belmont, through Rev. Hilary Bygrave,	12.81
Vaughn, Miss Maria A.,	5.00
Vialle, Charles A.,	20.00
Vose, Miss C. C.,	10.00
Wales, George W.,	100.00
<i>Amount carried forward,</i>	\$8,656.10

<i>Amount brought forward,</i>	\$8,656.10
Ware, Miss Charlotte L., Cambridge,	20.00
Warren, Mrs. J. Sullivan,	20.00
Weld, Mrs. William F.,	50.00
Weld, Mrs. S. M., Wellesley,	2.00
Weld, Mrs. Moses W.,	20.00
Wesson, Miss Isabel,	5.00
White, Miss Eliza Orne, Brookline,	5.00
White, C. J., Cambridge,	25.00
Whitehead, Miss Mary,	10.00
Whiting, Mrs. Susan A., Newton,	5.00
Whiting, Mrs. S. B., Cambridge,	10.00
Whitney, Miss E. P., West Newton,	5.00
Whitney, Miss Elizabeth J.,	5.00
W., L. M., Brookline,	100.00
Wolcott, Mrs. J. Huntington,	500.00
W., S. L.,	25.00
Young People's Club of the First Unitarian Church, Jamaica Plain,	50.00
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	\$9,513.10

CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary Society, Miss S. E. Lane, treasurer,	\$5,107.50
Cambridge Branch, through Mrs. E. C. Agassiz, treasurer,	555.66
Dorchester Branch, through Mrs. Charles V. Whit- ten, treasurer,	173.50
Lynn Branch, through Mrs. Lucy B. Haven, treas- urer,	61.00
Milton Branch, through Mrs. William Wood, treas- urer,	114.00
Worcester Branch, through Mrs. J. H. Robinson, treasurer,	242.13
Mrs. C. C. Voorhees' Normal Kindergarten Class,	7.00
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	\$6,260.79

FOR THE NEW BUILDING.

A friend of the sightless little ones.	\$300.00
Heard, J. Theodore, M.D.,	500.00
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	\$800.00

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, 1895, TO SEPTEMBER 1, 1896.

A friend, Wellesley Hills,	\$1.00
Arms, Miss May W., annual,	1.00
Arms, Master John Taylor, annual,	1.00
Boggs, Mrs. M. A., Lamdale, Pa.,	5.00
Brown, Mrs. J. Conklin, Greensboro', Ga.,	10.00
Brown, Master Warner, Greensboro', Ga.,	1.50
Christian Endeavor Society, Auburndale,	3.00
Christian Endeavor Society, Ware,	5.00
Class in the Thomas Parsons School, Brookline, through Miss Hayward,	5.50
Conant, Miss Grace W., Wellesley Hills,	1.00
Easter gift from primary department of the Plymouth Church Sunday-school, Worcester,	12.00
Easter offering, the proceeds of an entertainment given at Mrs. Wetherell's house, Brookline, by Eleanor Adams, Katharine Adams, Margaret Adams, Marjorie Cumnee, Marjorie Day, Con- stance Southworth, Barbara Werner, Louisa Werner, Constance Woods, Julia Woods, Chan- ning Bacall, Herbert Converse, Stockwell Day, Willie Mills, Carl Wetherell, Allen Whiting, Roger Wilbor,	50.00
Eastman, Miss Julia A., Dana Hall, Wellesley,	10.00
Ericsin, Miss Gertrude, Escanaba, Mich., . . . . .	.60
Everett, Miss Emily M., Cleveland, O.,	25.00
Fay, Miss Sarah M.,	25.00
Friends of Bible Class of Clarendon Street Church, "From George,"	40.00
Glover, Mr. Joseph B.,	20.00
<i>Amount carried forward,</i>	\$239.60

<i>Amount brought forward,</i>	\$239.60
Hammer, Masters Ralph and Alexander, Brookline,	2.00
Hare, Mr. George, Montreal, Can.,	2.50
Hayes, Miss Minnie M.,	10.00
Heath, Mrs. Sarah A.,	5.00
Hudson, Miss Mary R.,	1.00
In memory of Bishop Brooks,	5.00
Junior Children's Aid Society, Washington, Pa. ; Mary B. Harding, Bessie McClane, Jennie Allison, Madelaine R. Le Moyne, Eleanor W. Acheson, through Miss Madeleine Le Moyne,	10.00
Junior Christian Endeavor Society, Escanaba, Mich.,	1.60
Junior Christian Endeavor Society, Congregational Church, Brighton,	2.00
Junior Christian Endeavor Society, Friends' Church, Townsend Street, Roxbury,	2.00
Junior Endeavor Society, Winthrop Church, Hol- brook,	2.00
Junior Endeavor Society, Jamaica Plain Baptist Church,	3.00
Junior Endeavor Mission, Congregational Church, Brighton,	2.00
K., A. S.,	1.00
Kindergarten at Florence, through Miss Frances H. Look,	10.00
Kindergarten of the Washington Street Baptist Church, Lynn,	5.00
Kindergarten at Ithaca, N.Y., through Miss Eleanor E. Jones,	1.50
Kindergarten at Foxcroft, Me., through Miss Susan A. Sargent, . . . . .	.77
Kindergarten at Willimantic, Conn., through Miss Blanche M. Boardman,	1.00
Lend a Hand Club, Marlborough, through Mrs. O. H. Stevens,	2.00
Matthews, Mrs. Annie B.,	50.00
Peyraud, Mademoiselle Rosalie J., annual,	1.00
<i>Amount carried forward,</i>	\$359.97

<i>Amount brought forward,</i>	\$359.97
Pickman, Mrs. D. L., annual,	10.00
Primary class of the Walnut Avenue Congregational Sunday-school, Roxbury, through Mrs. T. W. Andrews,	5.00
Primary department, Walnut Avenue Sunday-school, Dorchester,	4.00
Primary department, Immanuel Sunday-school, Rox- bury, through Miss Antoinette Clapp,	5.00
"Private School,"	17.00
Proceeds of a "Conundrum Tea," given in Greens- boro, Ga., through Warner Brown,	18.71
Rogers, Miss Clara Bates, "In Memoriam,"	10.00
Second Church Primary Class, through Miss Kate L. Brown,	51.00
Sunday-school Class, Fee, Pa., through Mrs. J. K. Jones,	2.00
Thirteen little girls, Suffield, Conn., through Miss Josie Frances Smith,	5.00
Union Sunday-school, Harmon, Ill., through Silas Ackert, superintendent,	3.50
Union Sunday-school, Harmon, Ill., through Mrs. George P. Ross,	6.00
Wales, Mr. George W.,	25.00
Whitewell, Miss Mary H.,	1.00
Whitney, Miss E. P., West Newton,	2.00
Young, Mrs. B. L.,	10.00
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	\$535.18

In addition to the above amount we have received from a friend two hundred thirty-four dollars and twenty-two cents, to make up the deficit in the account of the previous year.

Further contributions will be thankfully received and gratefully acknowledged by

MICHAEL ANAGNOS, *Trustee.*

DONATIONS THROUGH THE LADIES' AUXILIARY.

A., Mrs. E. B., Brookline,	\$20.00
A friend,	100.00
A friend,	3.00
A friend,	3.00
A friend, for the blind children,	2.00
Anonymous,	1.00
Anonymous,	1.00
Anonymous, at kindergarten reception,	1.00
Arklay, Mrs. Julia C.,	10.00
Bacon, Mrs. F. E., Mattapoissett,	5.00
Baldwin, Mr. William H.,	5.00
Ballard, Miss Elizabeth,	5.00
Bartlett, Miss Fannie,	25.00
Bartlett, The Misses, Roxbury,	5.00
Baylies, Mrs. Walter C.,	5.00
Belches, Mrs. John W., Brookline,	10.00
Bigelow, Miss Mary A.,	10.00
Blanchard, Mrs. W. G., Roxbury,	1.00
Bowditch, Mr. William I., Brookline,	5.00
Bradshaw, Mrs. M. A., Washington, D.C.,	5.00
Brimmer, Mr. Martin (since died),	10.00
Brimmer, Mrs. Martin,	10.00
Bullard, Mrs. William S.,	10.00
Butler, Mr. E. K., Jamaica Plain,	6.00
Carpenter, Mrs. George O.,	5.00
Carruth, Mr. Frank H., Roxbury,	2.00
Cary, Miss,	5.00
Cary, Mrs. Richard,	4.00
Clapp, Mr. Charles M., Roxbury,	2.00
Clark, Mrs. J. J.,	2.00
Codman, Mrs. Russell S.,	5.00
Collar, Mr. W. C., Roxbury,	3.00
Converse, Mrs. E. S.,	5.00
<i>Amount carried forward,</i>	\$291.00

<i>Amount brought forward,</i>	\$291.00
Corse, Mrs. John M.,	3.00
Cotting, Mrs. C. E.,	5.00
Cotting, Mrs. C. U. (since died),	5.00
Crane, Mrs. Louise F., Dalton,	25.00
Crocker, Mrs. Uriel H.,	10.00
Cross, Dr. H. B., Jamaica Plain,	5.00
Curtis, Mrs. Louis,	10.00
Cushing, Mrs. J. W., Brookline,	1.00
Dabney, Miss R. L., Milton,	1.43
Day, Mr. William F., Roxbury,	5.00
Dean, Mr. Charles A., Roxbury,	10.00
DeSilver, Mrs. R. P.,	2.00
Evans, Mrs. Glendower,	5.00
Everett, Mrs. H. S.,	5.00
Farnam, Mrs. Henry, New Haven, Conn.,	25.00
Fish, Miss C. F., Roxbury,	5.00
Fowler, Mr. George R., Jamaica Plain,	10.00
French, Mr. Jonathan,	50.00
From a friend, Newton,	20.00
From A. T. B.,	5.00
G., A. D.,	5.00
Gammell, Mrs. William, Providence, R.I.,	100.00
Gardner, Mrs.,	1.00
Gardner, Mrs. G. P.,	5.00
Glover, Miss Caroline L.,	60.00
Glover, Mr. Joseph B.,	100.00
Goddard, Mr. A. W., Brookline,	10.00
Goddard, Mr. William, Providence, R.I.,	10.00
Goff, Mr. Darius L., Pawtucket, R.I.,	15.00
Hallowell, Miss Henrietta T., Milton,	1.00
Hill, Mr. J. Edward R.,	25.00
Holden, Mrs. C. W.,	2.00
Hollings, Mrs. H., Roxbury,	2.00
Hooper, Mrs. F. F.,	5.00
Hooper, Mrs. Robert C., Jr.,	25.00
Howard, Mrs. A. C., Brookline,	1.00
Howe, The Misses, Brookline,	10.00
<i>Amount carried forward,</i>	\$875.43

<i>Amount brought forward,</i>	\$875.43
Hunnewell, Mr. Francis W.,	25.00
King's Daughters, Groton, through Mrs. Bessie E. A. Sherwin,	1.00
Lane, Mr. Benjamin P., Roxbury (since died), . . .	2.00
Larned, Mrs. Edwin Channing,	2.00
Lawrence, Mrs. Ambrose,	5.00
Leavitt, Mr. Frank M., Roxbury,	5.00
Lincoln, Mr. A. L., Jr., Brookline,	5.00
Lowell, Miss G.,	3.00
Lowell, Mrs. George G.,	25.00
Manning, Mr. John P., Roxbury,	5.00
Manning, The Misses,	20.00
Mason, Miss E. F.,	250.00
Mason, Mrs. H. C.,	3.00
McCleary, Mr. S. F., Brookline,	2.00
McLean, Mr. Alpine, Roxbury,	1.00
Means, Mr. James,	5.00
Metcalf, Mr. R. C., Roxbury,	2.00
Neal, Miss Caro F., Charlestown, in memory of her mother,	5.00
Nourse, Mrs. B. F.,	5.00
Ober, Miss M. Louise, Brookline,	1.00
Page, Mrs. Mary G., Roxbury,	5.00
Parker, Mrs. John Wells, Roxbury,	1.00
Parry, Mrs. Henry J., Jamaica Plain,	5.00
Peabody, Mr. F. H.,	90.00
Perkins, Miss E. G.,	5.00
Pickering, Mrs. Edward,	5.00
Raymond, Mrs. T. C., Cambridge,	5.00
Rayner, Mrs. C. D., "In Memoriam, 1892," . . .	5.00
Reynolds, Miss A. T.,	2.00
Root, Mrs. William A., Roxbury,	2.00
Sampson, Mr. C. P., Jamaica Plain,	5.00
Sargent, Mr. James O., Roxbury (since died), . . .	1.00
Sayles, Mr. F. C., Pawtucket, R.I.,	100.00
Schlesinger, Mr. Barthold,	20.00
Sears, Mr. David,	25.00
<i>Amount carried forward,</i>	<u>\$1,523.43</u>

<i>Amount brought forward,</i>	\$1,523.43
Severance, Emily and William,	5.00
Shepard, Mrs. Emily E., Brookline,	20.00
Sherwin, Mr. Edward, Jamaica Plain,	10.00
Skinner, Mrs. Francis,	10.00
Smith, Miss Anne, Roxbury,	1.00
Smith, Mr. Charles G., Roxbury,	1.00
Spaulding, Mrs. Mahlon D.,	100.00
Sprague, Mrs. Charles F., Brookline,	15.00
Stevens, Miss C. Augusta, New York City,	10.00
Stevenson, Miss Annie B., Brookline,	3.00
Stone, Mrs. Edwin P.,	2.00
Story, Mrs. George O.,	1.00
Swift, Mrs. E. C.,	20.00
Tapley, Mrs. Anna S.,	10.00
Thayer, Mr. Byron T.,	10.00
Weld, Mr. Otis E.,	100.00
Wells, Mrs. Elizabeth S.,	5.00
Whelden, Mrs. Alice M., Campello,	10.00
Whitman, Mr. James H., Charlestown,	10.00
Whitman, Mrs. James H., Charlestown,	10.00
Whitney, Miss M. D.,	2.00
Whittemore, Mrs. A., Longwood,	5.00
Wigglesworth, Dr. Edward (since died),	10.00
Williams, Mrs. J. D. W.,	10.00
Williams, Miss Louise H.,	15.00
Winthrop, Mrs. Thomas Lindall,	10.00
Woodman, Mr. Stephen F., Jamaica Plain,	5.00
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	\$1,933.43

ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Society, Miss S. E. LANE, *Treasurer.*

Abbott, Miss A. F.,	\$1.00
Abbott, Mrs. Edward Miles, Brookline,	1.00
Abbott, Mrs. H. E., Brookline,	1.00
Abbott, Mrs. J.,	5.00
Abbott, Miss J. E.,	1.00
Abel, Mrs. S. C., Roxbury,	1.00
Adams, Mr. George, Roxbury,	1.00
Adams, Mrs. Waldo, Lowell,	5.00
Alden, Miss Rachel, Dorchester,	1.00
Alden, Miss S. B., Randolph,	10.00
Allen, Mrs. A. H.,	1.00
Allen, Mrs. C. H.,	1.00
Allen, Mrs. F. R.,	5.00
Allen, Mrs. W. H.,	5.00
Ames, Rev. Charles G.,	10.00
Ames, Mrs. Frederic L.,	50.00
Ames, Mrs. F. M.,	1.00
Amory, Miss Anna Sears,	15.00
Amory, Mrs. C. W.,	5.00
Amory, Mrs. Francis I.,	10.00
Anderson, Miss Anna F., Lowell,	1.00
Anderson, Mrs. J. F.,	5.00
Anderson, Mrs. William, Brookline,	2.00
Andrews, Mr. Charles H.,	5.00
Anthony, Mrs. S. Reed,	5.00
Appleton, Mrs. William,	5.00
Apthorp, Mrs. J. V.,	5.00
Armstrong, Mr. George W., Brookline,	10.00
Arnold, Mrs. Richard,	2.00
Atkins, Mrs. Elisha,	15.00
Atkinson, Mrs. Edward, Brookline,	10.00
<i>Amount carried forward,</i>	\$195.00

<i>Amount brought forward,</i>	\$195.00
Ayer, Mrs. James B.,	5.00
Bacon, Mrs. E. B.,	1.00
Bacon, Miss Ellen S., Jamaica Plain,	5.00
Bacon, Miss Julia, Jamaica Plain,	5.00
Bailey, Mrs. Hollis R., Cambridge,	2.00
Baker, Mrs. Richard (since died),	5.00
Baldwin, Mr. E. L.,	1.00
Bancroft, Mrs. J. C.,	5.00
Bangs, Miss Edith,	10.00
Barnard, Mrs. M. C. E., Dorchester,	2.00
Barnes, Mrs. Amos,	1.00
Barnes, Mrs. Charles B.,	10.00
Barnes, Mrs. T. W., New York City,	3.00
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
Beebe, Mrs. J. Arthur,	25.00
Berwin, Mrs. Jacob,	5.00
Bicknell, Mrs. William J., Dorchester,	1.00
Bigelow, Mrs. Alanson, Chestnut Hill,	1.00
Bigelow, Mrs. A. O.,	5.00
Bigelow, Mrs. A. S.,	5.00
Bigelow, Mrs. G. T.,	5.00
Bigelow, Mrs. H.,	5.00
Bigelow, Miss Hannah E., Marlborough,	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.,	1.00
Blacker, Miss Eliza F., Allston,	5.00
Blackmar, Mrs. W. W.,	5.00
<i>Amount carried forward,</i>	\$408.00

<i>Amount brought forward,</i>	\$408.00
Blake, Mrs. George B.,	10.00
Blake, Mrs. S. P.,	5.00
Blake, Mr. William P.,	5.00
Bleakie, Mrs. J. S.,	5.00
Boardman, Mrs. T. D.,	2.00
Boit, Mr. Robert A., Longwood,	3.00
Boland, Dr. E. S., South Boston,	5.00
Bolster, Mrs. Wilfred, Roxbury,	1.00
Bond, Mr. William S., Jamaica Plain,	10.00
Boody, Mr. J. H., Brookline,	5.00
Bowditch, Dr. Henry P., Jamaica Plain,	1.00
Boyd, Miss Florence A., Marlborough,	50.00
Boyd, Miss Lydia S., Marlborough,	50.00
Bradford, Mrs. C. F.,	10.00
Bradlee, Rev. Caleb Davis, D.D., Brookline,	5.00
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
Briggs, Dr. E. C.,	2.00
Brown, Miss Augusta M.,	5.00
Brown, Mrs. Augustus, Newton,	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, Greensboro', Ga.,	2.00
Brown, Mrs. Samuel N.,	2.00
Brown, Mrs. T. C.,	5.00
Browne, Miss Harriet T.,	10.00
Bruerton, Mrs. James, Malden,	10.00
Bryant, Mrs. E. B.,	5.00
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
<i>Amount carried forward,</i>	<hr/> \$685.00

<i>Amount brought forward,</i>	\$685.00
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
Burrage, Miss Caroline S., West Newton,	1.00
Burrage, Mrs. J. C., West Newton,	1.00
Butler, Mr. Charles Shorey,	2.00
Butler, Mrs. Charles S.,	2.00
Cabot, Mr. John H., Brookline,	5.00
Caldwell, Mr. J. A., Roxbury,	2.00
Caldwell, Mrs. J. F.,	2.00
Calkins, Miss Mary W., Newton,	2.00
Callender, Mr. Walter, Providence, R.I.,	10.00
Capen, Mr. Samuel B., Jamaica Plain,	3.00
Carlton, Mrs. John, Roxbury,	2.00
Carter, Mrs. G. E.,	5.00
Carter, Mrs. John W., West Newton,	5.00
Carter, Mr. William S., Jamaica Plain,	2.00
Cary, Miss A. P.,	10.00
Cary, Miss E. G.,	10.00
Cary, Miss Georgiana S.,	1.00
Cary, Mrs. Richard,	1.00
Caryl, Miss Harriet E.,	1.00
Case, Mrs. James B.,	5.00
Cate, Mr. Martin L., Roxbury,	2.00
C., Friend R. J. M., Brookline,	15.00
Chandler, Mrs. Frank W.,	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
Chase, Mr. Walter G., Brookline,	10.00
Chatman, Mrs. H. L.,	10.00
<i>Amount carried forward,</i>	\$856.00

<i>Amount brought forward,</i>	\$856.00
Cheever, Mr. George H., Roxbury,	5.00
Cheney, Mrs. Arthur,	3.00
Chick, Mrs. I. W.,	2.00
Claffin, Mrs. W. H.,	2.00
Clapp, Miss Antoinette, Roxbury,	1.00
Clark, Mrs. B. C.,	5.00
Clark, Miss E. S.,	2.00
Clark, Mrs. F. S.,	10.00
Clark, Mrs. J. J.,	2.00
Clark, Mrs. John S.,	2.00
Clark, Mrs. John T., Jamaica Plain,	10.00
Clark, Miss Mary,	1.00
Clark, Miss Sarah W., Beverly,	10.00
Clarke, Mrs. J. Freeman, Jamaica Plain,	5.00
Clerk, Mrs. W. F., Roxbury,	3.00
Cobb, Mrs. Charles K., Chestnut Hill,	5.00
Coburn, Mrs. George W.,	25.00
Cochrane, Mrs. Alexander,	5.00
Codman, Mrs. C. R.,	10.00
Codman, Mr. Robert,	5.00
Coffin, Mrs. C. C., Brookline,	2.00
Coffin, Mrs. G. R., Brookline,	2.00
Coffin, Mrs. W. H., Chestnut Hill,	1.00
Collamore, The Misses,	5.00
Conant, Mrs. N., Brookline,	2.00
Conant, Mrs. William M.,	3.00
Conrad, Mrs. David, Brookline,	2.00
Converse, Mrs. C. C.,	10.00
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
Corey, Mrs. Sarah E., Brookline,	10.00
Covel, Mrs. A. S.,	2.00
Cowing, Mrs. Martha W., West Roxbury,	25.00
Cox, Mrs. Benjamin (since died),	10.00
<i>Amount carried forward,</i>	<u>\$1,075.00</u>

<i>Amount brought forward,</i>	\$1,075.00
Cox, Mrs. William E., Chestnut Hill,	10.00
Crafts, Mrs. James M.,	25.00
Crane, Mrs. Aaron M.,	5.00
Crane, Mrs. Joshua, Brookline,	1.00
Crane, Mrs. James B., Dalton,	10.00
Crane, Mr. Zenas, Dalton,	25.00
Crehore, Mrs. G. C.,	5.00
Crocker, Miss Sarah H.,	5.00
Crosby, Mrs. J. M.,	10.00
Crosby, Miss S. T.,	1.00
Cross, Dr. H. B., Jamaica Plain,	10.00
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, The Misses, Roxbury,	2.00
Curtis, Mr. William O., Roxbury,	5.00
Curtis, Mrs. William O., Roxbury,	10.00
Cushing, Mrs. James, Roxbury,	5.00
Cushing, Miss Mary J. (since died),	5.00
Cushing, Miss Sarah P.,	2.00
Cutler, Mrs. E. G.,	2.00
Cutler, Mrs. Ellen M.,	1.00
Cutler, Mrs. W. J.,	2.00
Cutts, Mrs. H. M., Brookline,	1.00
Dabney, Mrs. L. S.,	10.00
Dale, Mrs. Eben,	5.00
Damon, Mr. H. E., Newton,	5.00
Damon, Mrs. Jane E., Westminster,	5.00
Dana, Mrs. Samuel B.,	10.00
Dane, Mrs. E. S., Longwood,	2.00
Danforth, Mr. J. H.,	10.00
Daniell, Mrs. H. W.,	5.00
Daniels, Mrs. George F.,	1.00
Davenport, Mrs. F. H., Jamaica Plain,	5.00
Davis, Mrs. Simon,	3.00
<i>Amount carried forward,</i>	\$1,315.00

<i>Amount brought forward,</i>	\$1,315.00
Davis, Mrs. B. C.,	5.00
Davis, Mrs. James H.,	5.00
Day, Mrs. Lewis, Norwood,	1.00
Dean, Mr. Charles A., Roxbury,	10.00
Deland, Mrs. Thomas W., Roxbury,	5.00
Dennison, Mrs. F. W.,	10.00
Dennison, Mr. Henry B., Roxbury,	10.00
Denny, Mrs. Arthur B., Chestnut Hill,	5.00
Denny, Mrs. W. C., Longwood,	2.00
Derby, Mrs. Hasket,	5.00
Dewey, Miss Mary E.,	2.00
Dexter, Mr. Arthur (since died),	10.00
Dexter, Miss Elsie,	2.00
Dexter, Miss Rose L.,	5.00
Dexter, Miss Sarah V.,	10.00
Dillaway, Mrs. Charles K., Roxbury,	2.00
Ditson, Mrs. Oliver,	5.00
Dixon, Mrs. L. S.,	2.00
Dixon, Mrs. R. B.,	1.00
Doe, Miss N.,	5.00
Doliber, Mrs. Thomas, Brookline,	5.00
Downes, Mrs. Lilla A., Charlestown,	1.00
Dowse, Mrs. Charles F.,	1.00
Draper, Dr. F. W.,	2.00
Drew, Mrs. E. C.,	5.00
Driscoll, Mrs. Dennis, Brookline,	1.00
Drost, Mrs. C. A., Brookline,	1.00
Dunbar, Mrs. James R., Brookline,	5.00
Dwight, Mrs. James,	1.00
Dwight, Mrs. Thomas,	1.00
Dwight, Mrs. Thomas, Jr.,	1.00
Dwight, Mr. Edmund,	5.00
Eaton, Mrs. James, Roxbury,	1.00
Edmunds, Mr. H. H. W., Roxbury,	1.00
Edmunds, Mrs. M. G., Brookline,	10.00
Edmond, Mrs. Emma H., Brookline,	1.00
Edwards, Mr. John C., Brookline,	5.00
<i>Amount carried forward,</i>	\$1,464.00

<i>Amount brought forward,</i>	\$1,464.00
Edwards, Mrs. J. S., Roxbury,	5.00
Eichberg, Mrs. Julius,	2.00
Eliot, Mrs. Amory,	2.00
Ellery, Mrs. Harrison, Brookline,	1.00
Elms, Mrs. Edward C., Newton,	1.00
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. W. P., Brookline,	3.00
Emery, Mrs. Mark, North Anson, Me.,	1.00
Endicott, Miss,	1.00
Endicott, Mrs. Henry,	5.00
Endicott, Miss Mary E., Beverly,	25.00
Ernst, Mrs. C. W.,	2.00
Estabrook, Mrs. Arthur F.,	5.00
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
Farnsworth, Mrs. E. M., Brookline,	2.00
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., Jr.,	5.00
Fay, Miss Sarah B.,	5.00
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
<i>Amount carried forward,</i>	\$1,641.00

<i>Amount brought forward,</i>	\$1,641.00
Fessenden, Mrs. Sewell H.,	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. 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
Foss, Mrs. Eugene N., Jamaica Plain,	10.00
Foster, Mrs. Hatherly, Brookline,	1.00
Frank, Mrs. Daniel,	1.00
Freeman, Mrs. A. F.,	2.00
Freeman, Miss Harriet E.,	5.00
French, Mrs. John J.,	1.00
French, Mrs. L. H., Roxbury,	1.00
Friedman, Mrs. Jacob, Roxbury,	2.00
Friedman, Mr. S., Roxbury,	5.00
Frothingham, Miss Ellen,	5.00
Frothingham, Mrs. O. B.,	5.00
Frothingham, Mrs. T. B. (since died),	5.00
Fry, Mrs. Charles,	10.00
Fuller, Mrs. Caroline A., West Hingham,	20.00
Gaffield, Mr. Thomas,	5.00
Gardiner, Mrs. Robert H., Chestnut Hill,	2.00
Gardner, Miss Olga E.,	5.00
Gardner, Mrs. John L.,	10.00
Gaston, Mrs. W.,	5.00
Gay, Mrs. Albert, Brookline,	1.00
Gay, Dr. Warren F.,	5.00
Gilchrist, Mr. John, Roxbury,	1.00
Gill, Mr. Abbott D., Roxbury,	2.00
Gillett, Mr. S. Lewis, Roxbury,	3.00
Ginn, Mrs. F. B.,	5.00
Glasier, Mr. Alfred A., Roxbury,	20.00
Gleason, Mrs. Cora L., South Boston,	3.00
<i>Amount carried forward,</i>	\$1,858.00

<i>Amount brought forward,</i>	\$1,858.00
Glover, Mrs. J. C., Dorchester,	2.00
Goddard, Miss Lucy W.,	2.00
Goddard, Miss Matilda,	2.00
Goldthwait, Mr. John,	10.00
Gooding, Mrs. T. P.,	2.00
Goodwin, Mr. Frank,	1.00
Goodwin, Mrs. J. C.,	2.00
Gorham, Mrs. W. H.,	5.00
Graham, Mr. Edward, Roxbury,	5.00
Grant, Mrs. Robert,	1.00
Gray, Miss Elizabeth C.,	10.00
Gray, Mrs. John Chipman,	5.00
Gray, Mrs. J. H.,	5.00
Gray, Mrs. Morris, Chestnut Hill,	2.00
Gray, Mrs. Reginald, Chestnut Hill,	5.00
Greeley, Mrs. R. F.,	5.00
Greene, Mrs. J. S. Copley,	2.00
Greenough, Mrs. A. A., Jamaica Plain,	5.00
Grew, Mrs. H. S.,	10.00
Grover, Mrs. William O.,	10.00
Guild, Mrs. James, Roxbury,	10.00
Gunnison, Miss Mary E., Roxbury,	4.00
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. M. L.,	5.00
Hall, Mr. William F., Brookline,	5.00
Hapgood, Mr. T. B., Allston,	1.00
Harding, Mrs. E.,	10.00
Hardy, Mrs. A. H.,	3.00
Harrington, Mrs. F. B.,	3.00
Harrington, Dr. Harriet L., Dorchester,	2.00
Harrington, Mrs. M. S., Dorchester,	1.00
Harris, Mrs. G. R., Brookline,	10.00
Hart, Mr. Maurice, Roxbury,	1.00
Hart, Mrs. Thomas N.,	2.00
<i>Amount carried forward,</i>	\$2,014.00

<i>Amount brought forward,</i>	\$2,014.00
Harwood, Mrs. George S., Newton,	5.00
Haskell, Mrs. C. A., Newton,	2.00
Haskell, Mrs. Edwin B., Auburndale,	25.00
Hayden, Mrs. C. R.,	5.00
Hayes, Mrs. J. A.,	1.00
Hayes, Miss Millicent G.,	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
Herman, Mrs. Joseph M.,	2.00
Higginson, Mrs. Henry L.,	15.00
Hill, Mrs. A. S.,	5.00
Hill, Mr. C. W., Roxbury,	2.00
Hills, Mrs. E. A.,	5.00
Hoadley, Mrs. John C., Roxbury,	1.00
Hogg, Mr. John,	25.00
Holbrook, Mrs. Walker, Newton,	1.00
Holden, Miss H. F., Dorchester,	2.00
Hooper, Mrs. J. R.,	10.00
Hooper, Mrs. F. F.,	1.00
Hooper, Mrs. R. C., Sr.,	10.00
Horton, Mrs. E. A.,	2.00
Horton, Mrs. William H.,	10.00
Houghton, Miss Elizabeth G.,	10.00
Howe, Mrs. Arabella,	2.00
Howe, Mr. George E.,	2.00
Howe, Mrs. Julia Ward,	5.00
Hoyt, Mrs. J. C.,	5.00
Hubbard, Mrs. Eliot,	10.00
Hudson, Mrs. John E.,	5.00
Hunneman, Mrs. S. W., Roxbury,	2.00
Hunneman, Miss Elizabeth A., Roxbury,	2.00
Hunnewell, Mr. H. H.,	50.00
<i>Amount carried forward,</i>	<u>\$2,295.00</u>

<i>Amount brought forward,</i>	\$2,295.00
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
Jackson, Miss E. (since died),	3.00
Jackson, Mrs. J. B. S.,	10.00
James, Mrs. John W.,	10.00
Jaynes, Mrs. C. P.,	5.00
Jelly, Dr. George F.,	10.00
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
Jolliffe, Mrs. T. H., Charles River Village,	5.00
Jones, Mrs. B. M.,	5.00
Jones, Mrs. Charles H.,	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
Jordan, Mrs. Eben D., Jr., Brookline,	10.00
Josselyn, Mrs. A. S.,	5.00
Joy, Mrs. Charles H.,	10.00
Kaffenburgh, Mrs. I., Brookline,	2.00
Kay, Mrs. J. Murray, Brookline,	2.00
Keates, Mrs. A. T.,	2.00
Keene, Mrs. S. W., Roxbury,	2.00
Kellen, Mrs. William V.,	50.00
Kendrick, Mr. James R. (since died),	10.00
Kenerson, Mr. Austin H., Roxbury,	1.00
Kennard, Mrs. Charles W.,	1.00
Kent, Mr. Prentiss M.,	5.00
Kettle, Mrs. C. L.,	1.00
Kidder, Mrs. Henry P., Milton,	5.00
<i>Amount carried forward,</i>	\$2,549.00

<i>Amount brought forward,</i>	\$2,549.00
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, Miss Susan Day,	2.00
Kimball, Mrs. S. H.,	5.00
King, Mrs. D. Webster,	2.00
Kingsbury, Miss Mary E., Brookline,	1.00
Kittredge, Mrs. J. C., Brookline,	5.00
Klous, Mr. Isaac, Roxbury,	2.00
Kuhn, Mrs. Grace M.,	5.00
Lamson, Mrs. J. A.,	1.00
Lamson, Mr. Joseph, Jr., Roxbury,	1.00
Lang, Mrs. Benjamin J.,	20.00
Larkin, The Misses,	2.00
Lavallee, Mrs. John,	5.00
Lawrence, Mr. Charles R., Brookline,	5.00
Lee, Mrs. George C.,	10.00
Lee, Mrs. Henry, Brookline,	20.00
Leighton, Mrs. John W., Brookline,	5.00
Lewis, Mrs. C. W., Brookline,	1.00
Libby, Mrs. F. M.,	1.00
Lilly, Mrs. Channing,	10.00
Lincoln, Miss C. K. T.,	1.00
Livermore, Mr. Thomas L., Jamaica Plain,	5.00
Lockwood, Mrs. Rhodes,	1.00
Lodge, Mrs. John E.,	10.00
Lonsdale, Mrs. E.,	1.00
Loring, The Misses,	5.00
Loring, Mrs. W. C.,	25.00
Lothrop, Mrs. Thornton K.,	25.00
Loud, Mr. E. A., Roxbury,	8.00
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
<i>Amount carried forward,</i>	<u>\$2,802.00</u>

<i>Amount brought forward,</i>	\$2,802.00
Lowell, Miss Georgina,	2.00
Lowell, Mrs. John,	5.00
Lowell, Mrs. John, Jr., Chestnut Hill,	5.00
Lyman, Mrs. Joseph, Brookline,	5.00
Lyman, Mr. John Pickering,	10.00
Lyman, Mrs. Theodore, Brookline,	15.00
Mackinnon, Mrs. T. A.,	5.00
Mackintosh, Mrs. W. H., Roxbury,	1.00
Magee, Mr. J. L., Chelsea,	10.00
Mandell, Mrs. S. P.,	2.00
Mansfield, Mrs. George S., Malden,	5.00
March, Mrs. Delano, Watertown,	10.00
Marley, Mr. James S., Roxbury,	1.00
Mason, Mrs. S. E.,	5.00
Matthews, Miss A. B.,	1.00
Matthews, Miss Alice M. C.,	1.00
Maynard, Mr. Charles H., Longwood,	5.00
McConnell, Mr. George, Roxbury,	5.00
Mead, Mrs. S. R.,	10.00
Melville, Mrs. H. H., Brookline,	25.00
Meredith, Mrs. J. H.,	5.00
Merriam, Mrs. Charles,	5.00
Merrill, Mrs. J. Warren,	10.00
Merrill, Miss F. S., Roxbury,	1.00
Merritt, Mrs. George W.,	5.00
Meyer, Mrs. George A.,	10.00
Miles, Dr. C. Edwin, Roxbury,	1.00
Minot, Dr. Francis,	10.00
Mixer, Mrs.,	1.00
Mixer, Miss,	1.00
Monroe, Mrs. George H., Brookline,	5.00
Morrill, Miss Annie W.,	5.00
Morrill, Miss Fannie E.,	5.00
Morrill, Mrs. F. Gordon,	2.00
Morison, Mrs. J. H.,	2.00
Morison, Mrs. John H.,	5.00
Morse, Mr. J. T.,	5.00
<i>Amount carried forward,</i>	<u>\$3,008.00</u>

<i>Amount brought forward,</i>	\$3,008.00
Morse, Miss Margaret F., Jamaica Plain,	2.00
Morss, Mr. Anthony S., Charlestown,	5.00
Moseley, Mrs. Alexander,	5.00
Moseley, Miss Ellen F.,	5.00
Motte, Mrs. Ellis L.,	2.00
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,	1.00
Newell, Mrs. James W., Roxbury,	1.00
Newell, Mrs. M. A., Roxbury,	5.00
Newman, Mrs. George H.,	2.00
Nichols, Mrs. Fred S.,	5.00
Nichols, Mrs. E. H.,	1.00
Nickerson, Mrs. J. S., South Boston,	1.00
Nickerson, Miss Florence S., South Boston,	1.00
Nickerson, Mrs. Thomas W., Jr.,	10.00
Norcross, Miss Edith C., Roxbury,	1.00
Norcross, Mrs. J. W., Roxbury,	2.00
Norcross, Miss Laura,	10.00
Norcross, Mrs. Otis,	5.00
Norcross, Mrs. Otis, Jr.,	5.00
Norton, Mrs. Frank L.,	5.00
Norton, Mr. John H., Roxbury,	2.00
Ober, Mr. Louis P.,	10.00
Oliver, Miss Martha C., Roxbury,	1.00
Osborn, Mrs. Anna F., Pittsfield, Me.,	1.00
Osborn, Mrs. John B.,	2.00
Otis, Mrs. W. J.,	5.00
Page, Rev. Charles L., Roxbury,	1.00
Page, Mrs. Cyrus A.,	5.00
Paine, Mrs. R. T.,	10.00
Palfrey, Mrs. F. W. (since died),	20.00
Parker, Mrs. Charles W.,	5.00
Parker, Mrs. Susan E., Roxbury,	2.00
Parker, Mrs. William L.,	5.00
Parkinson, Mrs. John,	5.00
<i>Amount carried forward,</i>	<u>\$3,161.00</u>

<i>Amount brought forward,</i>	\$3,161.00
Parsons, The Misses, Roxbury,	5.00
Parsons, Mrs. William and Miss,	5.00
Patterson, Mrs. James H. (since died),	1.00
Peabody, Mrs. Anna P.,	5.00
Peabody, Mr. F. H.,	10.00
Peabody, Mrs. Oliver W.,	5.00
Peabody, Mrs. S. E., Salem,	10.00
Peirce, Mr. Silas,	10.00
Peirson, Mrs. Charles L.,	10.00
Penfield, Mrs. James A.,	2.00
Perry, Mrs. C. N., Roxbury,	5.00
Perry, Miss Elizabeth H., Bridgewater,	1.00
Peters, Mr. Edward D.,	10.00
Peters, Mrs. W. Y.,	1.00
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.,	10.00
Pierce, Mrs. N. W.,	2.00
Pierce, Mr. Phineas,	5.00
Pitkin, Mrs. C. L., Brookline,	2.00
Pitts, Mrs. Charles H.,	5.00
Poor, Mrs. Charles C.,	2.00
Pope, Mrs. Albert A.,	25.00
Pope, Drs. E. F. and C. A.,	2.00
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, Mr. William, Jr., Roxbury,	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
Powell, Mrs. Maude J., Roxbury,	1.00
<i>Amount carried forward,</i>	\$3,472.00

<i>Amount brought forward,</i>	\$3,472.00
Prang, Mr. Louis,	10.00
Pratt, Mrs. Elliott W.,	2.00
Prendergast, Mr. James M.,	10.00
Proctor, Mrs. H. H.,	2.00
Putnam, Mrs. George,	5.00
Putnam, Mrs. J. P.,	5.00
Putnam, Mrs. S. R.,	10.00
Quincy, Mrs. C. F., Chicago. Ill.,	2.00
Quincy, Mrs. George H.,	10.00
Quincy, Mrs. H. P.,	5.00
Ranney, Mr. Fletcher, Brookline,	5.00
Rantoul, Miss H. L., Beverly,	2.00
Raymond, Mrs. Henry E., Brookline,	5.00
Reed, Mrs. G. F. T., Jamaica Plain,	10.00
Reed, Mr. John H., Roxbury,	2.00
Reed, Mrs. William H.,	5.00
Revere, Mrs. Paul J.,	1.00
Reynolds, Mr. Walter H.,	5.00
Rhodes, Mrs. S. H.,	5.00
Rice, Mrs. David Hall, Brookline,	2.00
Rice, Mr. David, Jamaica Plain,	10.00
Rice, Mrs. David, Jamaica Plain,	10.00
Rice, Mrs. Henry A.,	5.00
Rice, Mrs. N. W.,	5.00
Richards, Miss Annie Louise,	20.00
Richards, Mrs. Dexter N., Brookline,	10.00
Richards, Mrs. W. D.,	5.00
Richardson, Mrs. F. A., Cambridge,	2.00
Richardson, Mr. Spencer W.,	5.00
Richardson, Mrs. Thomas O.,	2.00
Ridgway, Miss H. B.,	1.00
Riley, Mr. C. E., Newton,	10.00
Robbins, Mrs. Royal,	5.00
Robeson, Mrs. Andrew,	5.00
Robinson, Miss H. M.,	20.00
Robinson, Mrs. Henry H., Brookline,	2.00
Robinson, Mary,	1.00
<i>Amount carried forward,</i>	\$3,693.00

<i>Amount brought forward,</i>	\$3,693.00
Rochford, Francis J.,	1.00
Rodman, Mr. S. W.,	10.00
Rogers, Miss Anna P.,	10.00
Rogers, Miss Clara Bates,	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 Kate,	1.00
Rogers, Miss Susan S.,	5.00
Rogers, Mrs. T. O.,	5.00
Rogers, Mrs. William B.,	3.00
Rotch, Mrs. C. M., New Bedford,	10.00
Rotch, Miss Edith,	10.00
Rotch, Mrs. T. M.,	2.00
Rotch, Mrs. William J.,	5.00
Rothwell, Mrs. W. H., Longwood,	5.00
Russell, Mrs. Henry G., Providence, R.I.,	25.00
Rust, Mrs. Nathaniel J.,	2.00
Rust, Mrs. W. A., Cambridge,	5.00
S., Miss A. E., Revere,	1.00
Sabine, Mrs. G. K., Brookline,	2.00
Salinger, Mrs. Joseph, Brookline,	5.00
Saltonstall, Mrs. Henry,	10.00
Saltonstall, Mrs. Leverett, Chestnut Hill,	10.00
Sampson, Mrs. Edwin H.,	2.00
Sampson, Mr. George (since died),	10.00
Sampson, Miss H. H.,	1.00
Sampson, Mrs. O. H.,	5.00
Sargent, Mrs. Winthrop,	50.00
Scaife, Miss Helen,	2.00
Schwarz, Mrs. Louis B., Brookline,	2.00
Scott, Mrs. W. M.,	2.00
Sears, Mrs. A. P., Brookline,	1.00
Sears, Mr. Frederick R.,	25.00
Sears, Mrs. Knyvet W.,	10.00
Sears, Mrs. P. H.,	10.00
<i>Amount carried forward,</i>	\$3,958.00

<i>Amount brought forward,</i>	\$3,958.00
Sears, Mrs. Willard T.,	5.00
Seamans, Mr. James M., Brookline,	10.00
Sharpe, Mr. Lucian, Providence, R.I.,	10.00
Shattuck, Mrs. G. B.,	5.00
Shattuck, Mrs. George O.,	5.00
Shaw, Mrs. Benjamin S.,	5.00
Shaw, Mrs. G. Howland,	10.00
Shaw, Mrs. George R.,	1.00
Shaw, Mrs. Henry Russell,	10.00
Shaw, Mrs. John Oakes, Jr.,	5.00
Shaw, Mrs. Robert G.,	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
Shinkle, Miss Camilla, Covington, Ky.,	5.00
Sigourney, Mr. Henry,	10.00
Simpkins, Miss Mary W., Jamaica Plain,	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
Smyth, Rev. Julian K., Roxbury,	1.00
Smyth, Mrs. Julian K., Roxbury,	1.00
Soren, Miss Emily, Roxbury,	2.00
Soren, Miss Grace, Roxbury,	1.00
Soren, Mr. John H., Roxbury,	5.00
Sowdon, Mr. A. J. C.,	10.00
Spencer, Miss Edith Louise, Jamaica Plain,	2.00
Sprague, Dr. Francis P.,	10.00
Stadtmiller, Mrs. F., Jamaica Plain,	5.00
Standish, Mrs. L. M.,	5.00
Stantial, Mrs. S. F.,	2.00
Stearns, Mrs. R. H.,	5.00
Steese, Mrs. E., Brookline,	5.00
Steinert, Mrs. Alex.,	3.00
<i>Amount carried forward,</i>	\$4,161.00

<i>Amount brought forward,</i>	\$4,161.00
Stetson, Mr. Amos W.,	20.00
Stetson, Miss Sarah M.,	3.00
Stevens, Mrs. H. H.,	5.00
Stevens, Mr. John J., Roxbury,	5.00
Stewart, Mrs. E. T.,	5.00
Stockwell, Mr. Ira,	2.50
Stone, Mrs. Edwin P.,	5.00
Stone, Mrs. Frederick,	20.00
Stone, Mrs. J. H., Brookline,	2.00
Stone, Mrs. J. S.,	5.00
Storer, The Misses,	4.00
Storrs, Mrs. Elizabeth K., Brookline (since died),	10.00
Story, Mrs. George O.,	1.00
Stratton, Mrs. Charles E.,	5.00
Stratton, Mrs. Solomon P.,	3.00
Strong, Mrs. Alex.,	10.00
Stuart, Mrs. Willoughby Herbert,	2.00
Sturgis, Mrs. John H.,	5.00
Swain, Mrs. George F.,	5.00
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
Sweetser, Mrs. A. L.,	10.00
Sweetser, Mr. Frank E.,	5.00
Sweetser, Miss Ida G.,	10.00
Sweetser, Mr. I. Homer,	10.00
Symonds, Miss Lucy Harris,	5.00
Talbot, Mrs. Thomas, North Billerica,	25.00
Talbot, Mrs. George N., Brookline,	5.00
Tappan, Miss Mary A.,	15.00
Taylor, Mrs. E. B.,	5.00
Thacher, Mrs. Lydia W., Peabody,	10.00
Thayer, Miss Adela G.,	10.00
Thayer, Mrs. Charles E.,	2.00
Thayer, Mrs. Harriet L.,	3.00
Thayer, Miss H. L.,	5.00
<i>Amount carried forward,</i>	\$4,423.50

<i>Amount brought forward,</i>	\$4,423.50
Thayer, Mrs. William G., Southborough,	10.00
Thomas, Miss Catharine 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,	2.00
Townsend, Mrs. Thomas D.,	1.00
Tucker, Mrs. C. O., Newton,	1.00
Tucker, Mrs. J. Alfred, Newton,	1.00
Tucker, Mrs. W. A.,	2.00
Tuckerman, Mrs. C. S., Salem,	2.00
Turner, Miss Alice M., Randolph,	25.00
Turner, Miss Abby W., Randolph,	10.00
Tyler, Mrs. D. S., Lexington,	5.00
Tyler, Mr. Edward Royal,	5.00
Umbstaetter, Mrs. H. D.,	2.00
Vaughan, Mrs. W. W.,	5.00
Vaughn, Master William M.,	1.00
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., Brookline,	1.00
Wales, Mrs. George W.,	5.00
Walker, Mr. Edward C. R., Roxbury,	10.00
Walker, Mrs. F. A.,	5.00
Walker, Mrs. Nathaniel U., Brookline,	1.00
Walley, Mrs. W. P.,	1.00
Ward, Mrs. Henry V.,	5.00
Ward, The Misses,	5.00
Ware, Miss Annie S., Cambridge (since died).	5.00
Ware, Mrs. Charles E.,	25.00
Ware, Miss Charlotte L., Cambridge,	5.00
Ware, Miss Harriot, Brooklyn, N. Y.,	2.00
<i>Amount carried forward,</i>	<u>\$4,615.50</u>

<i>Amount brought forward,</i>	\$4,615.50
Ware, Mrs. William M., Dorchester,	2.00
Warren, Miss Annie C.,	1.00
Warren, Mrs. Frederick,	5.00
Warren, Mrs. Frederic, Jr.,	10.00
Warren, Mrs. J. S.,	5.00
Warren, Mrs. William W.,	25.00
Wason, Mrs. E., Brookline,	5.00
Washburn, Mrs. Rufus A.,	1.00
Watson, Mr. Thomas A., Weymouth,	10.00
Watson, Mrs. Thomas A., Weymouth,	10.00
Webster, Mrs. F. G.,	5.00
Weeks, Mrs. A. G.,	2.00
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
Wesselhoeft, Mrs. Minna,	3.00
Weston, Mrs. H. C.,	10.00
Wetherbee, Miss Helen F.,	1.00
Wheeler, Mrs. G. H., Brookline,	1.00
Wheelwright, Mrs. J. W.,	10.00
Wheelwright, Mrs. G. W., Jamaica Plain,	10.00
Wheelwright, The Misses,	2.00
Whipple, Mrs. J. Reed,	10.00
White, Mrs. C. T. and The Misses,	3.00
White, Mrs. Joseph H., Brookline,	2.00
White, Mrs. Jonathan H., Brookline,	10.00
White, Mrs. W. H., Brookline,	10.00
Whiting, Mrs. Irving O.,	5.00
Whitcomb, Mrs. Austin F., Jamaica Plain,	2.00
Whitcomb, Mr. N. O., Roxbury,	2.00
Whitman, Mrs. Sarah W.,	25.00
Whitmore, Mrs. C. J.,	5.00
Whitney, Mr. Edward F.,	10.00
Whitney, Mrs. George,	2.00
Whitney, Mrs. H. A.,	5.00
Whitney, Mrs. Henry M., Brookline,	5.00
<i>Amount carried forward,</i>	\$4,866.50

<i>Amount brought forward,</i>	\$4,866.50
Whitney, Mrs. J. S., Brookline,	10.00
Whitwell, Mrs. Frederick A.,	5.00
Wight, Mrs. Lewis, Brookline,	1.00
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, Mrs. Harriet C.,	25.00
Williams, Mrs. Jeremiah,	1.00
Williams, Mr. Moses, Brookline,	5.00
Williams, Mrs. T. B.,	5.00
Williams, The Misses,	2.00
Williams, Miss C. E., Jamaica Plain,	1.00
Wilson, Mrs. Edward C., Brookline,	5.00
Wilson, Miss A. E., Brookline,	5.00
Wilson, Miss L. U., Brookline,	5.00
Windram, Mrs. W. T.,	10.00
Winkley, Mrs. S. H.,	25.00
Winslow, Mr. B. C., Roxbury,	2.00
Winslow, Mrs. George M.,	2.00
Winslow, Miss Helen M., West Roxbury,	1.00
Winsor, Mrs. Ernest, Chestnut Hill,	1.00
Withington, Mrs. H. S., Brookline,	1.00
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,	5.00
Worthington, Mrs. Roland, Roxbury,	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.,	10.00
<i>Amount carried forward,</i>	\$5,094.50

<i>Amount brought forward,</i>	\$5,094.50
Young, Miss Lucy F., Groton,	1.00
Young, Mr. Calvin, Dorchester,	2.00
Ziegler, Mr. Alfred, Roxbury,	10.00
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	\$5,107.50

CAMBRIDGE BRANCH.

Through Mrs. ELIZABETH C. AGASSIZ.

Abbot, Miss Anne W.,	\$25.00
Abbot, Mrs. Martha T.,	10.00
Abbot, in memory of Mrs. Kate L.,	5.00
Abbott, Mrs. Edward,	3.00
A friend,	10.00
Ames, Mrs. James B.,	5.00
Bartlett, Mrs. John,	1.00
Batchelder, Mrs. J. M.,	1.00
Beard, Mrs. Edward L.,	1.00
Bradford, Miss Edith,	5.00
Brewster, Mrs. Caroline F.,	5.00
Brooks, Miss Martha W.,	5.00
Bull, Mrs. Ole,	2.00
Buttrick, Miss Anna,	1.00
Cary, The Misses,	5.00
Chapman, Mrs. Frank L.,	1.00
Chapman, Miss,	5.00
Child, Miss Helen,	2.00
Cooke, Mrs. J. P.,	5.00
Croswell, Miss Mary,	2.00
Cushman, Miss Edith,	1.00
Dana, Mrs. R. H.,	5.00
Deane, Mrs. Charles,	2.00
Dixwell, Mr. Epes S.,	100.00
Dodge, Mrs. J. C.,	10.00
Dodge, Mrs. S. B.,	1.00
Emery, Miss,	2.00
Eustis, Mrs. Frank,	1.00
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<i>Amount carried forward,</i>	\$221.00

<i>Amount brought forward,</i>	\$221.00
Everett, Mrs. E.,	25.00
Everett, Miss Mildred,	10.00
Fisk, Mrs. James,	5.00
Foote, Miss Mary B.,	5.00
From friends,	28.66
Gilman, Mrs. F. J.,	2.00
Goodale, Mrs. Henrietta J.,	2.00
Goodwin, Miss A. M.,	5.00
Goodwin, Mrs. Hersey B.,	5.00
Goodwin, Mrs. W. W.,	5.00
Greenleaf, Mrs. James,	50.00
Greenough, Mrs. Henry,	1.00
Harris, Miss Charlotte M.,	1.00
Hedge, Miss C. A.,	5.00
Henchman, Miss A. P.,	5.00
Hooper, Mr. E. W.,	25.00
Horsford, Miss Lilian,	5.00
King, Mrs. W. B.,	5.00
Kittell, Mrs. Charles W.,	2.00
Lamb, Mrs. George,	5.00
Lambert, Mrs.,	5.00
Lawrence, Mrs. William,	10.00
Norton, Mr. Charles E.,	5.00
Norton, Miss Elizabeth,	2.00
Page, Miss Abby, and family,	3.00
Paine, Miss J. W.,	2.00
Peabody, Miss Mary,	2.00
Pickering, Mrs. Edward C.,	3.00
Putnam, Mr. George,	5.00
Richards, Mrs. J. R.,	2.00
Richards, Mrs. R. A.,	1.00
Richardson, Mrs. W. T.,	5.00
Riddle, Miss,	1.00
Scudder, Mr. Samuel H.,	1.00
Sedgwick, Miss M. J.,	5.00
Simmons, Mrs. Mary E.,	1.00
Spelman, Mrs. H. M.,	5.00
<i>Amount carried forward,</i>	<hr/> \$475.66

<i>Amount brought forward,</i>	\$475.66
Stone, Mrs. J. S.,	3.00
Stoughton, Mrs. E. W.,	5.00
Swan, Mrs. S. H.,	5.00
Thayer, Mrs. J. B.,	1.00
Thayer, Mrs. J. H.,	2.00
Thorp, Mrs. J. G.,	10.00
Vaughan, Mrs. Benjamin,	10.00
White, Mrs. Gardner,	5.00
White, Mrs. Moses,	2.00
Whitman, Mrs. E. P. (since died),	5.00
Whittemore, Mrs. F. W.,	5.00
Whittemore, Mrs. G. W.,	1.00
Willson, Mrs. Robert W.,	5.00
Winlock, Mrs. Joseph,	1.00
Woodman, Mrs. C. F.,	20.00
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	\$555.66

DORCHESTER BRANCH.

Through Mrs. ELIZABETH S. WHITTEN.

Allen, Mrs. Thomas J.,	\$1.00
Anonymous,	5.00
Atherton, Mrs. Samuel,	1.00
Austin, Mrs. William R.,	2.00
Badlam, Mrs. W. H.,	1.00
Barnard, Mrs. C. F.,	1.00
Bartlett, Mrs. S. E., Boston,	1.00
Bates, Mrs. George C., Brookline,	1.00
Bates, Mrs. Henry L.,	1.00
Bean, Mrs. J. Henry,	1.00
Bockus, Mrs. Charles E.,	1.00
Boyle, Mrs. N. D.,	1.00
Bradford, Mrs. Martin L.,	2.00
Brigham, Mrs. Frank E.,	1.00
Bullard, Mrs. R. L.,	1.00
Burdett, Mrs. Charles A.,	5.00
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<i>Amount carried forward,</i>	\$26.00

<i>Amount brought forward,</i>	\$26.00
Burt, Mr. Edward N.,	1.00
Callender, Mrs. Henry,	1.00
Callender, Miss,	1.00
Capen, Mrs. Nahum,	1.00
Carleton, Mr. Guy H.,	1.00
Carleton, Miss	1.00
Carleton, Miss S.,	1.00
Carruth, Mrs. Nathan,	1.00
Churchill, Mrs. J. H.,	1.00
Clark, Mrs. W. R.,	1.00
Conant, Mrs. James S.,	1.00
Copeland, Mrs. W. A.,	1.00
Crowell, Mrs. Samuel,	1.00
Cutter, Mrs. D. J.,	1.00
Dana, Mrs. Julia,	1.00
Dana, Miss,	1.00
Davis, Miss Katherine F.,	1.00
Dillaway, Mrs. C. O. L.,	1.00
Dolan, Miss,	1.00
Downer, Mrs. Samuel,	5.00
Eaton, Mrs. Albert,	1.00
Eddy, Mrs. Otis,	2.00
Eldredge, Mrs. David G.,	1.00
Eliot, Mrs. C. R., Boston,	1.00
Emond, Mrs. Joseph P.,	1.00
Estabrooks, Miss,	1.00
Everett, Mrs. William B.,	1.00
Fay, Mrs. M. C. Talbot,	2.00
Forrest, Mrs. R. M.,	1.00
Galvin, Mrs. J. M.,	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., Mattapan,	1.00
Hayes, Mrs. Walter L.,	1.00
Hearsey, Miss Sarah E.,	1.00
<i>Amount carried forward,</i>	<hr/> \$71.00

<i>Amount brought forward,</i>	\$71.00
Hemenway, Mrs. E. A.,	1.00
Hoag, Mrs. Louisa P., Roxbury,	.50
Hosmer, Mrs. Jerome C.,	1.00
Howland, Mrs. J. Frank,	5.00
Hoyt, Mrs. Harris G.,	1.00
Humphreys, Mrs. R. C.,	2.00
Jordan, Mrs. H. D.,	1.00
Joyslin, Mrs. L. B.,	1.00
King, Miss S. Frank,	1.00
Knox, Mrs. Frank,	2.00
Lee, Mrs. Luther M.,	1.00
Lindsay, Mrs. W. H.,	1.00
Lowney, Mrs. W. M.,	1.00
Mansfield, Mrs. Frederick H.,	1.00
Martin, Mrs. A. P., Mattapan,	1.00
Moore, Mrs. L. M.,	1.00
Morse, Mrs. L. M.,	1.00
Moseley, Mrs. F. C.,	1.00
Moseley, Master Frederick Russell,	1.00
Nash, Mrs. Edward, Boston,	1.00
Newhall, Mrs. B. S., Salem,	1.00
Nichols, Mrs. Smith W.,	1.00
Nightingale, Mrs. C.,	1.00
North, Mrs. F. O.,	1.00
Noyes, Miss Mary E.,	1.00
Orcutt, Mrs. Hiram,	1.00
Peabody, Mrs. C. 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
Rankin, Mrs. James,	1.00
Reynolds, Mrs. Henry V.,	1.00
Rhodes, Mrs. T. M.,	1.00
Robinson, Mrs. H. D.,	1.00
Rose, Mrs. M. L.,	1.00
Ruggles, Mrs. Frederick,	1.00
<i>Amount carried forward,</i>	<hr/> \$114.50

<i>Amount brought forward,</i>	\$114.50
Ruggles, Miss,	1.00
Salmon, Mrs. George A.,	1.00
Sayward, Mrs. W. H.,	2.00
Schlotterbeck, Frau,	1.00
Sewall, Mrs. George P.,	1.00
Shaw, Mrs. William,	1.00
Smith, Mrs. Bryant,	1.00
Smith, Miss H. J.,	1.00
Smith, Mrs. Walter E. C.,	1.00
Smith, Mrs. W. H. L.,	2.00
Stearns, Mrs. Albert H.,	1.00
Stearns, Miss Katherine,	1.00
Stearns, Master A. T., 2d,	1.00
Stearns, Master A. Maynard,	1.00
Stearns, Master Henry D.,	1.00
Stearns, Mrs. Fred. P.,	2.00
Streeter, Mrs. C. H.,	1.00
Swan, Miss M. E., Roxbury,	1.00
Tanner, Mrs. J. A.,	1.00
Thacher, Mrs. A. C.,	1.00
Thacher, Mrs. Charles A.,	2.00
Thacher, Miss E. M.,	1.00
Thacher, Miss M. H.,	1.00
Torrey, Mrs. Elbridge,	10.00
Vinson, Miss M. Adelaide,	1.00
Vinson, Miss Charlotte,	1.00
Waitt, Mrs. W. G.,	1.00
Whiton, Mrs. Royal,	1.00
Whitten, Mrs. Charles V.,	2.00
Willard, Mrs. L. P.,	1.00
Willard, Miss,	1.00
Wood, Mr. Frank,	5.00
Wood, Mrs. Frank,	5.00
Wood, Mrs. William A.,	1.00
Woodberry, Miss,	1.00
Woodman, Mrs. George,	1.00
Young, Mrs. Frank L.,	1.00

 \$173.50

LYNN BRANCH.

Through Mrs. LUCY B. HAVEN.

Alley, Mr. James,	\$1.00
Ashcroft, Mrs. Edward,	1.00
Bancroft, Mrs. Thomas,	1.00
Bancroft, Mrs. William,	1.00
Bates, Mrs. Wallace,	1.00
Berry, Mrs. Benjamin J.,	2.00
Chase, Mrs. Phillip Augustus,	1.00
Clough, Mrs. Charles,	1.00
Coffin, Miss A. M.,	1.00
Dearborn, Mrs. Fred,	1.00
Donallen, Mrs. John,	1.00
Frazier, Mrs. Lyman B.,	1.00
Haddock, Miss Emily,	1.00
Harmon, Mrs. Rollin,	1.00
Haven, Mrs. Lucy B.,	1.00
Heath, Mrs. Caroline Newhall,	1.00
Hudson, Mrs. Charles,	1.00
Ireson, Miss Isabella,	1.00
Ireson, Miss Kate,	1.00
Johnson, Mrs. John B.,	1.00
Johnson, Mrs. Luther,	1.00
Jones, Mrs. Cyrus,	1.00
King, Mrs. Horace,	1.00
Lee, Mrs. Nehemiah,	1.00
LeRow, Mrs. M. H.,	1.00
Lovejoy, Mrs. Dr.,	1.00
Lovejoy, Mrs. Elbridge,	1.00
MacArthur, Mrs. John,	1.00
Melcher, Mrs. Charles,	1.00
Moore, Mrs. Ira,	1.00
Morgan, Mrs. William,	1.00
Moulton, Mrs. John T.,	1.00
Newhall, Mr. Charles H.,	5.00
Newhall, Mrs. Edward,	1.00
Newhall, Mrs. James S.,	1.00
<i>Amount carried forward,</i>	<u>\$40.00</u>

<i>Amount brought forward,</i>	\$40.00
Newhall, Mrs. Lucian,	1.00
Newhall, Miss Lilla,	1.00
Nourse, Mrs. Christopher,	1.00
Osborne, Mrs. Wallace,	1.00
Osborne, Mrs. Wellman,	1.00
Page, Mrs.,	1.00
Pope, Mrs. M. J.,	1.00
Saunderson, Miss Nancy,	1.00
Sheldon, Mrs. Charles C.,	1.00
Shorey, Mrs. George,	1.00
Souther, Mrs. Elbridge,	1.00
Tapley, Miss Alice,	1.00
Tapley, Mr. Amos P.,	1.00
Tapley, Mrs. Amos P.,	1.00
Tapley, Mrs. Henry F.,	1.00
Tebbetts, Mrs. Charles B.,	2.00
Valpey, Mrs. Henry,	1.00
Walden, Mrs. Edwin,	1.00
Walsh, Mrs. Charles,	1.00
Whiton, Mrs. Mary,	1.00
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	\$61.00

MILTON BRANCH.

Through Mrs. WILLIAM WOOD.

Baldwin, Miss A. W.,	\$1.00
Barnard, Mrs. J. M.,	1.00
Barrey, Mrs. Martha,	1.00
Beck, Mrs. Gideon,	1.00
Breck, Mrs. C. E. C.,	1.00
Brewer, Mrs. Joseph,	1.00
Briggs, Miss S. E.,	1.00
Channing, Miss,	1.00
Clum, Mrs. A. B.,	1.00
Cunningham, Mrs. Caleb,	2.00
Dow, Miss J. F.,	2.50
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<i>Amount carried forward,</i>	\$13.50

<i>Amount brought forward,</i>	\$13.50
Dow, Miss Lucia,	2.50
Draper, Mrs. A. W.,	1.00
Emerson, Mrs. W. R.,	1.00
Field, Mrs. E. E. V. (since died),	1.00
Fletcher, Mrs. G. A.,	1.00
Forbes, Mrs. J. Murray,	5.00
Gilbert, Mrs. H. J.,	1.00
Gilmore, Miss M. E., North Easton,	1.00
Glover, Mrs. T. R.,	1.00
Gray, Mrs. William,	2.00
Greene, Mrs. J. S.,	1.00
Hemenway, Mrs. Augustus, Readville,	25.00
Hicks, Miss Josephine,	1.00
Hinckley, Miss M., Mattapan,	1.00
Hollingsworth, Mrs. Amor, Mattapan,	3.00
Hollingsworth, Mrs. P. R., Mattapan,	5.00
Jaques, Mrs. Francis,	2.00
Jaques, Miss H. L.,	2.00
Loring, Mrs. Elisha,	1.00
Loring, Miss Edith,	1.00
Mackintosh, Mrs.,	1.00
Morton, Miss S. B.,	1.00
Perkins, Mrs. C. E.,	5.00
Pierce, Mrs. M. V.,	1.00
Pierce, Mrs. W. L.,	1.00
Pierce, Mr. Walworth,	1.00
Richardson, Miss S. H.,	1.00
Richardson, Miss N.,	1.00
Roberts, Miss Rachel,	1.00
Roberts, Mrs. R. H.,	1.00
Rotch, Miss Joanna,	1.00
Safford, Mrs. N. F.,	1.00
Tilden, Mrs. George,	2.00
Tilden, Mrs. William P.,	1.00
Tileston, Mrs. J. B., Mattapan,	5.00
Tileston, Miss Edith, Mattapan,	1.00
Tucker, Miss S., Hyde Park,	1.00
<i>Amount carried forward,</i>	\$98.00

<i>Amount brought forward,</i>	\$98.00
Tucker, Mrs. S. A., Hyde Park,	1.00
Tuell, Mrs. H.,	1.00
Vose, Miss C. C.,	1.00
Wadsworth, Mrs. E. D.,	1.00
Ware, Mrs. A. L.,	1.00
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 N. S.,	1.00
Wood, Mrs. William,	5.00
	<hr/>
	\$114.00

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Through Mrs. ELIZA DRAPER ROBINSON.

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Baldwin, Mrs. John S.,	1.00
Ball, Mrs. Phineas,	1.00
Ball, Miss Helen,	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, Mrs. John G.,	1.00
Brigham, Mrs. John S.,	1.00
Brown, Mrs. Henry W.,	1.00
Brown, Mrs. Sarah Theo.,	1.00
Brown, Mrs. William T.,	1.00
Butler, Mrs. A. M. S.,	1.00
Clark, Miss Fannie E.,	1.00
Clark, Miss Harriet,	5.00
Clark, Mrs. Henry,	50.00
Day, Mrs. John E.,	10.00
Fobes, Mrs. Celia E.,	1.00
	<hr/>
<i>Amount carried forward,</i>	\$85.00

<i>Amount brought forward,</i>	\$85.00
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Gage, Mrs. Homer,	1.00
Gates, Mrs. C. L.,	1.00
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Harrington, Mrs. C. G.,	2.00
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Howe, Mrs. Anna,	1.00
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McClellan, Miss Emma C.,	1.00
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Murdock, Mrs. Julia T.,	1.00
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<i>Amount carried forward,</i>	\$182.50

<i>Amount brought forward,</i>	\$182.50
Sumner, Mrs. Dwight C.,	1.00
Thayer, Mrs. Adin,	5.00
Thayer, Mrs. Edward, Jr.,	10.00
Thayer, Mr. E. D.,	1.00
Washburn, Mrs. Charles G.,	25.00
Wesson, Mrs. James E.,	1.00
Witter, Mrs. H. M.,	5.00
Wood, Mrs. E. M.,	10.00
Interest on deposits,	1.63
	<hr/>
	\$242.13

The annual subscription of \$10 paid by Mrs. Henry S. Pratt of Worcester, for 1895, was by mistake credited to Mrs. W. F. Pond in the list published in the Report for 1895.

S. E. LANE.

SIXTY-SIXTH ANNUAL REPORT
OF
THE TRUSTEES
OF THE
PERKINS INSTITUTION
AND
Massachusetts School for the Blind,
FOR THE YEAR ENDING
AUGUST 31, 1897.

BOSTON
PRESS OF GEO. H. ELLIS, 141 FRANKLIN STREET
1898



Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, October 16, 1897.

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-sixth 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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1897-98.

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 Rice, Mrs. Henry A., Boston.
 Richards, Mrs. C. W., 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. William A., Boston.
 Saltonstall, Mrs. Leverett, Newton.
 Sanborn, Frank B., Concord.
 Sayles, F. C., Pawtucket, R.I.
 Schaiff, 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, Miss Pauline, Boston.
 Shaw, Quincy A., Boston.
 Shepard, Harvey N., Boston.
 Shepard, Mrs. T. P., Providence.
 Sherwood, W. H., Boston.
 Shippen, Rev. R. R., Washington.
 Sigourney, Mrs. Henry, Boston.
 Slafter, Rev. Edmund F., 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, Mrs. Sarah H., Cambridge.
 Swan, Robert, Dorchester.
 Swan, Mrs. Robert, Dorchester.
 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, Penn.
 Thaxter, Joseph B., Hingham.
 Thayer, Miss Adele G., Boston.
 Thayer, Rev. George A., Cincinnati.
 Thayer, Mrs. Harriet L., Boston.
 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, Mrs. Charles E., Boston.
 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.
 Worthington, Roland, Roxbury.
 Young, Mrs. Benjamin L., Boston.
 Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

SOUTH BOSTON, October 14, 1897.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL.D., 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 secretary was authorized to write a note to the widow of the late vice-president of the corporation, Mr. George S. Hale, expressing the high esteem in which her deceased husband was held by every one of his associates and co-workers. The secretary was also asked to write a similar letter to the widow of the late Mr. George L. Lovett, who served for several years as auditor of the treasurer's accounts.

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

President — Samuel Eliot, LL.D.

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.

Mr. Henry Endicott and Mr. Edward C. Johnson were elected auditors.

Mr. Edward C. Johnson and Mr. Charles H. Moseley were afterwards chosen members of the corporation.

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.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, October 13, 1897.

To the Members of the Corporation.

LADIES AND GENTLEMEN:— We have the honor to submit for your consideration the SIXTY-SIXTH annual report of the trustees for the financial year ending August 31, 1897.

Since the last meeting of the corporation no material change has occurred in the administration of the various departments of the institution.

The beneficent objects for which the school was established have been pursued with gratifying success.

At the beginning of the year which has just closed the total number of blind persons registered in the record books was 261. Since then 33 have been received and 30 have been discharged, making the present number 264. In this account are included all changes, additions, and subtractions which have taken place up to the first day of October, 1897.

The general health of the school has been remarkably good. With the exception of two sporadic cases of measles and of two cases of pneumonia of a mild form, there has been no illness of a severe or of an

infectious character. Neither diphtheria nor scarlet fever, both of which were alarmingly prevalent in our neighborhood during the winter months, has come within the walls of the establishment. It is with deep regret, however, that we record the death of five pupils, Henry R. Tucker, Amy H. Colyar, Isabella Dover, Catherine Gaffeny, and little Olive Peel, who was one of the kindergarten children.

The report of the director, which is hereto appended, gives in detail the number of admissions and discharges, and contains full accounts of the condition and progress of the institution, of its prospects and needs, and of all matters relating to the physical and manual training of the pupils, and to their mental and moral improvement.

ENLARGEMENT AND IMPROVEMENTS.

The past year has been a notable one in the history of the institution. Thanks to the generosity of several of the friends and benefactors of the blind, means were placed at our disposal which enabled us to enlarge the field of operations of the school and to extend its work along broader lines, so that in the future the diplomas issued by the Perkins Institution will mean more than they have done in the past, for they will serve as passports to effect the admission of their possessors to the academic and scientific halls of the leading colleges and universities of New England.

Many improvements and additions have been made in almost every department of the institution; but in alluding briefly to them we have no intention whatever of conveying the impression that our needs have been fully supplied and that we have reached the point where the friends of the institution can rest satisfied. Nothing is further from the truth and consequently from our thoughts than this. Yet, while we are aware that much remains to be done before our scheme of education can reach the degree of perfection for which we hope, we are entirely justified by the facts before us in stating that the work performed by our school is of a high order and of a substantial character.

THE HOWE MEMORIAL PRESS.

The beneficent work of our printing department has been carried on as heretofore with great energy and regularity, and a number of valuable books has been issued by our press in the course of the year. Among the new publications have been such works as Hawthorne's *Twice Told Tales*, Washington Irving's *The Alhambra*, Cooper's *The Pilot*, St. Pierre's *Paul and Virginia*, and Emilie Poulsson's *Through the Farmyard Gate*.

In addition to these works there have been printed in Braille characters twenty-five pieces of music (comprising 443 pages) for the pianoforte, the voice and the band, and also complete methods for the study of the violin and of the clarinet.

Owing to the limitations inherent to the loss of sight, the blind are exceedingly fond of reading, and the books published by the *Howe Memorial Press* are to them constant sources of knowledge and of comfort, informing their minds, gladdening their hearts, and lightening many an hour of their life-long night.

It is to be regretted that the usefulness and efficiency of the printing department are seriously restricted by the lack of sufficient room, where the work of publishing embossed books can be executed by the aid of suitable devices and mechanical appliances with greater rapidity and at the lowest possible cost.

WORKSHOP FOR ADULTS.

During the greater part of the past year we have been so fortunate as to receive a fair supply of work for this department, and its business transactions may be summarized as follows:—

Total amount of current expenses.	\$15,835 70
Total amount of receipts,	15,274 09
	<hr/>
	\$561 61
Stock and bills receivable increased,	484 28
	<hr/>
Deficit,	\$77 33

These figures show that there is a small balance on the wrong side of the sheet, which, after adding thereto the sum of several accounts that have to be charged off as it has been found impossible

to collect them, brings the loss for the year up to \$174.15.

It is pleasant to report that everything has gone on peacefully in the shop, and that the present set of people connected therewith is one of the best and most deserving that ever worked under its roof. They are all industrious, sensible and well-behaved men and women, striving to make a place for themselves among the active members of society and to earn their living through their own exertions. These and many others, who are equally well fitted to do good work and no less eager to obtain regular employment whereby they may become self-supporting, are in need of such assistance as can be given to them, not in the form of charity but in the shape of work, to be judged and paid for on purely business principles.

May we call the attention of our thoughtful citizens to the various articles manufactured in our shop by the blind, and ask them, if they find both the quality and prices of these goods satisfactory, to purchase them and thus aid us in our efforts to provide steady and profitable occupation for as large a number of sightless workmen as possible?

FINANCES.

The report of the treasurer, which is herewith presented, contains a full statement of the financial condition of the institution, its income and expenditures. Hence reference thereto will give all needed

information in the matter; but for convenience we repeat here in condensed form what is set forth therein so minutely:—

Cash on hand September 1, 1896. . . .	\$61,932 21
Total receipts during the year,	181,578 30
	<hr/>
Total expenditures and investments, . . .	\$243,510 51
	153,912 89
	<hr/>
Balance on hand August 31, 1897. . . .	\$39,597 62

Thus the close of the year finds the affairs of the institution in a prosperous condition and its financial outlook is very encouraging.

We are again under great obligations to Mr. Patrick Tracy Jackson, who cheerfully consented to act as treasurer *pro tempore* during the absence of Mr. Edward Jackson in Europe, and who has discharged the duties of the office with efficiency and exactness.

BEQUESTS.

A legacy of twenty thousand dollars (\$20,000) was paid to our treasurer in April last by the executors of the will of the late THOMAS T. WYMAN,—Messrs. Arthur F. Estabrook and Charles Herbert Watson.

Mr. Wyman was a native of Boston, and throughout his life he resided in the vicinity of the institution. By strict economy and prudent investments he accumulated a large fortune, the greater part of which he bequeathed to a score or more of charitable and educational institutions. Our school has been

so fortunate as to be included among his favored beneficiaries. Mr. Wyman will be always held in grateful remembrance. The spirit of benevolence which led him to make such a magnificent disposition of his immense estate will form a lasting monument to his memory.

From Messrs. George White and Francis C. Welch, trustees under the will of the late Mrs. ANN WHITE VOSE, we have received a gift of two thousand ninety-four dollars and thirty-six cents (\$2,094.36). This sum is to be added to the legacy of ten thousand dollars which was previously paid to us under the same will, and the whole amount is to be held intact as a permanent fund, and only the income is to be expended for the purposes of the institution.

COMMENCEMENT EXERCISES.

The interest felt by the community in the work of the blind was again made manifest by the presence of an immense audience at the commencement exercises of the school, which took place in Boston Theatre on the afternoon of June 1, 1897.

The pupils from the parent school and the children from the kindergarten were seated on the stage, and presented a very attractive appearance, the effect being heightened by some beautiful landscape scenery in the background. The exercises began with an overture played by the band, *The Magic Flute* by Mozart. Although this is an extremely difficult com-

position, nevertheless its intricacies were admirably mastered, and the whole was most fluently and artistically rendered. Dr. Samuel Eliot, president of the corporation, then made the following introductory address:—

The school bids you all welcome. Every member of it is glad to see these yearly proofs of deep interest in its work, of the sympathy which is felt for it throughout this community, and of the respect that this large attendance on your part proves. We have gone on through the last year as we have gone through many years before. There has been no special change, none whatever in intention, and only moderate change in methods and means. We are always striving after the same end; and we are always, under the blessing of Almighty God, more or less approaching that end, which is not only the elevation of the blind, of the pupils that are gathered within our walls, but the elevation of every class of pupils throughout the land and throughout the world.

You will hear and see this afternoon the evidences of the training that is given in the school; and you will appreciate, I am sure, the sincerity of that training, the fact that what you hear and see today is not anything put on for this afternoon, but something that, like a thread, runs through the whole fabric of the institution.

I must express, as I have expressed before in behalf of the trustees and the administration of the school, the grateful acknowledgment which we all of us desire to make for the use of this magnificent house. It is placed at our disposal by Mr. Tompkins in a manner which does infinite credit to him and is a source of very great encouragement to ourselves.

The kindergarten has the first place in these exercises, and it will begin with *The Seasons*, illustrated by songs, modelling in clay, and games. *Spring, Summer, Autumn* and *Winter*, by the kindergarten children.

When Dr. Eliot had concluded his remarks the kindergarten exercises began; a full account of these will be found on another page. During their prog-

ress, His Excellency, Governor Wolcott, accompanied by Gen. Curtis Guild, Jr., and Col. James L. Carter, members of his staff, entered and took a seat upon the platform. He seemed much interested in the work of the children as they stood before him busily engaged in their occupations. A class of girls then stepped forward and performed a most instructive exercise in botany, showing a commendable knowledge of the *morphology of the leaf*. Henry Mozealous, who is pursuing an advanced course in the study of music at the parent school, then sang with great effect Händel's famous aria, *Why do the Nations?* An exercise in educational gymnastics by a class of girls followed, and it is safe to say that the audience was greatly surprised at the precision with which the various movements were performed. Then came a military drill by a company of boys, who, under the skilful guidance of their instructor, Col. John H. Wright, displayed exemplary skill in the manipulation of arms and in precision of marching. After the applause from the audience had subsided, a class of boys stepped to the front of the stage, and with perfect coolness in handling the explosive substances before them, performed an exercise in chemistry that kept the breathless attention of the audience throughout. *The Tempest*, a chorus for female voices, was next in order, after which diplomas were presented by Dr. Eliot to the members of the graduating class, namely, William H. McCarthy, Thomas F. Rochford, and James A. Wilkins. The conferring of these

testimonials to industry and perseverance was accompanied by the following words of advice and encouragement to the graduates:—

I congratulate you, my young friends, that you can stand this afternoon, in the presence not only of this great audience which has come here to express its sympathy for you and its interest in you, but of His Excellency, the Governor of Massachusetts, who is, in every sense, the true head of this corporation and of this school, and who, if he has not spoken to you, as I wish he might have done, has at any rate testified by his presence his deep concern for you and for the school to which you belong. It is a noble institution which you are leaving, and you have learned in it a great many of the lessons of life which will last you long after today is over, and this year is over, and the experiences of your early years are ended. We have the greatest respect, we older people who are here, for the experience you have already won. We do not undervalue it. We know how much it means to you; we know how much it means to those with whom you are to come in contact in after years. And we rejoice to believe that this experience has been one which will help you to live worthily and nobly, and make you and all belonging to you helpers and friends of your day and generation.

I am here merely to present to you your diplomas. They are one of the results of this experience which you have had and which is now coming to an end. They are only one of the results. Full measure of those results is to be found hereafter. But you have been so helped and trained by your director and your teachers that we have not a shadow of a doubt that you will go forth to meet whatever is before you in a spirit worthy not only of the Perkins Institution but of the Massachusetts School for the Blind, worthy of Massachusetts, the dear Commonwealth which is the mother of us all, and to which, whenever we come here, we turn with filial devotion. Be true to her, be true to your school, and we can ask no more.

You have heard of the great Greek poet Sophocles. He lived more than two thousand years ago. He was one of the great poets of all time; and of him an English poet who has been dear to many in his generation, Matthew Arnold, said, "He saw life

steadily and saw it as a whole." I hope you will see life as a whole; and if shadows come, you will remember they are only parts; if sunshine comes, you will remember it is only a part; sunshine or shadows, they are but parts. The winter and the summer belong together and make the year. Discouragement and hopefulness belong together and make the life. And if you will take life as a whole, with all its changing aspects and all its changing feelings, then we are sure that life will be to you what it has been to so many of us,—one of the great, choice blessings which God Almighty gives to his children.

May you go forward and find as little to obstruct your path as is consistent with the growth and energy and completeness of your character. Whatever you find, whether it is something that hinders or something that helps, remember one thing,—that from this school you leave today there are always watching eyes. Your director will look after you as long as he lives, your teachers will look after you as long as they live; and you will never fail to find the sympathy that they can give whenever you need the sympathy that they have to give.

The exercises were then concluded by a chorus for mixed voices, *Wake to the Hunting*, which was sung with good expression and marked effect.

In Memoriam.

Members of the Corporation.

The year just closed, while it has brought prosperity to the institution in many ways, has witnessed a greater number of losses by death among the corporate members than any of its predecessors. The list includes the following thirty-two names:—

Mrs. MARY E. ATKINS, widow of Elisha Atkins, died at her home April 29, 1897. She was an excel-

lent illustration of the old Boston school of philanthropy and a living example of prudent liberality. She shared frequently in various good works and contributed constantly to objects of charity and to the advancement of the cause of education. For the substantial aid which she gave to the institution, as well as for the appreciative and encouraging words with which she was wont to accompany it, we have every reason to be thankful.

WILLIAM STORY BULLARD died at Readville August 18, 1897. A typical Bostonian and a merchant of the old school, Mr. Bullard was noted for his sterling integrity, his uncommon sagacity, his high sense of honor, and his rare business capacity. His services and advice were as eagerly solicited for philanthropic work as they were in mercantile enterprises, and he devoted much of his time to the management of charities, where his benevolence as well as his judgment was exercised. He sought out and "succored, helped, and comforted all who were in danger, necessity, and tribulation," and in doing this he endeavored to keep his left hand ignorant of what his right one was doing. Mr. Bullard was one of the generous contributors to the funds of the institution, and long will his memory be cherished by the blind and their friends.

Mrs. JOSEPH W. CLARK died December 11, 1896. She was just, kind, and generous, and never failed in the performance of what she considered her duty. A warm heart and a true one beat in her breast and was the cause of many good deeds.

Mrs. ANNA HUIDEKOPER CLARKE, widow of the late distinguished divine, the Rev. James Freeman Clarke, died at her home in Jamaica Plain February 2, 1897. She was a woman of many rare qualities and of great worth. Beautiful in person, wise in counsel, modest in demeanor, gentle in manner, and sterling in character, Mrs. Clarke kept pace with her noble husband, being one with him in aspiration and endeavor, sharing well his love of the heroic and the beautiful, and shedding light and sweetness by her presence and participation upon various beneficent enterprises.

Maj. GREELEY STEVENSON CURTIS died February 12, 1897. He was a model citizen, one whose high sense of duty to his country and to his fellowmen was proved by his eagerness to join the army and by the steadfast courage which he displayed in serving so long as he was able to do so.

HON. BENJAMIN DEAN, one of the oldest and best known residents of South Boston, died April 9, 1897. He was a man of strong convictions, and for about forty years he occupied a prominent position in the legal profession and in the political arena.

FRANCIS F. EMERY died in Stoneham January 15, 1897. During his active career Mr. Emery was prominent and influential in many movements for promoting business enterprises. For several years he manifested a deep interest in the welfare of the institution and attended regularly the meetings of the corporation.

JOHN FOSTER died April 9, 1897. An old-time merchant, he was a perfect gentleman, affable in manner, courteous, considerate, sympathetic, but at the same time just and courageous. His was a gentle and a kindly spirit. Suffering of every sort appealed to his heart, and he was always ready to alleviate it. His benevolence was one of the marked traits of his character, and his gifts and contributions to educational and philanthropic enterprises were very numerous.

Mrs. ELIZABETH AMORY GAMMELL of Providence, R.I., widow of the late Prof. William Gammell, died in Dover, England, April 1, 1897. She was a perfect type of noble womanhood, and in nothing was the nobility of her soul better shown than in her friendship for the blind. Her life passed in good deeds and her sweet spirit of quiet philanthropy will cause her memory to live even after her generation shall have ceased to have representatives on earth.

RICHARD GOODMAN of Lenox, Mass., died December 19, 1896. He was the soul of probity and honor, and possessed warm sympathy for the sufferings of his fellowmen. His interest in the institution was shown by his voluntary contributions to its funds.

HON. GEORGE SILSBEE HALE died at Schooner Head, Bar Harbor, Maine, July 27, 1897. Mr. Hale was a good representative of the highest type of revolutionary Americanism, coming from strong New England stock. For more than half a century he lived in this city, and was active and useful in all its

highest interests. He kept in constant touch with the forces and movements which had for their object the purification of politics or which tended in that direction, as well as with those for the elevation of society and the improvement of the intellectual and moral status of the people. His influence was strong and healthful, and his public spirit was conspicuously manifested in political, philanthropic, religious, educational, literary, and social affairs. Seldom has a life been more fruitful or left a memory that will be more cherished and honored. From 1866 to 1875 Mr. Hale served as a member of our board. Of recent years he was vice-president of the corporation, and an anonymous but generous contributor to the funds of the kindergarten.

Miss ELIZA A. HAVEN of Portsmouth, N.H., died at her home March 11, 1897. She had been an invalid for many years, suffering at times intensely, but she never ceased to take a deep interest in everything pertaining to the intellectual and moral elevation of the great masses of people and to the amelioration of the condition of the afflicted members of the human family. Owing to the state of her health, she was confined to the house most of the time, deprived of the ordinary enjoyments of life, and her only real pleasure consisted in helping those who were in need of assistance. Although so charitably disposed, she was a woman of independent judgment, and did not give without due consideration.

Mrs. JULIA M. JORDAN, widow of Eben D. Jordan,

died February 23, 1897. She was born in Boston, and was for many years well known for her charitable disposition, her social graces, and her many deeds of kindness.

GEORGE L. LOVETT died at his home in West Newton April 21, 1897. High minded, pure hearted, and public-spirited, Mr. Lovett was a liberal but an unostentatious giver, and an earnest believer in all that tends to the best interests of the community. He was held in high esteem and tender regard by those who were associated with him in all his varied relations in life. He was strong in character, and his career was honorable and useful in an exceptional degree. For several years Mr. Lovett served as auditor of the accounts of the treasurer of this institution, and performed the duties of his office with such exemplary diligence and care as to command our highest appreciation.

Col. THEODORE LYMAN died at Nahant September 9, 1897. He was a distinguished citizen, soldier, and scientist, widely known for his warm public spirit and his ardent love of his country. He was prominent in several charities and a member of many scientific and literary associations. During his life he made liberal contributions both of time and money to philanthropic enterprises. In all public affairs he took a most profound interest and prominent part, and had been long known as a man of independent convictions and of great decision of character. His experience in business matters was varied and exten-

sive, and in the management of important trusts and as treasurer of several public institutions he had shown thorough knowledge and great capacity. His father, Mayor Lyman, was a superior man, both physically and mentally, and the son inherited the intellectual bent as well as the physique of his honored sire.

THOMAS MACK, formerly of the firm of C. F. Hovey & Co., died at his residence on Commonwealth avenue May 26, 1897. He was widely known in the community for his generous and genial nature, as well as for his integrity and his uncommon business ability and for his cheery disposition. His fund of sympathy was inexhaustible, and it was the greatest pleasure in his life to lend a hand to those in need. In him one could behold the "upright man" who kept his many noble traits and qualities as a sacred trust.

FREDERICK I. MARCY of Providence, R.I., died November 4, 1896. He was well known in the community in which he lived as an able business man and as a public-spirited citizen.

Miss ALICE M. C. MATTHEWS died in Paris, France, May 6, 1897. Like a tender flower this gentle and sweet girl was cut down by the cruel hand of death before the full bloom of life. She was kind, generous, and very sympathetic, and has left a fragrant memory with all who knew her.

Mrs. ROBERT TREAT PAINE, whose maiden name was Miss Lydia William Lyman, died after a brief illness March 9, 1897. Kind, generous, modest, and

unassuming, Mrs. Paine drew many devoted friends about her, and won the confidence, the appreciation, and the high esteem of the community. In her untimely death not only her family but Boston has sustained a very severe loss.

Mrs. FRANCIS W. PALFREY died January 2, 1897. She combined in a rare degree the virtues of generosity and compassion, and was ever disposed to lend assistance to those who were in need of it. Philanthropy entered most freely into her daily life, and she will be missed and mourned as one of the worthiest among the charitable women of Boston.

SAMUEL R. PAYSON died at Belmont July 12, 1897. He was a man of large heart as well as of the strictest business integrity, and, although quiet and unostentatious in all the relations of life, he had a large circle of friends who were devotedly attached to him.

Col. OLIVER WHITE PEABODY, of the banking house of Kidder, Peabody & Co., died at his home in Milton October 23, 1896. He was a man of broad sympathies, of sterling integrity, and of many other manly virtues and noble qualities. He made a gallant record during his service in the civil war, and his reputation as a soldier and commanding officer was of the highest character for executive ability and bravery. His charities were numerous and unostentatious, and he seemed to be always ready to assist worthy philanthropic enterprises and to provide for the comfort of deserving individuals and families. He ranked as one of the foremost bankers in the

country, and his judgment on financial questions carried great weight with the business community.

HON. HENRY LILLIE PIERCE died at the residence of his friend, Mr. Thomas B. Aldrich, December 17, 1896. Mr. Pierce was one of those rare persons in whom there is a felicitous combination of intelligence with generosity and public spirit, of gentleness with firmness, of sweetness with strength. He was by nature exceedingly kind, and he will long live in the hearts of a multitude of friends who esteemed and loved him. He commanded admiration for his sincerity of purpose, his loftiness of aim, and his tenacious adherence to the cause which he believed to be right. He realized, as few men do, that riches are a trust to be used not for selfish enjoyment but for the betterment of man and the advancement of the cause of humanity. His munificent bequests are characteristic of his life. Together with numerous other educational and charitable societies, this institution was generously remembered in the will of Mr. Pierce by a bequest of \$20,000. Boston has reason to be proud of the liberality of this philanthropic and broad-minded son, and the community cannot but mourn the loss of such a citizen.

Miss EDITH ROTCH died in Lenox, Mass., May 14, 1897. Miss Rotch was for many years one of the large-hearted and noble-minded helpers of the blind. In some respects she was an exceptional woman. The key-note of her character was enthusiasm for all that was good, beautiful, and uplifting. She com-

bined uncommon benevolence with great modesty, and she will be always remembered by the recipients of her numerous benefactions, as well as by her many friends, with deep gratitude and with sentiments of tender affection.

SAMUEL STEARNS SPRAGUE, a well-known citizen of Providence, R.I., died November 11, 1896. He took an active interest both in benevolent works and in business matters, and was one of the contributors to the printing fund of this institution.

BARTHOLOMEW W. TAGGARD died at Weston, where he was passing the summer, August 10, 1897. Mr. Taggard was in his seventy-eighth year, but, although he had retired from business nearly a quarter of a century ago, he never ceased to be in touch with the world. His tastes were simple, and he blended with his frankness open-hearted hospitality, which was one of the chief characteristics of his life. In sturdy and upright qualities he had few superiors.

Mrs. CORNELIA VAN RENSSELAER THAYER, widow of the late Nathaniel Thayer, died in Boston March 4, 1897. Mrs. Thayer was a woman of generous spirit, tender heart, and munificent hand. The warm sympathy with which she entered into the woes and trials of the needy and unfortunate, and sought to alleviate them, made her greatly beloved. Many will rise and call her blessed; for it may be said of her as of Dorcas, "this woman was full of good works and almsdeeds which she did."

Miss ANNA ELIOT TICKNOR died in Newport on the

5th of October, 1896. Miss Ticknor was one of the few remaining flowers of the old Boston culture, to whom the love of letters and the gracefulness of manner are as natural as the function of breathing, and had the distinction of having lived a useful and helpful life in the service of others. She inherited an intense fondness for study and for books from her father, the late George Ticknor, and for more than twenty-six years she devoted herself almost entirely to the society for encouraging studies at home, which was established by her.

MISS SOPHIA T. TOWNSEND died in October, 1896. She was a person of a lovely character, possessed of a sweet temper, of a fine intellect, of an ardent desire to do good, and of many other true womanly qualities which endeared her to all alike.

REV. JULIUS H. WARD, D.D., died in Worcester May 30, 1897. He was a widely known clergyman of the Protestant Episcopal Church, and a versatile and vigorous writer, whose pen was on several occasions employed in aid of the cause of the education of the blind. His death is deeply lamented by a large number of friends in literary and humanitarian circles.

The cause of the education of the blind lost another warm friend and loyal helper in the death of Mrs. J. SULLIVAN WARREN, which occurred last year. She was a firm believer in beneficent works, and her heart and purse were always open to appeals for charitable and educational purposes.

OTIS E. WELD died at Savannah, Georgia, March

17, 1897. He was a man of integrity and great business ability. His name was conspicuous among the benefactors of charitable institutions, and he held a prominent place in many hearts.

We desire to record both our very deep regret at the loss of so many valuable members of the corporation in one year, and our pride that these persons were for a long time our associates and co-workers in the educational field occupied by the institution.

All which is respectfully submitted by

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

Trustees.

REPORT OF THE DIRECTOR.

Born in rejoicing and cradled in hope,
Pointing new paths for adventurous feet.
Promising power with the future to cope,
Whispering low of the summer-time sweet.
Camest thou hither. Now nearing thy bier,
What dost thou leave us, oh vanishing year?

—SIDNEY GREY.

To the Board of Trustees.

GENTLEMEN:—In obedience to law and custom, I beg leave to submit for your consideration a statement of the condition of the institution and of what has been accomplished in its various departments during the financial year just closed, and to add to this such suggestions concerning the education of the blind and the needs of the hour as will always present themselves so long as we continue to travel on the road of progress and to hold fast to our watchword of “forward.”

The demand for means to meet the requirements of the school, owing to its natural growth and expansion, is constantly increasing. These needs are more numerous now than ever before, and afford the clearest and most convincing evidence of the vigorous life and steady advancement of the institution. Only in enterprises that are languishing or that lie in a dormant state are the wants few and easily supplied.

In such cases even the materials accumulated in the past will rust and be of very little use.

The year has been marked by a good degree of prosperity, and at its close every department of the school is found to be in better condition than ever before.

The pupils have pursued their studies and other occupations with assiduity and diligence, and have made good progress. As a rule they have been studious and docile, and have conducted themselves with propriety and decorum.

The teachers and other officers have been faithful and painstaking in the discharge of their respective duties, and have labored zealously to render the operations of the school productive of good results.

We state only the simple truth when we say that the whole course of the institution, from the date of its organization to the present time, has been one of steady progress and of rich blessings to the blind of New England.

ENROLMENT OF BLIND PERSONS.

Here are only numbers ratified.

— SHAKESPEARE.

It appears from our record books that at the beginning of the last school year there were 261 blind persons enrolled in the various departments of the institution as pupils, teachers, employés, and work men and women. Since then 33 have been admitted and 30 have been discharged, making the total number at

present 264. Of these, 188 are in the parent school at South Boston, 64 in the kindergarten at Jamaica Plain, and 12 in the industrial department for grown persons.

The first class includes 175 pupils, 10 teachers and other officers, and 3 domestics; the second class comprises 64 little boys and girls; and the third, 12 men and women employed in the workshop for adults.

There has been a steady increase in the number of applicants for admission from various parts of the country and from Canada. With one or two exceptions we have opened our doors only to those who belong to the New England states, yet in spite of this restriction there remains but little available room in the main building, and the filling up of the Eliot cottage has been so rapid that before the end of the present school year our accommodations in both the boys' and girls' departments will be again taxed to the utmost.

HEALTH OF THE INMATES.

Here blooming health exerts her gentle reign,
And strings the sinews of th' industrious swain.

— GAY.

I deem it a great privilege to be able to report that during the past year the institution has been greatly favored on the score of health. Ordinary ailments have appeared from time to time in a limited number, and there have also occurred two sporadic cases of measles and two of pneumonia in a mild form; but by watchful care and constant vigilance the epidemic

and infectious diseases, which have been quite prevalent in our vicinity, have been warded off and none of them has invaded our borders. Nevertheless we mourn the loss by death of three of our pupils in the girls' department, Amy H. Colyar of Saugatuck, Conn., Isabella Dover of Ansonia, Conn., and Catherine Gaffeny of Warren, Mass., and of one in the boys' department, Henry R. Tucker of Boston. The first was taken ill with pneumonia, from which she rallied so as to be able to go to her home; but while she was convalescing there she had a relapse, which ended her life on the 23d of January; the second died on the 24th of the same month at the city hospital from an attack of uræmia accompanied by convulsions and followed by coma; the third died of quick consumption on the 26th of June; and the last one, Henry R. Tucker, who had been more or less ailing for several years, died at his home on the 19th of May.

In order that a high degree of health might be attained and preserved, strict attention has been uniformly paid to the rules of hygiene. Pure air, regular exercise graduated to the physical needs and the strength of the pupils, abundant sleep, and a bountiful supply of plain but nutritious food,—these have been looked after carefully, and have kept our scholars in a sound and healthy condition.

GENERAL VIEW OF THE WORK OF THE SCHOOL.

Hic est, aut nusquam, quod querimus.

—HORACE.

The chief function of the institution is to give to all who share its advantages a good general education.

The course of study is broad in its scope, progressive in its character, and practical in its aims. It is founded on a liberal basis, and includes such branches as are calculated both to meet the general necessities and to supply the special wants of the blind.

A thorough training of the body and perfect control of its muscles, constant and systematic exercise of the hands, a full and harmonious development of the mental faculties, careful nurture of the moral and of the æsthetic nature, methodical cultivation of the native talents and aptitudes,—these are more than needful in the case of our pupils; they are indispensable, and therefore receive due attention.

It is encouraging to find that the blind have a longing which is both natural and praiseworthy to gain a place of respectability and usefulness in the ranks of their fellowmen. But in order to be able to secure it, they must be rationally educated, vigorous and well informed, self-reliant and skilled in the use of their own resources, keenly alive to the rational enjoyments of life, and possessed of decided tastes and of clear and definite ideas. It is only

when these conditions are fulfilled that the want of sight will prove to be no serious hindrance to their advancement. Hence the success of our graduates depends wholly upon the fulness, breadth, and consistency of plan of their general education, and not upon any special or isolated attainments. It is hardly safe to attempt to raise a magnificent superstructure on the very narrow foundation of mere technical skill in music, or of manual dexterity, or of the mastery of the mechanical details of a certain trade or avocation. These alone, whether they be taken separately or collectively, cannot fulfil any high purpose, and should be regarded as indications of intellectual poverty rather than as proofs of adequate preparation for the struggle of life. A comprehensive general system of education, while it opens to them the domain of achievement, does not hinder the development of any special ability they may have, nor does it diminish their efficiency in their chosen occupation. In fact, it will rather increase and render it productive of even better results. The records of the past furnish numerous brilliant examples in support of this statement.

Hippocrates, the "father of medicine," and the most celebrated of all medical writers, did not cease to be the greatest physician known in history because, by dint of constant effort in other studies, he became equally distinguished as scholar, philologist, and philosopher; on the contrary, the vast wealth of his general learning served as a golden setting to

his skill in his own profession, tending by contrast only to bring it out more brilliantly. Michael Angelo's glory as painter and sculptor has not suffered in the least from his achievements as architect and poet. Goethe's wonderful mastery of many arts and sciences,—painting, natural history, philosophy, jurisprudence, history, logic, rhetoric, ethics, and others,—instead of unfitting him for the worship of his muse, helped him rather to produce his masterpiece, *Faust*, which has raised him to the highest pinnacle of fame. The great masters of music, from Händel to Wagner, were men of letters and of diversified tastes and accomplishments, and the merits of their works are increased and enhanced in proportion to the extent of their general knowledge and to the variety of their intellectual and æsthetic interests.

The correlation and coöperation of the different sections of the school towards a common end are the principal features of our scheme of work. These points are constantly kept in view, and no efforts are spared to bring all the departments of the institution into perfect harmony with one another and to make them inseparable parts of a perfect whole.

DEPARTMENT OF PHYSICAL EDUCATION.

We do our nature wrong
 Neglecting over long
 The bodily joys that help to make us wise;
 The ramble up the slope
 Of the high mountain cope,
 The long day's walk, the vigorous exercise.

—CHARLES MACKAY.

Physical training constitutes an integral part of the general curriculum of our school, and has come to be considered as a most potent factor thereof. Indeed, it forms the first round in the ladder of our scheme of education,—the groundwork upon which the superstructure is to be reared.

If we stop to think of how entirely the integrity of the mental operations and of the moral nature depends upon the soundness of the bodily organization, we cannot but realize at once the value and importance of physical training as the principal means of developing the corporeal frame, and of raising it to such a state of strength and healthfulness as to render it a fit and pleasant home for the indwelling spirit.

Mental physiology teaches us that the human mind is not an abstract entity, concerning which the metaphysician may be content to speculate and philosophize, but a positive force in nature. It is that power in man by which he conceives, judges, reasons, wills, imagines, remembers, or performs any other intellectual operation. According to Seneca, it is "a kind

of divinity lodged in the flesh ;” and, although a unit, it manifests itself through a set of separate faculties, which constitute its cabinet ministry, as it were, and reveal the extent of its sovereign sway.

Now, in order that the mind may be able to perform its functions in an efficient and forceful manner, it must be properly housed, adequately nourished, and well supplied with suitable tools, since these are indispensable for its work. The base of the mighty structure of the intellect cannot possibly be built on shifting sand ; it requires a solid foundation. Hence the necessity of a thoroughly developed and perfectly sound body. For mental activity and moral integrity are as surely affected by the defects in the physical organism as the quality of the sound and the melody of the tones are impaired by imperfections in the musical instrument. In vain we summon the mind to intense application or even to the ordinary enjoyments of life when its consort and sustainer is in a weak and languid state.

We must never forget that the human being is an organic unity of interdependent elements, and that its mental states are determined by physical conditions.

The connection between body and mind is such that the actions of each have a definite causal relation to those of the other ; so that the operations of the mind, in so far as they are carried out without any interference from the will, may be considered as functions of the brain. Indeed, it is universally ad-

mitted that the functional correlation between the mind and the brain is so intimate that the normal activity of the former depends upon the healthful nutrition of the latter and upon its due supply of oxygenated blood.

In the light of these truths it is obvious that, in order that the mind may be able to discharge the duties of its office in the best way and to the full extent of its potentialities, the body must be brought up to the highest state of development of which it is capable, and at the same time must be kept in a healthful condition. Hence the necessity of regular and systematic daily training.

Of all the agencies which can be employed for the amelioration of the physical condition of a human being, exercise is the most effective. It strengthens all the vital organs of the body and spurs them to action. It improves the functional power and adds to the muscular force of the heart, the lungs, the stomach, and the abdominal viscera, thereby quickening the circulation, respiration, and digestion. It aids in the extension and coördination of the entire neurological system. Above all, it has a direct and potent influence in the development and invigoration of the brain, by providing for its better nutriment and by stimulating its growth. It is true that exercise cannot enlarge the number of nerve cells, which form the sinews of this organ and with which its gray portion is thickly dotted; but it does awaken those among them which are dormant, and increases both

the size and the energy of those already partially developed. The possibilities of accomplishing this to its fullest extent depend upon raising the vitality of the nervous system to its highest degree.

In every individual vast numbers of cerebral cells probably remain in their embryonic state; and although as yet no nerve-centres have been found corresponding to our knowledge of good and evil, of justice and benevolence, of purity and veracity, it can hardly be doubted that these have correlative neutral equivalents in the brain, just as the mental and intellectual faculties have, in which case these equivalents are eminently worthy of careful cultivation and development.

It is gratifying to observe that the importance of physical training is universally recognized by professional educators as well as by men of science and people of intelligence, and that the facilities for gymnastic exercises and athletic games are steadily multiplying everywhere.

In the case of the blind, whose stamina on account of their infirmity and of the limitations resulting therefrom are far below the normal standard, the importance of bodily training as a prime factor in their general education can hardly be overrated. All the strong reasons and cogent arguments which can be adduced in favor of the physical culture of those who are blessed with the sense of sight apply with added emphasis to those bereft of it.

In every institution for the blind there is a very

large number of scholars who, if not actually deformed, have many bodily defects and idiosyncrasies detrimental not only to their personal appearance but to their health and strength as well. Feeble frames, enervated constitutions, flaccid muscles, jaded nerves, pale faces, heads hanging to one side, stooping figures, crooked backs, flattened chests, awkward gaits, and inadequate respiratory machinery, are very common among them. Overflowing vitality is not seen in their countenances, nor is vermilion visible on their cheeks. As a general rule they have but little taste for those energetic exercises which make life fruitful and enjoyable. They prefer to sit quietly in a corner and hear or narrate stories. Now, a school for children and youth of this sort which does not make its principal aim and chief object to remove or remedy as far as possible all or most of these defects and organic weaknesses, and to prepare its pupils for physical living in a complete or satisfactory sense, is a miserable failure, and its spasmodic attempts at their intellectual and moral improvement will prove futile and abortive.

For these reasons and many more of an equally forcible character physical training in this institution is not a trivial affair nor a subsidiary branch in our curriculum, forming an annex thereto, but a fundamental requisite, and the work of our gymnasium constitutes the corner-stone in our scheme of education. Here the pupils, divided into classes of suitable size, are obliged to repair four times a week and to

spend nearly three-quarters of an hour each day, going through a series of gymnastics under the direction and supervision of competent and diligent teachers.

The method of physical training pursued in this school is the Swedish, not as shaped and promulgated by Pehr Henrik Ling, its distinguished inventor, but as was modified and perfected by its late champion and disseminator, Baron Nils Posse, who kept the fundamental skeleton of the original plan intact, but has filled it with a variety of new gymnastic exercises suggested by reason and scientific study and tested by experience and long practice. This is truly a rational system and a work of biological engineering. It is based on purely physiological principles, and keeps pace with every pedagogical and neurologic discovery. It consists of selected forms of exercise arranged in a regular and progressive series, capable of being adapted to the age, strength, and mental capacity of children and youth.

It differs from the German system in that it has a scientific foundation and a definite object in view, and is not a chance medley of heterogeneous elements. It employs various movements and positions of the body as the means toward its end. These are practised both with and without apparatus, regularly, persistently, and methodically, not for their own sake as an end in themselves, but chiefly on account of the reactions which they cause upon the human system, and which are cumulative, producing related effects.

These reactions manifest themselves in the development of such qualities as make the physique better and more perfect as an organic neuro-muscular machine, and a firmer basis on which a higher moral, intellectual, and spiritual life may be more readily cultivated.

The lasting effects of this training are distinctly noticeable, not only on the playground and in the street, but in the school and music rooms, in the sewing, knitting, and wood sloyd classes. Apparently there is a coördination between the physical powers and the mental faculties, between thought and the instruments employed for putting it into execution. The neuro-muscular organization has been improved and brought up to such a state of efficiency as to obey readily the behests of the will, which carries into action the determinations of the intellect. Thus the slow and awkward movements have been changed into quick and graceful ones; an erect bearing has taken the place of the stooping gait; unsightly idiosyncrasies have disappeared, and the step has become more elastic in every instance. Moreover, there are fewer headaches, more satisfactory lessons, a decrease of desire for mischief, and the whole tone of the school is healthier and brighter.

Twenty-five years ago Prof. Emil du Bois-Reymond, of the university of Berlin, evidently prompted more by patriotic impulses than by scientific motives, undertook the task of proving, from a physiological point of view, that the Swedish system of physical

training was very faulty in principle, narrow in scope, self-contradictory and illogical, inadequate in method, and inferior in every respect to that of Germany. His arguments, based upon assumptions rather than upon a careful analysis and verification of facts, and saturated with a spirit of acrimony, were far from being conclusive or irrefutable. Their very bitterness was a sign of their inherent weakness. Yet these rusty weapons are treasured in the controversial arsenals of Germany, and continue to be used from time to time not only there but in some sections of this country; and it is to be deeply regretted that some of the leading educators of the present day are still laboring under the sway of the prejudices and the intolerance of the past, and treat the subject with a levity which would seem to show that they do not possess "openness of mind and flexibility of intelligence."

On the other hand, the early disciples of Ling, headed by Major Rothstein, director of the royal central institute of gymnastics in Berlin, took the opposite side, and argued vehemently that the German gymnastic art, constituted as it was of a conglomeration of outer forms of motion without any relation to man's inner nature and moral ideas, was in the main void of true benefits, and that it amounted to a drilling for show exercises, after the fashion of the circus-rider and tight-rope walker.

Criticisms of this sort, conceived and formulated in a spirit of blind partisanship, are too extravagant

in their statements and too sweeping in their conclusions to be really effective or to produce the desired result. Verily, instead of being helpful, they are decidedly detrimental to the favored cause and pet theories which their authors seek to magnify and extol to the disparagement and depreciation of those of their opponents.

The truth of the matter is, that, although the different systems of bodily training have undergone of late many radical changes, and have enlarged their specific sphere by encroachments on each other's domain and by the process of drawing freely from their neighbors and of assimilating speedily the features thus taken, the superiority of Baron Posse's educational gymnastics to those of Germany is acknowledged and considered beyond question by every competent and impartial judge, but that neither these nor any other series of exercises can claim absolute perfection and infallibility. As we said in our last annual report, with all the remarkable additions which have been recently made to our knowledge of man's physiological and psychological aspects, the science of physical education is still in its infancy. Its scope is broader and its influence wider than is commonly supposed. It does not concern itself solely with the choice and performance of gymnastic exercises and athletic games, but goes to the root of things. It is based upon the philosophy of human life, and presents problems which are at once most interesting, important, and difficult. It includes the study of the

structure and functions of the human body; the understanding of the laws of health, usually called hygiene; and, furthermore, the theory and practice of such forms of exercise as will not only be sufficient for the harmonious growth of all parts of the body, but will assist in the development of skill, speed, self-control, accuracy, grace, endurance, automatism, tenacity of purpose, mental vigor, moral fibre, courage, will power, character. Man is a complex organism of various powers and activities; and the true office of scientific inquiry is to determine the mechanism, the modes, and the laws of its action. Hence the question of movements for the simultaneous development of body, mind, and morals, and especially of their relation to cerebration, has to be decided not by arbitrary processes and guesswork but by the exact methods of the laboratory. When this is accomplished the solution of the serious problems involved in the science of physical culture will then and only then become feasible, and the answers given thereto must form part of the foundation of all education.

DEPARTMENT OF MANUAL TRAINING.

The hand is the mind's perfect vassal.

—TUCKERMAN.

At the beginning of the school year under review this department was thoroughly reorganized and based on a purely educational foundation, which was laid after a long study and careful consider-

ation of the matter in all its bearings. Since then its work has been carried on with more energy and in a livelier spirit than usual, and has been productive of better and more wholesome fruits than those obtained heretofore.

It is hardly needful to repeat the assertion that the chief object and main purpose of manual training is not to teach trades and to turn out carpenters, joiners, machinists, wood-turners, seamstresses, and dress-makers, or even

The spinsters, carders, fullers and weavers,

mentioned by Shakespeare, but to develop the pupils physically and mentally. Its aim is not only to make the brain and the hand work together, but to contribute to a fuller and more extensive development of the former through the exercise of the latter. When this training is properly conducted it acts like a tonic upon the bodily powers, and furnishes a healthy stimulus to the intellectual and moral activities. It establishes a coördination between the sensory and the motor parts of the brain, and by knitting them together it opens paths to association between the central and executive portions of this marvellous organ. Moreover, it offers precious opportunities for the cultivation of the emotions, which constitute the inner springs of energetic exertion and upon the "healthy life of which depend the joy and fulness of action."

During the past year we have made more use of the sloyd system than ever before. Its principles

have been steadily coming into prominence in the manual training of our boys, while in that of the girls they have formed the principal feature.

This system, whether it is considered from a pedagogical or from a physiological point of view, is of the utmost value to children and youth. Through its graded and methodical exercises the perceptive, reflective, creative, constructive, and executive faculties are simultaneously cultivated, manual dexterity is steadily gained, large areas of motor nerve-cells are awakened and vivified in the cerebral region, the will is strengthened, application and perseverance are stimulated, a love of labor and an appreciation of honest bodily toil are instilled, and habits of industry, exactness, cleanliness, economy, precision, and concentration are engendered. Moreover, by means of manual training no less than through the agency of physical education a harmonious coöperation of the powers of observing, thinking, comparing, judging, reasoning, and doing is attained, and coördination becomes a working reality and a sort of mutual aid society between mind and body.

Thus the advantages derived from this system of manual training are numerous and far reaching. The various manipulations which it employs have a direct and vitalizing effect upon the process of thinking or cerebration, and at the same time afford to the pupils the means of expressing their thoughts by the work of their fingers as well as by oral speech and writing. The hands are so thoroughly trained thereby that

they acquire a great degree of skill and elasticity, and become the interpreters of the mandates of the will and the executors of the decisions of the brain. This organ, aided by them in the course of its development, grows stronger and more commanding, and finally assumes consciously the mastery and the prerogatives of its regal authority over the corporeal organization.

The sloyd system when pursued in an orderly and progressive way is unquestionably an educational factor of prime importance. Its claim to this title does not rest upon a mere *à priori* assumption, but upon undisputed facts gathered in the field of experience and verified by the tests of science. The beneficent results arising from its practice are manifold, and may be observed in every department of our school. Few pupils fail to become interested in this work and to be helped by it. The so-called dullard makes considerable progress in it, and often through its influence he is quickened in his musical and literary studies, and acquires a certain degree of facility in reading by the sense of touch, in writing, in ciphering, and in playing on the pianoforte or the violin. He has been unconsciously led by the activity of his fingers to think, and has learned a new way to express himself. What he has achieved, be it ever so little, has given him courage and power to attempt something else. Hence there is a gain all round which cannot be over-estimated. In awakening and unfolding the minds of children, or indeed in

any undertaking of a serious character having for its object the exploration or discovery of unknown regions, it is the beginning which is the most difficult part of the work. Or, as the French proverb has it,—

Il n'y a que le premier pas qui coûte.

The corps of instructors in this department remains the same as it was last year. It is due to them to say that they have discharged their respective duties faithfully, and that they have begun to realize the value of this system, and to appreciate both the spirit and the underlying principles which distinguish rational educational manual training from mere mechanical routine drill, which has solely in view the acquisition of sufficient technical skill to do certain things in a machine-like fashion, and nothing further. The adoption of the former in every part of the work of this department to the entire displacement of the latter therefrom forms the goal of aspiration which we are earnestly striving to reach. The appointment of Miss Anna Sophia Hanngren of Sweden as special teacher of sloyd in the girls' section has stimulated and strengthened the forces which have to be employed for the purpose of carrying this plan forward. She has had a thorough training in two different normal schools in her native land and in one in this city, and is perfectly familiar with the theory and practice of sloyd in its various phases. Under her tuition the educational significance of this system has been clearly emphasized. The pupils have handled an

increased variety of materials, both soft and hard, and the scissors and needle have taken their place with the twenty-eight other tools which have been employed heretofore. Each of these represents a particular kind of thought, and requires for its specific use a certain mental and physical effort.

LITERARY DEPARTMENT.

First in man's mind we find an appetite
 To learn and know the truth of ev'rything,
 Which is co-natural, and born with it,
 And from the essence of the soul doth spring.

— DAVIES.

This department has been thoroughly organized, and has been put in such an excellent condition as to be prepared to meet all reasonable demands upon it.

During the past year there has been a steady progress in every part of the literary work of the school, and its equipment has been materially improved. The field of study has been enlarged by further extension of the post-graduate course, the collections of books and appliances have received many valuable additions, and particular emphasis has been given to those methods of instruction and training which are based upon scientific principles.

It is not too much to say that the opportunities for mental development and discipline and the general educational and literary advantages afforded by this institution to its pupils cannot be surpassed or even equalled elsewhere.

The work of the school has been conducted, not with a view of helping the learner to gain a certain amount of information about a variety of subjects and of fixing a few ideas in his mind, but for the purpose of enabling him to develop and exercise his active powers, to observe and reason, to investigate and discover, to think and express his thoughts in simple language, to compare and classify facts, to form accurate conceptions and judgments, and to utilize the knowledge thus acquired by applying it to the intelligent performance of his daily duties. In this wise the perceptive and reflective faculties are quickened, the spirit of rational inquiry is fostered, the imagination is both cultivated and regulated, the creative instinct is encouraged, promptness and obedience are taught, and the pupils, instead of passively being led to the storehouses of knowledge and urged to take it at second hand, become self-directing and able to judge and act for themselves, and to arrive at correct conclusions by their own logical deductions.

In speaking of the mind and its growth, Edmund Burke said that facts are to it the same thing as food is to the body, and that its strength and wisdom depend upon their digestion. That this comparison is both very apt and entirely true there is no question. But, in order that the much-prized facts may be fresh and full of vitality and have the needful energizing force in them, they must be gathered in the fertile fields of activity and actual experience, and not borrowed from the stale descriptions and arid

pages of the text-book. In other words, so far as is possible the pupils must be taken out of the cloudy atmosphere of mere abstract instruction and brought in contact with nature, which is one of the best and most efficient teachers, and —

Whose force alone can raise or melt the heart.

She helps her students and worshippers to grow from within outward, like that endogenous plant, the palm. Her ever-changing aspects have much more to do with the inner life of the soul, with its intellectual growth and expansion, than we are aware of. Wordsworth ventures to say —

One impulse from a vernal wood
Will teach you more of man,
Of moral evil and of good,
Than all the sages can.

I am glad to state that our teachers are firm believers in this doctrine, and that most of them strive to live up to it.

We have relaxed no effort to keep abreast of educational progress, and to be quick to recognize not alone what is newest but what is most worthy in pedagogical matters. In the study of elementary science, especially in physics, chemistry, physiology, botany, and geology, we have introduced the laboratory methods, and this is a very great step in advance.

But, with all the elements of progress, the numerous additions to the equipment, and the improvements in methods, the fact remains that the school is

and ever must be what the teachers make it. No facilities and conveniences nor mechanical devices and educational appliances can render it better. Hence it is evident that its fundamental need and our first duty is to secure the services not of pedantic and spiritless pedagogues, but of thoroughly trained, efficient, well-qualified, enthusiastic instructors. This will make an immense difference in the character of the work of the institution. A true teacher is a positive force and a motive power in its advancement. He is constantly on the *qui vive* for the best ways and means which will help him in his efforts to be abreast of the times. He studies his pupils thoroughly and avails himself of their native tastes, aptitudes, tendencies, and idiosyncrasies. He is a faithful follower of the teachings of nature, and, instead of reversing her order, he endeavors to supplement what she has so admirably begun. In adhering to her methods he has the forces of the tides to help him. He seeks to awaken and keep alive the curiosity of his scholars, to kindle enthusiasm in their hearts, and to inspire them with love for their work. He firmly believes that to reach the inner life is much more than to handle all the machinery of education. At the touch of such a teacher the mind begins to open to truth as flowers to the sun. An instructor of this kind is worth more than a score of manufactured ones. Like a Moses with his divine rod, he strikes the nether spring of the soul, and the streams of knowledge flow forth.

The spirit or moral tone of the school seems to be

very good; as regards the majority of the pupils, it is excellent. There are, of course, among them some who do not fully appreciate their opportunities and are not uniformly faithful to their duties. These are exceptions. As a rule there prevail a desire for regular, steady work and a general interest in study. Instances of commendable industry and of painstaking earnestness, or of manly conduct and character and of womanly deportment and grace, are by no means few.

But one change has been made in the corps of instructors. Mr. Albert Marshall Jones has taken the place of Mr. John Campbell Swift, principal teacher in the boys' department, whose engagement was not renewed at the expiration of his term of service. Mr. Jones is a graduate of the Bowdoin college, and has had two years' experience in teaching, having been principal of the Howe high school in Billerica. He is a young man of intelligence, sound judgment, marked business ability, and pleasant manners, and we have every reason to hope that he will vindicate the wisdom of his election by a good measure of success in his new field of labor.

MUSIC DEPARTMENT.

Angel of music! When our finest speech
 Is all too coarse to give the heart relief,
 The inmost fountains lie within thy reach,
 Soother of every joy and every grief!
 And to the stumbling words thou lendest wings
 On which aloft th' enfranchised spirit springs.

— W. ALLINGHAM.

Music is an educational factor of the most vital importance. It addresses itself to the head as well as to the heart. No single study can compare with it in the multifarious advantages which it affords for the development of children and youth. It is the language both of emotion and of high-wrought nervous sensibility, and the medium for the refinement of the intellectual and æsthetic life. It not only conduces to the moral and social elevation of its devotees, but it is unsurpassed as a means of clarifying and invigorating the mental faculties. It cultivates the imagination and trains the memory. It occasions the most vigorous exercise of the understanding and calls into play the reasoning power. Taine characterizes it as follows: "Music gives expression, better than any other art, to wandering thoughts, formless dreams, objectless and unlimited desires, the mixed sadness and greatness of a troubled heart, which aspires to the highest and reaches nothing." Or, as Carlyle puts it: "Who is there that, in logical words, can express the effect that music has upon us? A kind of inarticulate, unfathomable speech, which leads us to

the edge of the infinite, and lets us for moments gaze into that."

Music is highly appreciated and diligently studied by the majority of our scholars. As a rule the blind have a greater fondness for this art than those who can see. They are inclined to devote themselves exclusively to it, and to worship at its shrine with a zest which leads them to neglect other agencies for the cultivation of the intellectual faculties and the formation of a rounded and symmetrical character. But they must be held within proper bounds in this direction, and prevented from developing abnormally one side of their nature and from becoming narrow-minded and lamentably ignorant and inane upon every subject outside of their profession. A good, substantial, academic education is indispensable to them; for it is this that will broaden their minds, enfranchise them from the bondage of their infirmity, and make them competent to wield the sceptre of clear thought, and face boldly the realities of life. It is extremely advantageous for the scholars in our music department that the latter forms an integral part of a school of high standing and well known for the completeness of its curriculum. Our pupils are invariably obliged to pursue a regular academic course of general education in connection with their studies of music.

Our music department is so complete in all its appointments as to constitute by itself a sort of conservatory on a small scale. The branches taught

therein include the pianoforte, the pipe organ, the violin, the clarinet, and several other instruments; harmony, theory, and the history of music. Moreover, nearly all our pupils receive instruction in the rudiments of vocal music, while a large number pay special attention to it.

When we think of how few of those who study vocal music succeed in mastering the art of singing or even in becoming sufficiently proficient in it to make it a source of income to themselves or of pleasure to their hearers, we feel inclined to look on the vast amount of time spent on vocal exercises as so many hours wasted. Yet there is another point of view which is not often enough emphasized nor adequately appreciated. In a recent number of a German journal devoted to laryngology, Dr. Barth has an article on the utility of singing from a hygienic standpoint. In it he asserts that singers have stronger and sounder lungs than other people. The case of one of the old Italian sopranis, who was able to trill up and down the chromatic scale two octaves in one breath, may be cited as a striking illustration. It is beyond doubt that those who devote themselves to vocal music subject the muscles of their breathing apparatus to a course of most beneficial gymnastics, which helps to enlarge the capacity of the chest, to give that erect and imposing attitude which is so desirable and so much admired, to render the ribs more elastic, to improve the appetite, and to keep the nasal passages in a healthy condition by putting them into constant use for breathing purposes.

The course of study is carefully graded, and is so broad and comprehensive that a pupil by going through it has excellent opportunities of becoming, not a one-sided person or a superficial performer of a certain number of compositions, but a proficient and well-balanced musician, thoroughly versed in his art and commendably skilled in its practice.

Harmony is one of the fundamental and most helpful studies in musical education, and a knowledge of its laws is of the utmost importance. It introduces a player or singer to the physiological aspect of music, and gives him a clear idea of the formation of chords, modulations, and thorough bass. It teaches him the reason why composers choose certain ways of expressing their thoughts or mental conceptions, and why they arrange them in this or that manner. Furthermore, while it enables him to understand the harmonic structure of a composition and the elements that enter into it, as well as their relation and movements, it supplies him at the same time with a basis for true artistic interpretation. I take great pleasure in stating, in this connection, that the value of harmony is fully appreciated by our teachers, and that the study of this branch of music receives due attention in our school.

As has been stated in former reports, the music department is divided into two distinct branches, which are entirely separate both in their administration and in all their appointments,—one for the boys and the other for the girls. Mr. Edwin L. Gar-

diner, who is at the head of the former, has written the following account of the work which has been done under his supervision: —

During the past year the standard of the boys' section of the music department has been greatly raised.

Sixty-three pupils have received instruction in music. Of this number, 56 have taken lessons on the pianoforte and 41 have learned to play various band and orchestral instruments. In vocal work, 22 students took lessons in a class, while 12 had special training in singing.

The class that studied harmony numbered 20. Eight scholars were taught the theory of music, and 10 attended classes in musical history and analysis.

In order to give the young musicians a general insight into the musical literature of our times and a thorough knowledge of the lives of eminent composers, two classes were formed, to which biographies and other suitable works were read aloud.

Those students who play stringed instruments are doing really remarkable work. Not only has every one of them done his utmost to reach a higher ideal in music, and to gain greater proficiency of execution, but the results of their work prove the success of these endeavors.

At the close of this term, they played far more ably than they could a year ago.

In addition to the regular course in music, every pupil is encouraged to undertake the special study of some instrument, either of the brass or wood-wind or strings. With the knowledge thus obtained, these players are able to perform either in the band, or the orchestra, or to accompany the glee club.

By this training a familiarity with many works of the great masters is gained, which can be got in no other way.

The chief virtue of organizations of this nature is not the mere skill which a scholar acquires in the use of his particular instrument, but rather a good practical power of performing together with a number of others. Very few schools afford a chance for such training. Nevertheless, this ability to play in *ensemble* is almost absolutely necessary for every one who aspires to become either a teacher or a performer.

I am glad to be able to say in this connection, that Mr. Edwin A. Sabin has proved to be an earnest, efficient and painstaking teacher of the violin, and that through his efforts the study of this important instrument has been greatly stimulated and rendered productive of excellent results.

Miss Lena E. Hayden, who is at the head of the girls' section of the music department, has furnished the following statement concerning the work accomplished during the past year:—

The beginning of the school term of the year 1896-97 found the girls' section of the music department well organized.

The number of pupils who studied music during the past year was 60. Forty-eight of these were trained in playing on the pianoforte, and they were divided into three separate grades. In the first grade were 7 students, the second numbered 32, and the third was made up of the remaining 9.

Two pupils were taught to play the violin, 1 took lessons in organ playing, while those who received vocal training numbered 12.

As theoretical work, harmony and theory were taught. The course in harmony was pursued by the pupils in two divisions,—one composed of the first and second grades, numbering 39 beginners, the other containing the 9 more advanced scholars. Thirty-one girls studied theory. This course was given in the first grade only. One post-graduate studied the pianoforte with Prof. Carl Baermann.

In our work this year we have striven for development of character through the study of music. Mr. Tapper's little book, *Music Talks with Children*, has greatly helped our efforts.

We feel confident that, through earnest endeavor on the part of the pupils and the untiring patience of the teachers, the scholars have gained in power of concentrating their thoughts and in ability to think musically.

The younger pupils began theoretical studies in the autumn. They have made excellent progress in the study of harmony.

A number of the advanced scholars attended the lectures on the symphony orchestra and the orchestral instruments given by Mr. Elson at the Lowell Institute. They derived much benefit therefrom.

Music readings have been given to the first, second, and third classes of the literary division one evening each week.

During the past year several improvements have been made, and the work of the department has been brought up to a higher standard. The facilities for the study and practice of music have also been increased. There have been two new pianofortes and several string, reed and brass instruments added to our equipment, which is now more than sufficient,—it is ample.

But, superior as are in every particular the musical advantages which the blind of New England enjoy under the roof of this institution, the external advantages derived from their residence here, namely, the opportunity to attend free of charge some of the best operas, concerts, and recitals given in the city by eminent artists, are equally great. For these opportunities, which contribute largely to the musical culture of our pupils, we owe a heavy debt of gratitude to the liberality of their stanch friend, Mr. Eugene Tompkins, proprietor of the Boston Theatre, and to that of many other generous helpers of the blind, whose names are thankfully recorded in the list of acknowledgments. We are also under lasting obligations to several musicians and literary persons of great merit for a number of fine entertainments given in our own hall.

There has been but one change in the corps of instructors of this department. Miss Sarah H. McGee withdrew from the service of this institution at the end of the school year, and Miss Hermine Bopp, a graduate of some years' standing of the New England conservatory of music, and a teacher of experience and acknowledged ability, was appointed in her place. Owing to the increase in the number of pupils in the girls' section, the employment of another teacher became inevitable, and Miss Blanche Atwood Bardin of Dalton, a recent graduate of the New England conservatory of music, and a young woman of excellent parts, was engaged for the new position.

In closing my remarks on this topic, it gives me very great pleasure to be able to speak of the present condition of the music department in terms of sincere commendation and cordial praise. In both sections the management is alert, energetic, and decidedly progressive; the corps of teachers consists of persons noted for their efficiency, their patience, and their capability, and the advancement of the pupils is steady. Several of the former graduates of the school, who have been perfectly familiar with its work for more than thirty years, and who are very competent judges in all matters relating to music, are very emphatic in their praises of the high degree of excellence in playing and singing to which our students have attained during the last year.

TUNING DEPARTMENT.

Untune that string,
And hark, what discord follows.

— SHAKESPEARE.

Under the careful and painstaking management of Mr. George E. Hart, perfect order has prevailed and a high degree of efficiency has been maintained in this department throughout the year. Its work has been carried on most satisfactorily in every particular, and none of its interests has been neglected.

It is no exaggeration to say that our tuning department is a model of completeness in its appointments. Its rooms are spacious and its equipment and facilities of various kinds are of a superior order.

The course of instruction and training is full and systematic, and is planned with a view of enabling the students to become thorough tuners. It combines correct theory with constant, intelligent practice. Everything that seems essential to the mastery of the art of tuning is included therein. The study of pitch and the relation of musical intervals, as well as their bearing upon tuning, the structure of the temperament, the general construction of the pianoforte, and especially the mechanism of its action, acoustics embracing the theory of scales, harmonics and beats, all these receive as careful attention as their importance demands, and are taught in as simple and clear a manner as is possible, with the help of suitable illustrations.

The pianofortes owned by the public schools of the city of Boston, 190 in number, are still under our charge. We take the best care of them, and keep them in such a condition as to give entire satisfaction to the proper authorities. These instruments are examined and tuned at regular intervals, and are looked after at all times, so that they may not be allowed to deteriorate and become useless.

Both the mechanical skill and the practical knowledge of the use of tools and of making ordinary repairs, which our students acquire under the systematic tuition and vigilant direction of Mr. Hart, were again put to the test last spring. Two old pianofortes, one from the Agassiz school in Jamaica Plain and the other from the Roxbury street school, were sent to our shop for repairs, to be restrung and put in good condition. These instruments seemed to be rather dilapidated and too far gone to be reclaimed and restored for use; yet they were saved and rendered serviceable at a very reasonable price. The action of each was thoroughly overhauled, such portions of it as were found to be worn or defective were repaired, and all its parts were carefully adjusted to interdependence and put in good working order. This kind of work offers to our pupils excellent opportunities for utilizing their knowledge by putting into practice what they have learned in theory, and the value of the experience which they gain in this way cannot be over-estimated.

The following letters bear ample and convincing

testimony to the entire success of their efforts. Miss C. D. Putnam of the Agassiz primary school writes as follows, under date of April 20, 1897:—

Dear Sir:—The piano has arrived today in good condition. I am really much pleased with it, for I thought that it was almost too old to do much with it. The tone is greatly improved and the whole appearance of the piano is good.

I thank you for taking so much pains with it.

Miss K. F. Lyons of the Roxbury street school writes as follows, under date of April 20, 1897:—

Dear Sir:—The piano in my school-room was removed to your work-shop and repaired.

It gives me pleasure to inform you that it was returned in excellent condition, and very much improved in tone.

We are arranging to have several pianofortes belonging to the public schools and some of our own undergo similar treatment and to make them useful at a very moderate cost.

EDITH M. THOMAS.

So others shall

Take patience, labor, to their heart and hand,
From thy hand and thy heart and thy brave cheer,
And God's grace fructify through thee to all.
The least flower with a brimming cup may stand
And share its dewdrop with another near.

—E. B. BROWNING.

The story of the education of a blind and deaf-mute girl, who has achieved distinction in several lines of mental and manual work, not by means of



EDITH M. THOMAS.

uncommon intellectual gifts and superior natural endowments, but by the aid of rational and scientific methods of instruction and training, and through the personal influence and unremitting exertions of a corps of high-minded and clever teachers, is of far-reaching import, and possesses a most profound interest both for the scholar and the general reader.

Edith has undergone a transformation which is surprising. Both in character and disposition she is altogether different from what she was six or seven years ago. You may scratch as far below the surface of the skin as you will, but you will not succeed in discovering a vestige of the naughty, troublesome, stubborn, wilful, mischievous, disobedient child of old. Instead of this you will find that she is an entirely new human being,—kindly, thoughtful, brave, cheerful, self-reliant, strong, unyielding in her resolution and unconquerable in her determination. She is possessed of a warm heart, generous as the sun and healthful as its beams. Hers is an independent, forceful personality. Springing as she does from unadulterated Puritan stock, it is not surprising that her character should have grown and developed like a sturdy oak. She pushes straight forward to the accomplishment of her purpose, and her eager spirit has been striving—

After a life more true and fair.

There are others bereft of the senses of sight and hearing who may excel in vivid imagination, in stu-

pendous memory, in astonishing quickness of perception, in readiness of imitation acquired by practice, and in trained skill at appropriating other people's printed thoughts and ideas and presenting them as their own productions; but in sterling integrity, in faithful application, in unimpeachable veracity, in persistent effort, in inventive power and originality, in firm honesty, and in rugged patriotism, Edith is surpassed by none of her brothers and sisters in misfortune. She has an exhaustless capital of courage and a good stock of commonsense. Truthfulness is the governing principle of her conduct, and stands most prominent in all her sayings and doings. She guards it most zealously, and spurns with indignation everything that may tend to tarnish its lustre. Nothing can induce her to prevaricate. Her sincerity and freedom from falsehood or simulation are always in evidence.

The past year has proved to be one of the most successful in the history of Edith's education. She has made steady progress in her studies and manual occupations. While her relations with arithmetic are still far from being intimate or cordial, yet they are more friendly and less formal than they have been. On the other hand, she is deeply interested in geography and history, and reads with eagerness the accounts of the good and great men of the past. Deeds of heroism excite her admiration and call forth her enthusiasm. Her affection for her native land is so great and her attachment to it so strong

that she might repeat with perfect truthfulness Shakespeare's lines :—

I do love
My country's good, with a respect more tender,
More holy and profound, than my own life.

It is with very great pleasure that we acknowledge our renewed sense of obligation to one of our teachers, Miss Frances S. Marrett, who has again at our earnest request graciously undertaken to write a brief account of Edith's education. Miss Marrett's story is based upon the facts and experiences which have been faithfully preserved by Edith's instructors, and is written in a picturesque and animated style, with exquisite taste and absolute accuracy. The author of this charming sketch is perfectly familiar with her subject, and she touches it with a loving hand, moved by a sympathetic heart and guided by excellent judgment and a strong love for truth. Here is the tale of Edith's work for the past twelve months, as told by Miss Marrett.

A cheerful, earnest, and faithful application to the tasks of the school-room is the brightest ray of promise which gleams from the record of Edith's education during the past year. The daily schedule of her work has included lessons in English, reading, arithmetic, physiology, and articulation. She has also received regular instruction in the gymnasium and in the department of manual training.

LANGUAGE. English composition has constituted the basis of a careful review of the important principles of grammar and rhetoric; but the year's harvest of written work contains no ripe fruit. A marked improvement in Edith's

use of language has, however, resulted from a system of persistent revision. With the first writing of a theme she has been allowed the fullest freedom in the expression of her thoughts. She has then been required to read slowly the finished exercise, and to correct all the errors within the limits of her knowledge of English. As a test of the benefit derived from her own criticism, supplemented by that of her teacher, a theme has always been rewritten once, and, if need be, twice.

Edith is still quite intolerant of any subject which makes large demands upon the imagination. A request that each member of the English class should write something in the nature of a dream drew from Edith the following composition, which was, in the main, true to a dream which she had had a few nights before:—

HOW A LITTLE GIRL GOT HER SIGHT.

“How I wish I could see!” said Esther with a sigh, as she lay in her bed one night when it was moon-light, and the stars twinkled in the sky. “Everything I hear is beautiful, and I would enjoy them better if I had my sight. I only hear the birds singing, and the whispering leaves in the trees among their branches.”

As soon as those words died on her lips, she fell asleep; for she was very sleepy. But still those thoughts were in her mind, and others came to her mind, for she was far away in dreamland. Suddenly she found herself standing on the floor of Heaven, and she heard the angels singing very sweetly.

“Now I can look down upon Mother Nature’s children, and see the inhabitants of the earth from here, and I can see my mother standing at the window and looking up at the heavens.”

She saw the angels bowing down to her, and they asked, “Will you join us in singing?”

“Yes,” she replied readily.

Each angel held in one hand a trumpet, and a palm in the other. Those treasures, which Esther had longed for, were presented to her that minute. She kept time with the others, and sang two pieces repeatedly, each piece with a different tone.

They sang for quite a long time, then stopped for several moments and continued the singing. The singing of those angels was so sweet and musical that Esther forgot all about herself and whence she came. The second time they ceased the singing, one of the angels stooped down and kissed the little girl, then this awoke her from her sleep.

"Oh," she said, "I have been dreaming, and I wish it could have been true."

Then she rose up from her bed with her curls flowing over her shoulders, and dressed quickly.

She told her mother what a dream she had had the night before, and how she had sung in her sleep. These were hymns which she had learned from a little hymn-book in school.

[NOTE TO THE TEACHER.] If you respond to this composition that you do not like it, or that it is too short, then my thoughts are not what I wanted to put in my story, and nothing else suits me.

READING. Edith's happy association with books, both in the class-room and during recreation periods, must be counted as one of the most important factors of her mental and moral development. Her fingers do not now pass lightly over new words, and an obscure sentence or paragraph is sure to generate an eager inquiry. Through Edith's quiet, reflective moods her book friends enter gradually into her deepest life, and claim there a permanent place.

In her choice of reading for the past year she has not once yielded to the attractions of a simple story, but has sought in its stead a rich foretaste of the study of history from Irving's *Life of Washington*, as abridged by John Fiske.

Upon the 17th of June she showed a true loyalty to the sacred memories of the day by reading to Elizabeth Robin the stirring account of the battle of Bunker Hill. A few weeks later, during a conversation with one of her teachers, Edith expressed very deep sorrow for the treacherous conduct of Arnold and of Lee. In speaking of noble Montgomery she said, "I did not know him until this summer, and when I read that he fell before Quebec, I almost cried."

The following paragraphs are quoted from a letter which Edith wrote last August :—

I am reading the second volume of Washington and His Country. I am very fond of history and read much. I like to read about Generals Washington, Lee, Gates, Montgomery and Arnold. I like General Washington best. I like Marquis de La Fayette very much. Generals Lee and Arnold were traitors. General Schuyler was a noble man, and the head of the Northern department. Gates ousted him and took his place. He wished also to oust the Commander in chief, and take his place. Some of Washington's officers formed a wicked plot against him, but could not succeed, because he found it out.

I find history intensely interesting, and enjoy it very much. Last Saturday night I dreamed that I was a prisoner. General Lee had me! He, although a traitor, treated me well; but let me do little. In my dream was General Gates too. I have also dreamed about Washington; but I had never been a prisoner that way before. It seemed as if Lee really had me! Montgomery was a gallant commander in the army before Quebec and had half won it when he fell before the walls of that place.

Edith has recently developed a keen interest in the daily newspaper, and every evening she has welcomed with eagerness its messages from the great outside world.

Her warm sympathy for the brave country of Greece found expression in these words: "Poor Greece! I should think the people of Europe would be ashamed of it all."

One day, as she sat at the dinner table, she suddenly remarked, "I hear that they have small-pox in Crete. Would not it be a good plan if the Turks all died of it?"

ARITHMETIC. During the past year Edith has won a large measure of success in the study of arithmetic, and the triumphal note which proclaims the hard-earned victory over her old adversary awakens many grateful echoes.

Her work indicates a knowledge of factoring, cancellation, addition and subtraction of decimal fractions, multiplication

of common fractions, and the addition and subtraction of common fractions with like denominators.

At the close of each week the teacher has required from every pupil of the class a record of the number of examples which she has performed correctly on "the first trial." Edith has striven to meet this demand with accurate work, and thus her besetting sin of heedlessness has been, in a great measure, overcome. Early in the year she offered this excuse for repeated errors: "If I am more careful, it would take time." Experience has taught her how time is gained by a strict obedience to the old motto, "Make haste slowly."

One day, after she had finished a problem involving a tedious process of division, Edith said with happy pride, "It was long, but I did it."

In all her work Edith shows a high sense of honor. She once refused to add to her weekly record an example which she had performed correctly, because she had kept constantly in mind during the operation a helpful suggestion received from her teacher.

An examination paper which Edith wrote last June was ranked at eighty-one per cent., which was the highest mark but one received in the class. When told of her good fortune she said, "I do not like arithmetic, but I do like to be high."

PHYSIOLOGY. Edith has gladly surrendered her full attention to the physiology lessons, and her work has been thoughtful and earnest, in fact, one might say thoroughly satisfactory. This summary phrase is applied so far as her efforts were concerned. It is true that she has often been very slow to grasp the meaning of the facts presented to her mind. In many cases the complete novelty of a given subject has proved a source of perplexity to Edith; but clinging fast to the slender thread of the known, she has ventured bravely into the labyrinth of new and wondrous truth.

She has found it exceedingly difficult to arrange her thoughts in a manner suited to the requirements of topical recitations; but each day an effort toward clear and logical expression has been so cheerfully made that decided progress has already been noted.

The work which she has thus far accomplished in the study of physiology is indicated by the following outline:—

<i>Cell</i>	{	composition.
	{	properties { physical.
		{ chemical.
<i>Tissues</i>	{	composition, structure, function, and varieties of
		each kind.
<i>Nutrition</i>	{	chemical composition of living body.
		chemical analysis of most common foods.
		sources of energy,— mental and physical.
		sources of animal heat.
		sources of growth and repair.

Edith's most frequent exclamation, as she stands in the revealed light of some new marvel of the human body, is, "Well, I never thought I was like that!"

When the class was ready to begin the study of the nervous system, Edith said, "Oh, I am so glad; I want to know what nerves are." As the wondrous knowledge came to satisfy her eager longing, she said again and again, "It seems as though I could not believe it."

Her quick comprehension of the origin and insertion of an orbicularis was made evident when she remarked, "Oh, yes; it is just like the gathering string of a bag." Edith's knowledge of arithmetical processes has been applied with accuracy and judgment in finding the proportions of water, proteid, and carbohydrates in the various tissues of her own body.

ARTICULATION. A statement of Edith's work in articulation is thus given by her teacher:—

Edith has studied all the sounds in the English language in all their combinations. With some of them she has succeeded, and with others she has failed. More than once she has apparently mastered the differential configurations of the organs of speech for all the vowel sounds; but for many of them the

differentiation is so slight that in a little while she loses it, and has to learn it again.

CHARACTERISTICS. Edith's personality is often most truly and clearly revealed through simple incidents associated with the free atmosphere of life outside the class-room. A few of these side glimpses seem, therefore, to have a claim to a little space in this sketch of a year's development.

Last October the thought of growing old, which was forced upon Edith's mind by the arrival of her eighteenth birthday, caused her real distress. She hesitated to tell her age, in response to the natural inquiry suggested by the day. Perhaps the trouble grew from a consciousness of her meagre store of knowledge, and may she not then have felt the stirrings of the strong ambition which has carried her so successfully through the past year?

Upon the twenty-second day of February Edith appeared in the rôle of Barbara Frietchie at a literary banquet given by some of the pupils of our school. She was not at all pleased with the thought of appearing in the guise of an old lady, and it was a long time before she could believe that the people who attended the entertainment would not associate with the Edith Thomas of every-day life the white hair and other signs of age belonging to the character of Barbara Frietchie. She was perfectly loyal to her assigned part during the banquet hour; but ever afterward she objected to any reference to herself under the appellation of Barbara Frietchie; yet only a few years before she had been delighted to claim for many weeks the name of "Ruth," in happy memory of her personation of that Biblical character.

During the fall term, while busy with plans for making Christmas gifts, Edith showed a generous desire to help others by circulating among her schoolmates this announcement:—

Anyone who wishes to learn how to make lamp shades and mats for set tables, or anything else of that sort, is cordially invited to attend a party two Saturdays in every month from three to half past five or quarter of six. It will make no difference; at what

time she wishes to come, let her decide; but the hostess must know to be ready to receive her at the same time. Pass this to one another, and the ones that wish to come are to write their names down in Braille and give them to the one that invites them. If any teacher wishes to know how to make any of these lamp shades, I'll take the time to show her how, when she has an opportunity. Whatever work you have with me, I hope you will be successful.

I am very sincerely yours, E. M. THOMAS.

SOUTH BOSTON, Oct. 31, 1896.

A doll which Edith dressed with a sweet thought of giving happiness to some poor child who had no such treasure proved the means of creating in her heart a warm interest in that beautiful Boston charity,—the Elizabeth Peabody Kindergarten. Her dear friend, Miss Emilie Poulsson, told her that the doll would be eagerly welcomed by the children of this school, and Edith was delighted to send it to them, together with a little tin tea-set which had been purchased with her own money. Later she was able to contribute still further to the joy of this child's garden, and one day she was much surprised to learn that she had been made a member of the Elizabeth Peabody Association, through the kindness of a lady who had paid in Edith's name the annual membership fee.

A letter which Edith wrote to a friend in Dakota contains this paragraph:—

In Boston there is a kindergarten called the Elizabeth Peabody. There are many children there from three to five years old. Three are Irish, one Italian and the others little Jews. I have done something for them. I dressed a doll, and sent some tin dishes, a pair of knitted slippers, a drum, and a letter. I am now a member of the Elizabeth Peabody Association. They call me fellow member.

Upon the fourteenth of last February Edith exhibited with joyful pride a number of valentines which she had just received, saying, in her brightest way, "They are from my dear little Jew babies."

One morning, as Edith was talking to a friend about these children, her face wore a troubled expression as she said, "But I do love those little Jews." A clue to the perplexity came at once to her friend's mind, from her knowledge of Edith's loyal devotion to the Bible, and she was glad to bring a sweet bit of comfort to Edith's heart by an assurance that her love for "the Jew babies" was wholly without treason.

Edith is always ready to lend a hand in any effort to alleviate suffering. Last winter her contribution of pieces of her own work to be sold in behalf of the Greeks amounted to more than three dollars.

One morning Edith was seen gathering pansies in her little garden with a face as bright as the blossoms she was picking. It was a pretty picture, and it made one glad that Edith with her love of flowers could have such a garden; but the next picture was prettier still. Edith was sitting on the sofa in the parlor of her institution home beside a friend who had hurt her eye and could not go to school that day. The big bunch of pansies was pinned to Grace's dress, and Edith was reading to her from one of her favorite books, *Bible Blessings*.

Edith's achievements as narrated in the foregoing account show the efficacy and fruitfulness of the methods employed in her education, and bear ample testimony to the wisdom, the fidelity, and the devotion of a set of teachers whose superiors either in diligence or in professional attainments it would be hard to find. These ladies leave nothing undone which can help the mental development and moral growth of their pupil. The influence which they exert over her, springing as it does from their affection for her and from the wholesomeness of their own natures, is so powerful that it elevates her sentiments, soothes her passions, moulds her character, and sweetens her entire life.

ELIZABETH ROBIN.

She has a world of ready wealth,
 Our minds and hearts to bless,—
 Spontaneous wisdom breathed by health,
 Truth breathed by cheerfulness.

— WORDSWORTH.

As was stated in our last annual report, Elizabeth Robin, who had spent nearly six of the happiest years of her young life under the genial influences of the kindergarten in Jamaica Plain, was thence transferred at the opening of the school term for the year 1896-7 to the parent school at South Boston. This change was of paramount importance in many respects, and marked a distinct epoch in the history of the education of this remarkable girl.

By taking her place among pupils of her own age, she became entirely free from the limitations which her former association with children younger and much smaller than herself imposed upon her. Thus she began a broader and more varied course of study than that which she had before pursued. Our hopes that her new environment would stimulate her to make a steady advance in her studies have been fully realized.

Elizabeth had for some time seriously questioned the propriety of being called *Willie*. She felt that this was an entirely unsuitable name for a girl. It was chosen before her birth by her grandmother, who confidently anticipated the arrival of a boy in the



ELIZABETH ROBIN.

coming baby. When things proved to be otherwise, the parents of the little girl tacked to her the wrong name in order to allay, in part at least, the bitterness of the disappointment which her appearance on the stage of life in the feminine sex had caused to the good old woman. The child's sense of the impropriety of being labelled with a masculine appellation grew so strong that she could hardly bear it silently. At times she disapproved of the name positively and protested against it openly. Finally she decided to plead that it might be changed, and early in the season she expressed an earnest desire to that effect by saying, "I wish you would call me *Elizabeth!*" This request was so reasonable that it could not well be disregarded. It was a prayer of the heart which could not remain unanswered. The child had reached an age which enabled her not only to judge of the undesirableness of her first name, but to think of the way of getting rid of it by putting in its place her middle one. She has done this intelligently and to her entire satisfaction, and henceforward she will be known not as *Willie* but as ELIZABETH ROBIN. In the future all her triumphs and discouragements, her successes and failures, her hopes and fears will be invariably chronicled under this simple and appropriate name, without the asperity of a boyish preface to it.

Elizabeth's attachment to the happy family of the kindergarten was so strong that her removal to South Boston was a source of grief to her and made her homesick. She had been taken away from all

that seemed dear to her and placed in a new sphere, and she could not help missing her associates, her instructors, her friends, and the good times which she had enjoyed under the roof of that veritable paradise of childhood during half the years of her existence. This was not unforeseen. Soon, however, she began to be reconciled to her new surroundings, to form the acquaintance of her schoolmates, to win the affection of her teachers, to take an active interest in her work, and to make the best of everything. Indeed, she regained her happiness in a few months, and it was Miss Poulsson who aptly said, in an article published in the *Kindergarten Magazine*, "It is a joy to behold her as she goes about the house and grounds in her fresh, bright beauty and gay spirits, now a girl of thirteen. She is full of sparkle and fun, but possesses also a sweet, loving disposition, and a willingness to devote herself to duty which promises much for her future."

The same rational methods of instruction and training which have been so thoroughly effective and so eminently useful in the case of Edith Thomas have been for the most part employed in the education of Elizabeth. She has been a regular member of the sixth division of the school, and not only has she kept pace with her classmates in the path of learning, but in some studies she stood higher than they. In all her occupations and recitations she has been constantly accompanied by her special teacher and interpreter, Miss Vina C. Badger, who has proved to be just the

person of whom Elizabeth had absolute need, — “an energetic and intelligent companion, an industrious helper, a conscientious instructor, and a wise guide.” Miss Badger has attended to her duties with rare zeal and marked fidelity. She has kept copious notes of the various occurrences of each day, and from her extensive journals Miss Anna G. Fish, the faithful and painstaking clerk of the institution, has compiled the following account of Elizabeth’s life and work during the past year:—

Elizabeth began her year’s work in the sixth class, with the study of arithmetic, reading, language, and botany. Articulation was also included in her daily programme, while gymnastics and sloyd held an important place in her curriculum.

During the year she has read parts of *A Wonder Book*, *Child’s World*, and *Grandfather’s Chair*.

At the beginning of the year the members of the class were reading Hawthorne’s *Wonder Book*. After due trial Elizabeth’s vocabulary proved inadequate to the task, and it was thought best for her to join the seventh class in reading, giving up articulation for the time being. This was a great disappointment to her, and she found it rather hard to bow gracefully to the inevitable. “Shall you be ashamed of me?” was her anxious query. She began her new work with the comment, “I do not like reading as well as I did.” Nevertheless, her work as she progressed showed steady improvement, and many little points gave evidence of the gradual awakening of her interest in the subject and of better understanding of the language. At first she evinced not even a natural curiosity in the meaning of the new words which occurred with frequency in her daily lessons, so that it seemed necessary to call her attention to them; but after a short time she began to ask

eagerly for their definitions and took pride in remembering these. Every page abounded in these tests of the memory; yet, in reviewing her lessons, Elizabeth gave correctly the meanings of a large proportion of these new acquaintances. "I am used to remembering now," she said complacently. She learned, too, to define by the use of a synonym rather than by that of a sentence, and to gather the meaning of a word from the context.

When it was ascertained that there had been a marked improvement in her vocabulary, she was reinstated in the sixth class. With this promotion the extra work in reading was discontinued and lessons in articulation were resumed once more, greatly to Elizabeth's delight. She had to be reminded, however, that the continuance of this order of things was dependent upon her diligence, and that a relaxation of effort on her part would mean loss of the articulation lesson again. Evidently no fear of such an occurrence harassed her, for she replied quickly: "Oh, it would be too short a time for articulation." It is only fair to add that she did not cease striving to do good work.

Later in the year she experienced great pleasure in re-reading a story in the *Grandfather's Chair*, substituting the definitions given to her for the words themselves. "It is like another story," she observed. Elizabeth is always glad to show, whenever she has an opportunity to do so, that these new words form important accessions to her vocabulary. The definition of "epoch" was given to her as "a length of time while some one thing is happening." In describing how she should spend her time during a proposed visit to the kindergarten, she said: "I will go to Margaret McKenzie's room and have a good *ti*—I mean—" she pondered a moment—"a good *epoch*," she finished triumphantly. "Scene" was defined as "a picture of something going on;" but Elizabeth, in order to show her greater capabilities, changed the expression to "a picture of a proceeding." "Do not be a worm-book—I mean a book-worm," was her greeting to a teacher whom she met, book in hand, in the hall. "I had it in reading," she said, in explanation.

The word "monarchist" led to a talk on kingdoms, or the boy-king of Spain and the girl-queen of the Netherlands. Elizabeth was very much interested in the account of these, but on the following day, when the lesson did not go quite smoothly, she cried despairingly: "You must not tell me interesting things in reading. I was too much interested in the little king and queen, and I cannot remember the words."

The stories have possessed great interest for her, and any fact which adds to their realism enhances their value in Elizabeth's mind. When told that the North Church and Cotton Mather's house are still standing, "Oh!" she gasped, "here in Boston!"

In articulation Elizabeth has done her best, enthusiastically and happily, and has been rewarded by approaching more nearly the goal for which she and her teacher have striven, and which might well seem unattainable in view of the difficulties in the path were it not for the results already gained.

Elizabeth's ardent desire is to express herself always by means of oral speech, and she felt the deprivation keenly when she was told that at an exhibition in which she was to take part she must use the manual alphabet. "Everybody can understand me; I will talk slowly. I want to talk with my mouth," she pleaded; but she yielded the point gracefully when her request did not meet with compliance. Her wishes are, however, fully gratified whenever this can properly be done.

Elizabeth began the work in English with commendable zeal. In the early part of the year the hour of the lesson was devoted to composition, in the form of rewriting stories which had been read to the class. Elizabeth performed this task with anxious care, and at first reproduced, almost verbatim, the story told to her; but with habit came more originality of expression, in which her later work is by no means lacking.

It having been suggested to the class to write a letter of thanks to a lady who had sent a supply of apples to the

pupils, Elizabeth wrote the following note, in which she shows that she was quick to catch the hint in her teacher's remark that this was one of many gifts which had come from the same source:—

SOUTH BOSTON, September 28, 1896.

DEAR MRS. ——. Thank you for your kindness in giving us many things. I study botany with Miss Marrett and we learn about the apples; perhaps we shall use yours, too, and I thank you very much for them. We think that they are very nice.

I am yours lovingly, W. ELIZABETH ROBIN.

During the winter a gift of evergreens came from a school in New Bedford, accompanied by letters from the pupils. Each girl in the class took one letter to answer; Elizabeth's choice was that of Ethel Whiting, to whom she wrote as follows:—

SOUTH BOSTON.

DEAR ETHEL, This letter is to answer your letter and to wish you a very happy new year. I go to school here and am in the sixth class. There are five houses for the girls to live in. Some of them go in A house, some in B house, some in C house, some in D house and some in E house. I am in A house, 554 Fourth Street. My home is far away in Texas and my family are still there. I have two sisters and two little brothers. My papa came from Sweden. I study writing, botany, reading, gymnastics, articulation, and after dinner we have arithmetic. Then we walk down street or in the yard, till four o'clock when we have knitting. Then after supper the girls go to silent reading but one of the teachers reads to me from a book that is not in raised print. I have wood-sloyd twice a week. Would you like to come over here to see us all sometime? I would like it very much. With much love

From W. ELIZABETH ROBIN.

Later in the year the study of language took the form of technical grammar, consisting of the study of the parts of speech and of the analysis of sentences,—simple, complex, and compound. Elizabeth received the change with that

degree of dismay which the first step on an untried way seems always to impress upon her. "I shall not like English," she said in a decided manner, and leaned back in her chair, prepared to give up the struggle. With a little initiatory help she was soon enabled to surmount the difficulties at the outset, and her record for the year, although below the class average, nevertheless gives evidence of painstaking endeavor and of a good grasp of the subject.

For botany Elizabeth showed a decided distaste, and in that work she was correspondingly careless and inattentive. The statement, "You know I do not like botany," seemed to her sufficient excuse for all delinquencies. Her fastidious sense of touch was offended by any moist fruit or root with earth clinging to it which she was called upon to examine, and she was often impatient under reproof. With these disadvantages, repetition, reviews, and extra hours of work were needed to fix the technical terms firmly in her mind.

The systematic classification of plants at first appealed to her love of order, and as she understood it more clearly her enthusiasm began to show itself. In her botanical compositions she was careful to observe the proper arrangement of terms, and, when mistakes made it necessary for her to rewrite her papers, she did so cheerfully, often out of school hours by her own choice.

The economy of the botanical terms had not yet made due impression upon Elizabeth's mind, and her papers had been laborious explanations: "It is lanceolate and it is long and narrow." "It is erect because it stands up straight." "It is araceme because the flowers are in a group on the sides and end." Again she was told that, by using the technical term alone, she would convey all the information which she sought to give by adding to the term its definition; and now the light of understanding dawned in her face and she began at once to rewrite her paper, saying enthusiastically, "I like it better than I ever did before." When her task was completed she presented its results with satisfaction. "Oh, how short!" she said.

By making further progress Elizabeth learned that the

history of a plant — its life and habits — rewards patient examination, and she greeted the appearance of new specimens with considerable interest and pleasure. On her return from a visit to her good friends, Mr. and Mrs. Whiting, in Hingham, Elizabeth brought a supply of apple-blossoms, gathered by herself for the use of the class. As was to be expected, her examination of this flower was very satisfactory. "I shall analyze the sweet-pea myself this summer," she said, by way of showing her sustained interest.

In arithmetic Elizabeth has studied long measure, prime numbers, cancellation, and has done some work with decimal and common fractions. She has done good work, but she has progressed slowly and many extra hours of labor have been needed in order that she might complete the prescribed course with the class. These she has willingly given, for in this, as in other studies, the spirit of ambition was rife within her. Once, when a visit to Dorchester threatened to make her fall behind her mates, she said anxiously: "I do not want to go. Will they get ahead of me in arithmetic?"

Twice a week Elizabeth has had instruction in wood-sloyd. She hailed this new branch of activity with pleasure, and made joyful plans for the immediate use of her prospective acquisitions. "I can make a box for Mr. Whiting and two little rocking chairs for my sisters. Edith told me they made them in sloyd." But, owing to the nature of the initiatory steps of the work, the wings of ambition had to be clipped and to remain unused for some time, and the willing energies had to be bent to the prosaic task of fashioning a flower-pin, tool-rack, coat-hanger, cutting-board, flower-pot-stand and corner bracket, while the elementary use of tools is being mastered. She has worked carefully, developing judgment, patience, and manual dexterity. Moreover, the lessons have been a source of enjoyment to her throughout the year. She has also received instruction in knitting according to the principles of sloyd, and has paid due attention to the womanly acquisitions of sewing and crocheting.

A better balance on her feet, less dependence upon others when walking, and continued good health constitute

the physical effects of her work in the gymnasium. It seemed necessary in her case to establish a muscular sense of the correct form of simple gymnastic movements as the first step toward coördinating mind and body. For this purpose the orders could best be given by a touch on the head, the arm, or the leg, indicating the motion which was to be made. The next thing was to familiarize her with the verbal commands, and, while she was working in response to these, her mind took immediate control of her body. In other words, she worked with "full volition." Later on, only the initial letters of directions were used, so that the time required for communicating a command might be made to correspond with her ability to convert mental concepts into physical actions. The work in gymnastics has given us excellent opportunity to note a gradual change in motive. The spirit of emulation has been giving place to the higher aim of doing *her* best always. Of the gymnastic games those requiring speed have been especially enjoyed by Elizabeth.

Outside of the gymnasium, her playful spirit and abounding energies have sometimes led her to deal roughly with her companions. But that she was not without an ideal in this respect was shown by the following answer which she gave to a query as to her favorite character in *Little Women*: "I like Meg the best, because she never does things that are rough." In church, one day, she asked suddenly, "Did Eve teach her children not to be rough?"

Amid her new surroundings at the opening of the school year Elizabeth felt severely the pangs of homesickness. "I wish I was at the kindergarten," was the constant accompaniment of the wearisome tasks of those early days. Familiarity with her new home and the fresh interests which opened out before her combined with her loving heart and receptive mind to drive away these pangs; but her happy life at the kindergarten must ever remain among her choicest memories.

A firm friendship exists between Edith and Elizabeth, and they spend together much of their leisure time. This bond has often resulted in mutual help. On one occasion Eliza-

beth had trouble with the table of dry measure, and it was suggested to Edith that during the hour of an exhibition in which neither had a part she should teach Elizabeth the table. When the latter was asked if this plan had succeeded, "Yes," she answered; "Edith did not know the table of United States money, and I taught it to her."

The cares of housekeeping have no charm for Elizabeth, and when she was told that she was expected to participate in the duties of the household, she exclaimed, with horror, "Oh, isn't it dreadful?" From her first attempt at washing the floor of her chamber she emerged with flushed cheeks and dishevelled hair. "I do not like to do it, but I like to help Ida [her room-mate]," she said. This desire to be helpful to others was evident in her plans for vacation, one of which was thus stated: "I shall help Norah make the beds and wash the dishes."

Elizabeth has several times entertained Edith and other friends at tea. She is a very solicitous little hostess, and does not fail to ask frequently: "Are you having a good time?" One night, when a teacher from the kindergarten was a guest at the house, Elizabeth invited Edith to tea, planning that neither should know of the other's presence until they met in the dining-room. All came out as she had arranged it, and great was her pleasure in the mutual surprise of her guests.

Although Elizabeth exhibits an independent spirit in her daily work, she is not without misgivings, on occasion, as to her own abilities; for when her teacher asked her if, during her absence, Elizabeth could continue writing a composition upon which she was engaged, she answered dubiously, "I will write, but I shall be anxious."

An inventive turn of mind led Elizabeth to tax the ingenuity of the occupants of the cottage in which she lives by a new language. "Doog gninrom," she spelled rapidly on her fingers by way of morning greeting. She laughed gayly when it was correctly interpreted, and for several days, while the novelty lasted, this mode of expression furnished great amusement to her.

"Where are you going summering?" she asked her teacher. "Summering," she repeated. "Did you ever hear that word? I made it up myself."

Among the varied traits of Elizabeth's character the spirit of mischief is not wanting. "Would you like some chocolate?" she whispered to her room-mate one night. "Yes," was the response, "would you?" "Shut your eyes and open your mouth," Elizabeth commanded, and she placed her hand over Ida's eyes to ascertain whether her order had been obeyed, while she stuffed into Ida's open mouth a wad of paper.

The routine of school life has been broken for Elizabeth by several visits to friends during vacations and recesses. Among them was one to Miss Badger's home in Worcester, where she spent some of the time happily in making valentines. "I will send my sisters and brothers valentines with robins on them," she said, "and I will put a thrush on Miss Thurston's; thrush sounds like Thurs—." But the greatest pleasure which she enjoyed in the course of the visit was that of taking some candy of her own manufacture to a sick man who was able to thank her himself.

Elizabeth retains undiminished the sunniness of disposition which has endeared her to all with whom she has been brought in contact. Although storms sometimes arise, they are of short duration and the clouds are soon dispersed.

Perhaps the most useful lesson of the year which Elizabeth has learned has been that there is required of her, not only the accomplishment of what she designates "fun," but a thorough application and diligence in every task which the succeeding days present before her. Thus she has already gained some insight into the earnestness of life, and it is confidently hoped that each succeeding year will be fraught with greater achievement, richer promise, and deeper purpose.

No account of Elizabeth can be complete without a reference to the affectionate hospitality which she receives at the house of her dear friends, Mr. and

Mrs. Albert T. Whiting. These kind people take a truly parental interest in her, and treat her as if she were their own child. In joyful anticipation of the happy summer which she expected to spend at their home in Hingham, Elizabeth has written the following paper, in her leisure time, entirely without suggestion or aid: —

WHAT I WOULD LIKE TO DO THIS SUMMER.

I have a little friend who is coming to Hingham this summer to Mrs. Gardner's house. Her name is Gertrude Simpson. We probably will go to the beach and ride on the flying horses and lots of things. I shall crochet, knit, sew and write many letters in Braille. Gertrude can write Braille and talk with her fingers.

I expect to dress two dolls this summer for next Christmas but I do not know to whom I shall give them yet. We may sail on the boat from Hingham to Boston and perhaps invite Gertrude to go with us, too. Edith may come to Hingham this summer and stay a few days with us. I have a box of little paints which I am to try to paint pictures and other things. This summer we may go to see Miss Johnson at the Elizabeth Peabody and see the little children. Perhaps she will come to see us at Hingham and have a lovely time.

CHANGES IN THE STAFF OF OFFICERS.

Omnium rerum, heus, vicissitudo est.

— TERENCE.

During the past year the following changes have taken place in the corps of officers and employés:—

Miss Bessie Wood, an honored and highly esteemed officer, who has been connected with the school for nearly thirty-seven years, first in the capacity of assistant matron and afterward in that

of housekeeper in one of the cottages for girls, felt obliged to resign her position, fearing that her strength might not prove equal to the tasks of the year. Miss Jessie Bentley of North Adams was chosen to preside over the happy family, over which her predecessor had reigned with gentle sway ever since the erection of the cottages in 1870, greatly endearing herself to its members. Miss Wood has rendered most valuable service to the institution during the greater part of her useful life. She has given to it unreservedly what was best in herself, and her loyalty to its interests and its good name has invariably been as —

True as the dial to the sun,
Although it be not shin'd upon.

Her keen sense of right and wrong, her ability to plan and do, her firmness tempered with suavity, her habits of thrift and economy, her deep sympathy with the pupils, her tact in dealing with them, and her intelligent judgment as to the strong and weak points of their characters, all combined to make her an ideal head of a household. She labored assiduously and spared no pains in the proper discharge of her duties. But worthy of all praise as her work has been, her personality, so unique, so modest, and so unassuming, has been of even greater value to the institution. Miss Wood's demeanor is so quiet that it is difficult to realize the steady force of her character and the powerful influence which

she exerts over young people. I am truly glad to be able to state that Miss Bentley, who has been in charge of the house since the first of January, 1897, proves to be a worthy successor to Miss Wood.

There has been another change among the officers in the girls' department. Mrs. L. Ada Mixer of Sharon, Mass., whose testimonials of fitness and absolute honesty were of a high order, was employed as housekeeper in the Samuel Eliot cottage, in place of Mrs. Ella L. Weeks, whose engagement was not renewed at the end of the school year.

Mrs. C. A. Duchemin resigned her position as assistant matron in the boys' department, and Mrs. Emma W. Falls of Boston was chosen to succeed her. Mrs. Falls was most favorably recommended to us by the authorities of a public institution where she rendered excellent service.

Miss Anna Gardner Fish of Nantucket, Mass., was appointed clerk of the institution, to fill the vacancy caused by the dismissal of Miss Ella Frances Prout, who served in that capacity for four years. Miss Fish seems to be exceedingly well qualified for the position. She is quiet and dignified, and possesses the sensibilities and characteristics of a true lady. She attends to her duties with scrupulous care and rare discretion, and shows no desire or inclination to interfere with other people's business or to foster the spirit of discontent and dissension among the members of the household.

Mrs. Maybel K. Schneider, a young woman of

good ability, superior intelligence and steadiness of character, was elected assistant book-keeper to succeed Miss Grace M. Attleton, whose engagement was not renewed at the expiration of the year. Mrs. Schneider's artistic penmanship is by no means the least of her accomplishments.

Owing to the condition of her eyesight, the assistant librarian, Miss Ellen Marie Boesen, was obliged to relinquish her position, and the vacancy created by her retirement was filled by the appointment of Miss Eleanor J. Towle of North Adams, Mass., who has already given proofs of deep interest in her work and of an earnest desire to become familiar with its details and to do it in the best possible manner.

Mr. Anthony W. Bowden, whose connection with the institution first as workmaster and afterward as steward began in early manhood and lasted to good old age, has been placed on the retired list and given charge of those of our buildings which are let to tenants; and Mr. Frederick A. Flanders, a man of good judgment and of whose integrity and conscientiousness we cannot speak too highly, was chosen to fill the position of steward.

Failing health has compelled Mr. Peter Corcoran, the engineer and storekeeper, to withdraw from the work of the institution after a continuous service of about forty years, and to seek rest. Mr. Corcoran is a man of superior character. His life has been an exemplification of the uprightness that never fails, of the patience that never tires, and of the humility

that never boasts, and in his retirement the establishment has lost one of its truest, manliest, and most loyal employés.

CONCLUSION.

Let me end the story.

— SHAKESPEARE.

I cannot close this report without making due acknowledgment of my great obligation to your board for the many kindnesses received at your hands, of the fidelity and efficiency with which my associates and assistants in the work of the school have performed their respective duties, and of the numerous blessings which have been bestowed upon us during the past year. Friends and helpers have been raised up for us in various directions, and it is no ordinary pleasure to feel that the institution lives in the hearts of all classes of people, and that its needs are substantially remembered by the truly benevolent and high-minded members of the community.

Emboldened by the success achieved in the past and urged by an ardent desire to press steadily forward, we enter upon the tasks of another year with hope, faith, and courage.

All which is respectfully submitted by

MICHAEL ANAGNOS.

LIST OF PUPILS.

- | | |
|-------------------------|-------------------------|
| Adkins, Alice. | Kent, Bessie Eva. |
| Borden, Lucy. | Keyes, Teresa J. |
| Brecker, Virginia R. | Knowlton, Etta F. |
| Brodie, Mary. | Lambe, Caroline R. |
| Brown, Grace L. | Lawrence, Anna. |
| Carr, Emma L. | Lawson, Mary. |
| Caulfield, Elizabeth E. | Leach, Aura E. |
| Cobery, Margaret. | Lee, Sarah B. K. |
| Cole, Carrie W. | Lewis, Jessie. |
| Coyle, Mabel. | Matthews, Clara. |
| Cross, Ida. | Mattimore, Augustina E. |
| Cushing, Annie. | McClintock, Mary. |
| Delesdernier, Corinne. | McCloskey, Mary E. |
| Dolan, Ellen. | McKenzie, Margaret. |
| Duggan, Katie J. | Muldoon, Sophia J. |
| Ellingwood, Mary E. | Murphy, Frances A. |
| Elmer, Edith M. | Murtha, Mary Ann. |
| Emory, Gertrude E. | Myers, Mabel. |
| Flaherty, Margaret. | Newton, Eldora B. |
| Fogarty, Margaret M. | Nickles, Harriet E. |
| Forbush, Vinnie F. | Noble, Annie K. |
| Foss, Jennie. | O'Neal, Katie. |
| Gavin, Ellen A. | Perry, Ellen. |
| Goggin, Mary. | Pike, Fanny. |
| Griffin, Martha. | Puffer, Mildred E. |
| Hayes, Mary Etta. | Ramsdell, Harriet M. |
| Heap, Myra. | Reed, Nellie Edna. |
| Henley, Catherine G. | Rich, Lottie B. |
| Hilgenberg, Johanna. | Ricker, Annie S. |
| Howard, Lily B. | Risser, Mary A. |
| Ingham, Beatrice E. | Robin, W. Elizabeth. |
| Kennedy, Annie M. | Roeske, Julia M. B. |
| Kennedy, Nellie A. | Root, May. |

- Saunders, Emma E.
 Smith, Florence G.
 Smith, Nellie J.
 Snow, Grace Ella.
 Spring, Genevra S.
 Thomas, Edith M.
 Thurley, Blanche M.
 Tomlinson, Sarah E.
 Veasey, Emma.
 Wadsworth, Eliza F.
 Wagner, Grace.
 Walcott, Etta A.
 Warrenner, Louise.
 Wilbur, Carrie M.
 Aberg, George H.
 Amadon, Charles H.
 Backman, J. Victor.
 Baker, Frank G.
 Barnard, Richard J. C.
 Bartlett, Joseph.
 Beckman, J. Arthur.
 Black, Charles.
 Bond, Samuel C.
 Bowen, Herbert H.
 Bradley, Edward F.
 Brinn, Frederick C.
 Butters, Albert W.
 Carney, Frederick.
 Clark, J. Everett.
 Clennan, William T.
 Corliss, Albert F.
 Crofton, Thomas.
 Delude, Louis.
 Desmond, John.
 Devlin, Neil J.
 Dewhurst, Henry.
 Dodge, Wilbur F.
 Drew, Francis.
 Fuller, Albert.
 Furrow, George.
 Gibbs, Reuel E.
 Giesler, John H.
 Gosselin, Wilfred.
 Gould, Clarence E.
 Harmon, Everett M.
 Harvey, Lyman K.
 Heath, William Edward.
 Henley, John.
 Irving, Frederick.
 Jackson, Clarence A.
 Jacobson, Guy H.
 Jennings, Harry M.
 Kenyon, Harry C.
 Kerner, Isaac.
 L'Abbé, Henry.
 Lawton, George.
 Leonard, William.
 Levin, Barnard.
 Lord, John W.
 Lucier, George.
 Lund, Olaf H.
 Lynch, William.
 Mannix, Lawrence P.
 Martello, Antonio.
 Mason, Arthur J.
 McCarthy, Daniel.
 McCarty, William H.
 McKeown, Thomas.
 Messer, William.
 Miller, Reuel E.
 Mills, George.
 Mozealous, Henry E.
 Muldoon, Frederick J.
 Muldoon, Robert D.
 Nilson, Frank.
 O'Connell, John P.
 O'Donnell, Isidore A.
 O'Neill, Patrick.
 Paige, Franklin H.
 Parks, Edson A.

Peabody, Eugene.
Putnam, Herbert A.
Rasmussen, Peter A.
Rochford, Francis J.
Roukey, George.
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.

Taylor, Andrew C.
Thompson, Robert.
Tracy, Merle Elliott.
Trask, Willis E.
Van Vliet, Henry.
Vaughn, William M.
Walsh, Frederick V.
Walsh, William.
Washington, Arthur.
Weaver, Frank V.
Welch, Harry W.
Wenz, Albert J.
Winchell, Charles L.
Wrinn, Owen E.

ACKNOWLEDGMENTS.

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 and Operas in the City.

To Mr. Eugene Tompkins, proprietor of the Boston Theatre, for a general invitation to the operas "Aida" and "Brian Boru."

To the Händel and Haydn Society, through its secretary, Mr. Charles W. Stone, for fifty tickets to the oratorio "The Messiah," and for thirty-nine tickets to the Easter concert.

To the Apollo Club, through its secretary, Mr. Alfred Barnes, for eight tickets to each of four concerts.

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

To Mr. Ernst Perabo, for fifteen tickets to a recital in the music room at the Chickering manufactory.

To Mr. George Foxcroft, for eighty-two tickets to the Star Course concert.

To Mr. Louis C. Elson, for four tickets to a course of lectures at the New England Conservatory of Music.

To Mr. Eliot Hubbard, for ten tickets to a vocal recital.

To Miss Olive Mead, for ten tickets to a recital in Steinert Hall.

To Miss Charlotte Hawes, for a general invitation to two lecture-concerts.

To St. John's Methodist Episcopal Church, South Boston, through Mr. A. W. Williams, for fifty tickets to three entertainments and twenty tickets to a May concert.

To St. Matthew's Episcopal Church, South Boston, for forty-four tickets to one concert.

To Mr. George H. Bond, for a general invitation to the World's Food Fair.

To the Church of the Redeemer, South Boston, for fourteen tickets to a strawberry festival.

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

For a series of recitals, concerts and lectures given from time to time in the music hall of the institution, we are greatly indebted to the following artists:—

To Mr. Carl Faelten, for a pianoforte recital.

To Miss Lena Hayden, assisted by Miss Edith Torrey, soloist, for one concert.

To Miss Kate S. Hamlin, for a lecture on "Folk Lore," and one on "Growth and Development of the English Language."

To Mrs. Maas-Tapper, pianist, and Mr. Franz Kneisel, violinist, for one concert.

To Mr. Arlo Bates, for a lecture on Defoe.

III.— Acknowledgments for Books, Specimens, etc.

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

To Miss Edith M. Thurston, Mrs. Cephas Turner, San Francisco, California, Miss Anna Molander, Helsingfors, Finland, Mr. Joseph B. Glover, Mrs. Sarah A. Stover, Mrs. Emma W. Falls, 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,	. . . . .	“ “
The Musical Record,	. . . . .	“ “
Littell's Living Age,	. . . . .	“ “
Zion's Herald,	. . . . .	“ “
The Missionary Herald,	. . . . .	“ “
The Well-Spring,	. . . . .	“ “
Woman's Journal,	. . . . .	“ “
Boston Ideas,	. . . . .	“ “
Thompson's Island Beacon,	. . . . .	“ “
The Century,	. . . . .	<i>New York, N. Y.</i>
St. Nicholas,	. . . . .	“ “ “
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>
Church's Musical Journal,	. . . . .	<i>Cincinnati, O.</i>
The Messenger,	. . . . .	<i>Ala. Academy for the Blind.</i>
The Tablet,	<i>West Va. Institute for Deaf-Mutes and Blind.</i>	
The Inst. Herald,	<i>Florida Institute for Deaf-Mutes and Blind.</i>	
The Institution News,	. . . . .	<i>Austin, Texas.</i>
The Washingtonian,	. . . . .	<i>School for the Deaf, etc., Vancouver.</i>
The Colorado Index,	. . . . .	<i>Colorado School for Deaf and Blind.</i>
L' Amico dei Ciechi,	. . . . .	<i>Florence, Italy.</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 J. JACKSON, TREASURER, in Account with the PERKINS INSTITUTION FOR THE BLIND, for the Year ending
August 31, 1897.

RECEIPTS.		EXPENDITURES.	
Balance on hand Sept. 1, 1896,	\$61,932.21	Drafts for general fund,	\$107,000.00
Income from invested funds,	44,096.19	Less unexpended balance,	2,038.42
		Drafts for kindergarten fund,	\$36,392.45
From state of Massachusetts,	\$30,000.00	Less unexpended balance,	2,451.04
" Connecticut,	5,572.93	Drafts for printing fund,	\$4,310.36
" Rhode Island,	5,301.40	Less unexpended balance,	73.60
" Maine,	5,312.49	Paid treasurer for clerk hire,	4,236.76
" New Hampshire,	3,200.00	safe rent,	250.00
" Massachusetts for deaf pupils,	700.00	expressing on Atchison bonds,	30.00
" Massachusetts for indigent pupils,	132.74	check book,	1.03
legacy from estate of Ann White Vose,	2,994.36	taxes on St. Paul property,	1.50
" estate of Thomas Wymann,	20,000.00	Returned to Mrs. T. O. Richardson,	\$84.22
" Sawyer estate,	98.10	<i>Investments.</i>	6.39
donation,	15.00	Bought one share Ground Rent Trust,	\$900.00
amounts received from M. Anagnos, director,	5,597.48	Loaned on mortgage,	9,000.00
		Balance in New England Trust Company,	9,900.00
From sale of books and appliances,	594.82		89,597.62
From donations,	\$16,999.47		
trustee of Tommy Stringer for his board and tuition,	700.00		
towns and individuals,	245.64		

State of Massachusetts for deaf pupils,	700.00
legacy from estate of Mary B. Turner,	5,000.00
“ “ R. W. Turner,	3.75
“ “ Samuel A. Borden,	4,250.00
“ “ Mrs. Nancy Bartlett,	500.00
“ “ Mrs. H. T. Andrew,	5,000.00
“ “ Augustus D. Manson,	5,000.00
“ “ Mrs. C. V. R. Thayer,	10,000.00
“ “ Mrs. Mary B. Turner, (second legacy),	2,565.51
“ “ Eugenia F. Farnham,	1,015.60
“ “ Mrs. Ann E. Lambert,	700.00
rents, Jamaica Plain,	766.15
state of Rhode Island,	1,950.00
“ Maine,	1,800.00
“ New Hampshire,	766.67
	57,962.79

\$243,510.51

\$243,510.51

Boston, October 9, 1897.

Examined and found correct.

HENRY ENDICOTT, Auditor.

P. T. JACKSON, Treasurer pro tem.

GENERAL STATEMENT OF RECEIPTS, ETC.—Concluded.

Amounts brought forward,	\$124,450.98	\$243,510.51
<i>Legacies.</i>		
<i>General Account.</i>		
From Mrs. Ann White Vose,	\$2,094.36	
Thomas Wyma,	20,000.00	
S. E. Sawyer,	98.10	
	23,092.46	
<i>Kindergarten Account.</i>		
From Mrs. Mary B. Turner,	\$7,565.51	
Royal W. Turner,	3.75	
Mrs. Ann E. Lambert,	700.00	
Samuel A. Borden,	4,250.00	
Mrs. Nancy Bartlett,	500.00	
Mrs. Harriet T. Andrew,	5,000.00	
Augustus D. Manson,	5,000.00	
Mrs. Cornelia V. R. Thayer,	10,000.00	
Eugenia F. Farnham fund,	1,015.00	
	34,034.86	
Cash on hand August 31, 1896,	61,932.21	\$243,510.51
	\$243,510.51	\$243,510.51

ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 42,530 pounds,	\$3,655.97
Fish, 4,773 pounds,	255.93
Butter, 7,114 pounds,	1,467.77
Bread, flour, meal, etc.,	1,364.61
Potatoes and other vegetables,	1,088.11
Fruit, fresh and dried,	603.66
Milk, 32,489 quarts,	2,203.29
Sugar, 14,172 pounds,	680.08
Tea and coffee, 1,674 pounds,	513.96
Groceries,	1,049.71
Gas and oil,	383.96
Coal and wood,	3,878.67
Sundry articles of consumption,	814.57
Wages, domestic service,	7,793.61
Salaries, superintendence and instruction,	28,343.24
Medicines and medical aid,	89.41
Furniture and bedding,	1,851.37
Clothing and mending,	30.70
Expenses of stable,	348.85
Musical instruments,	2,371.08
Books, stationery, school apparatus, etc.,	2,009.42
Construction and repairs,	5,590.23
Taxes and insurance,	1,285.93
Travelling expenses,	85.02
Sundries,	358.59
	<u>\$68,117.74</u>

WORK DEPARTMENT.

Statement for the Year ending August 31, 1897.

Amount due Perkins Institution,	\$45,134.76	
Amount of expenditures over receipts,	561.61	
	<u>\$45,696.37</u>	
Salaries and wages paid blind people,	\$4,227.32	
Salaries and wages paid seeing people,	3,495.15	
Amount paid for rent, stock, and sundries,	8,113.23	
	<u>\$15,835.70</u>	
Cash received during the year,	15,274.09	
	<u>\$561.61</u>	
Stock on hand August 31, 1897,	\$3,218.62	
Bills receivable August 31, 1897,	2,515.30	
	<u>\$5,733.92</u>	
Stock on hand August 31, 1896,	5,249.64	
	<u>484.28</u>	
Loss,	\$77.33	

PRINTING DEPARTMENT. STATEMENT FOR THE YEAR ENDING AUGUST 31, 1897.

RECEIPTS.		EXPENDITURES	
From income from invested funds,	\$6,721.24	For labor,	\$2,166.67
sale of books and appliances,	594.82	stock,	294.99
		machinery,	151.32
		type,	49.99
		electrotyping,	734.35
		binding,	735.80
		books,	92.33
		express, postage, etc.,	21.31
		Balance,	\$4,236.76
			3,079.30
			\$7,316.06
			\$7,316.06

The following account exhibits the state of the property as entered upon the books of the institution September 1, 1897:—

Building 250, 252 Purchase street, . . .	\$76,800.00	
Building 172, 178 Congress street, . . .	83,900.00	
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	
Building 442 Fifth to 111 H street, . . .	21,300.00	
Houses 430-440 Fifth street and 103, 105 H street,	47,200.00	
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.,		\$402,000.00
		31,015.60
<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,		198,919.00
Unimproved land, South Boston,		5,196.00
Mortgage notes,		160,500.00
<i>Railroad Stock.</i>		
Boston & Providence R.R., 30 shares, value,	\$5,790.00	
Fitchburg R.R., preferred, 81 shares, value,	7,222.20	
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., 148 shares, value,	29,933.00	
		60,592.20
<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	
Chicago, Burlington & Quincy R.R., 27 4s, value,	26,190.00	
Chicago, Burlington & Northern R.R., 14 5s, value,	14,416.88	
Amounts carried forward,	\$42,876.88	\$1,187,146.80

<i>Amounts brought forward,</i>	\$42,876.88	\$1,187,146.80
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	
60 shares United States Hotel Company, One share Ground Rent Trust,		102,281.17
Cash,		10,840.50
Household furniture, South Boston,	\$17,900.00	900.00
Household furniture, Jamaica Plain,	10,000.00	89,597.62
Provisions and supplies, South Boston,	\$260.45	
Provisions and supplies, Jamaica Plain,	50.00	27,900.00
Coal, South Boston,	\$2,482.00	310.45
Coal, Jamaica Plain	1,650.00	
		4,132.00
<i>Work Department.</i>		
Stock,	\$3,218.62	
Receivable bills,	2,515.30	5,733.92
<i>Musical Department.</i>		
Sixty-five pianos,	\$10,870.00	
One large organ,	4,000.00	
Three small reed organs,	55.00	
Band instruments,	779.00	
Stringed instruments,	40.00	
Musical library,	1,150.00	16,894.00
<i>Printing Department.</i>		
Stock and machinery,	\$4,200.00	
Books,	10,800.00	
Electrotype and stereotype plates,	22,525.00	37,525.00
School furniture,		9,000.00
Library of books in common print,	\$4,440.00	
Library of books in embossed print,	18,103.00	22,543.00
Boys' shop,		202.00
Stable and tools,		825.00
		\$1,515,831.46

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

INSTITUTION FUNDS.		
General fund of the institution,	\$99,655.59	
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	
Mrs. Charlotte B. Richardson,	40,507.00	
Mrs. Matilda B. Richardson,	300.00	
Samuel E. Sawyer,	2,098.00	
Joseph Scholfeld,	2,500.00	
Mrs. Ann White Vose,	12,994.00	
Joseph K. Wait,	3,000.00	
Thomas Wyman,	20,000.00	
Cash in the treasury,		\$348,324.59
PRINTING FUND,		40,756.19
Capital,	\$108,500.00	
Additions,	44,304.88	
		152,804.88
KINDERGARTEN FUNDS.		
Mrs. William Appleton fund,	\$11,700.00	
Nancy Bartlett fund,	500.00	
Miss Helen C. Bradlee fund,	40,000.00	
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	
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	
Mrs. Elizabeth W. Gay,	7,931.00	
Mrs. Ellen M. Gifford,	5,000.00	
<i>Amounts carried forward,</i>	\$152,362.95	\$541,885.66

<i>Amounts brought forward,</i>	\$152,362.95	\$541,885.66
Mrs. Ann E. Lambert,	700.00	
Elisha T. Loring,	5,000.00	
Augustus D. Manson,	5,000.00	
Miss Sarah L. Marsh,	1,000.00	
Mrs. Richard Perkins,	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,	7,565.00	
Mary H. Watson,	100.00	
Miss Betsy S. Wilder,	500.00	
Miss Mary Williams,	5,000.00	
Funds from other donations,	37,490 05	
		267,000.00
Cash in the treasury,		48,841.43
Buildings, unimproved real estate, and personal property in use of the institution, South Boston,		447,485.37
Land, buildings, and personal property in use of the kindergarten, Jamaica Plain,		210,619.00
		<u>\$1,515,831.46</u>
Whole amount of property belonging to the kindergarten,		\$526,460.43
Whole amount of property belonging to the institution proper,		989,371.03
		<u>\$1,515,831.46</u>

LIST OF EMBOSSED BOOKS

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR
THE BLIND, BOSTON, 1897.

TITLE OF BOOK.	No. of Vols.	Price per Set.
JUVENILE BOOKS.		
Alcott, Louisa M. Little Women,	3	-
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
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
Kingsley, Charles. Water Babies,	1	2.50
Little Ones' Story Book,	1	.40
Poulsson, Emilie. Bible Stories in Bible Language,	1	3.00
Poulsson, Emilie. In the Child's World, Part 1,	-	.40
Poulsson, Emilie. In the Child's World, Part 2,	-	.50
Poulsson, Emilie. In the Child's World, Part 3,	-	1.50
Poulsson, Emilie. Stories for Little Readers,	1	.40
Poulsson, Emilie. Through the Farmyard Gate,	1	.50
Richards, Laura E. Captain January, and other stories,	1	1.50
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
Twelve Popular Tales, selected by H. C. Lodge,	1	2.00
Wiggin, Kate D. The Story of Patsy,	1	.50

N.B.—The prices of the books DO NOT include postage or expressage.

TITLE OF BOOK.	No. of Vols.	Price per Set.
Wiggin, Kate D. A Christmas Dinner,	1	\$0.40
Youth's Library, volume 1,	1	1.25
Youth's Library, volume 2,	1	1.25
Youth's Library, volume 3,	1	1.25
Youth's Library, volume 4,	1	1.25
Youth's Library, volume 5,	1	1.25
Youth's Library, volume 6,	1	1.25
Youth's Library, volume 7,	1	1.25
Youth's Library, volume 8,	1	1.25
Script and point alphabet sheets, per hundred,	-	5.00
GENERAL LITERATURE.		
American Prose,	2	6.00
Cervantes Saavedra, Miguel de. Don Quixote,	3	7.50
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ELEVENTH ANNUAL REPORT
OF THE
KINDERGARTEN FOR THE BLIND

AUGUST 31, 1897



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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 buildings.

KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

To the Members of the Corporation.

LADIES AND GENTLEMEN: — During the past twelve months we have given due attention to the administration of the affairs of the kindergarten and have performed diligently the tasks assigned to us.

In presenting the customary annual report of our stewardship we take great pleasure in being able to state that the infant institution has continued to fulfil its mission of mercy with marked success, and to render to the community a service which combines philanthropy in its practical form with education in the highest sense of the word.

HOW THE CHILDREN ARE TRAINED.

Under the beneficent influence of the kindergarten the little blind children grow in a natural and healthful way. Their surroundings are pure and lovely and cheering and wholesome, both physically and morally. They are cared for and cherished with a

love and tenderness which are truly parental, and which tend to refine their natures, improve their manners, and stimulate their energies. They are brought up to be obedient, kind, thoughtful, unselfish, and helpful. They are trained to rely upon themselves, to use their hands skilfully, to acquire knowledge by doing, to respect other people's rights, to appreciate what is honest and good, and to scorn what is wrong and mean. It seems to us that they are supplied with all the appliances which could be either conducive to their comfort and happiness or appropriate for the development of their bodily powers and mental faculties, and for the building up of their character.

The results already obtained through the operations of the kindergarten are strikingly noticeable in the threefold improvement of the children, and bear convincing testimony to the value of the infant institution and to the efficiency of the rational methods of training therein pursued.

A NEW BUILDING AND ITS NEEDS.

The kindergarten has been in operation ten years and four months, having been organized in May, 1887. During this period its importance as one of the educational agencies of New England has been fully recognized, and its work has arisen from a humble beginning on a very small scale to larger dimensions on a higher plane of service.

Thus the nucleus of ten children who were gathered together at the opening of the infant institution has increased so rapidly that there are now from sixty-five to seventy in attendance, and new buildings have been erected in order to keep the doors open to the largest possible number of those who were eagerly seeking to gain admission, and to give them the inestimable advantages of that early training which is unquestionably their birthright as well as one of the best and most effective means for their deliverance from the bonds of misfortune. Yet, with all the additions which were made a few years ago, our accommodations are far from being sufficient to enable us to receive promptly every suitable applicant, and the demand for more room has been so urgent of late, that, after a careful consideration of the matter, we have decided to undertake the construction of another building on the boys' side, similar to that which is now in use. This edifice is now in process of erection, and will be finished and made ready for occupancy in the course of the year.

The cost of this undertaking will not be far from fifty-five thousand dollars, and in order to provide this sum of money we have used the small surplus which had been saved from the receipts for current expenses, and have taken the rest from the legacies and donations received during the past year. This action will of necessity prevent our receipt of any income from the investment of these legacies and donations, while the organization of a third household equal in size and

similar in all its features and requirements to the other two now in existence will increase the amount of current expenses by one-third at least.

Under these circumstances we are obliged to appeal to the friends and benefactors of the little blind children not only for the continuance of their assistance but for increased annual subscriptions and donations, and we earnestly hope that they will not cease to favor the kindergarten with generous gifts and bequests until a permanent source of income sufficient for all its needs shall be secured for it.

EXERCISES AT THE BOSTON THEATRE.

As in former years, the kindergarten children took a prominent part in the commencement exercises of the institution, and their appearance on the platform in company with the pupils of the parent school was hailed with delight by the immense audience. In order that they might not be kept under strict restraint for a greater length of time than was absolutely required for the performance of their tasks, their exercises were placed among the first numbers on the programme of the day. It had been arranged that they should tell the story of the *Seasons*, illustrating it by models in clay, songs, and the playing of games.

Thus, as soon as Dr. Eliot had announced the opening of the exercises in a brief address of welcome, two small boys and as many girls took their

seats at a low table not far from the footlights, and their nimble fingers were at once busy with clay, fashioning suitable objects for the story. While the class was at work a cogent address on the work of the kindergarten was delivered by Rev. Howard N. Brown. He spoke as follows:—

ADDRESS OF REV. HOWARD N. BROWN.

I esteem myself the possessor of a very happy privilege in being permitted to stand here and speak for a moment of this work, which has distinctly added a new province to our wide kingdom of the Spirit. If we ask ourselves who in this present age of ours will stand as the best and foremost representatives of what is highest in the life of our time in days to come, what will be the great achievements of this age as men look back to it from the vantage ground which another hundred years will afford, we must suspect that the popular voice could no more answer these questions today than it has answered them in the past. Certainly it could not have been believed in Rome, in Athens, or Alexandria, during the closing years of the first century of our era, that the little hill town of Nazareth was to be most famous in the annals of mankind, and that the names of certain fishermen of Galilee and of a certain tent-maker of Tarsus were to be among the foremost which that age had produced. More than once it has happened to men, as it happened to a certain small general of southern troops, who contemptuously buried a white officer of colored soldiers among the slain of his own command, that their sole chance to connect themselves with deeds that live in imperishable brass and in the fadeless memories of men is through some scornful deed which they have performed towards those whom they believed were to be committed to speedy oblivion. Now, it may be that the names which will be most often on the lips of men in days to come and most frequently remembered for what they have done for mankind will not be the names of great inventors and discoverers in the realm of physical science in this age of ours, or even of great soldiers who have saved the state, worthy as these may be to be held in everlasting remembrance.

It may be, if to-day we could see all it is to lead to and all that is to come from it, we should realize that the greatest invention of our whole century resulted from the patient ingenuity which at last found a way into Laura Bridgman's darkened mind, and thus opened a way to reclaim multitudes who sit in darkness and the shadow of death. There are many signs to tell us that the passion of the coming age will be a passion for philanthropy, as the absorbing interest of this age has been that of material invention and discovery. This world of ours is on its way to learn, at no distant day, that our railroads and our telegraphs are worth nothing whatever without righteousness, and to do most honor to those who turn ignorance into enlightenment, despair to hope, doubt to faith, and viciousness to virtue.

It may seem that this work of educating the blind has not any very close connection with the great task of reclaiming the world everywhere from its poverty and vice. But think what a challenge this is to workers on every field of charity and reform. Shall it be said that one can take a child who is speechless, without hearing, and without sight, a spirit immured in so deep a prison that less communication is possible with it than with most dumb animals, and out of that maimed and crippled life can develop the very highest character and intelligence; shall this be said, and shall we own ourselves baffled and at loss before other darkened minds where ingress and egress are perfectly open to all the locked chambers of the soul? Through all these long years men have been watching the flight of birds and saying to themselves over and over, "If the bird can do this, why cannot I?" And whatever is to come from it, whether much or little of practical importance, men at last are going to navigate the air and thus answer the challenge of the bird. Now, this work of educating the blind has made an equal challenge to all men who work for truth and right everywhere. If one darkened mind can be opened in this way, why not others? If one obstacle can be overcome, why not other difficulties as well? And it is not going to let men rest until a like success is won on all other fields of effort.

It was inevitable that, as this work began to broaden into a systematic course of training, it should seize upon the kindergarten as one of its foremost agencies and instruments. Some years ago it was made my duty to investigate the kindergarten in connection with a system of public instruction, when I became speedily con-

vinced that it was the most complete and the most scientific piece of educational machinery ever put to use among men. It is no plaything, but for the years which it covers it is the very best means of instruction yet devised. I am not able to say, out of my own knowledge, just what the relative advantage of the kindergarten is to the seeing and to the blind; but I should imagine that, in the nature of things, all it can do for the ordinary child, that and much more it should do for those who are without sight. And I am glad to be confirmed in this opinion by the testimony of the president of this institution. One of the amplest proofs of the success of the kindergarten work was found to be its power of quickening the habits of observation. Now, if it is of use to the child upon whose vision a multitude of facts is continually pushed, how much more should it be of use to the child who is denied the use of this common light of day, and who needs to take note of many occurrences and events to us very obscure in order to read the world aright?

It has been found, also, that the kindergarten produces a powerful influence upon the moral natures of children, making a strong appeal as it does to their unselfish impulses and to their ideal standards of right and of truth. If, then, for others it performs this service, how much more should it hasten and direct the development of those children who are shut out from full entrance to the life of the world, and are protected by their very weakness from much discipline that comes to others in the course of nature.

The aim of the kindergarten is not to amuse, but it does aim to turn the child's amusements to instructive ends; and, again, how much should it help those children who are debarred from most of the games which ordinary children play, the range of whose powers of observation and of imitation is necessarily very much limited? For these children it should do even more than it is able to do for children who are in the possession of all their senses.

It seems to me that we ought all of us to take the very deepest interest in this work, to give to it of our time, our money, and our influence, not alone for the sake of these children who are here assembled, but for the great human interests which are at stake upon the success of this work. God knows it is enough if these children were all we had to consider. Everything is to be counted

but dress when we may give it to turn sorrow into joy and darkness into light in any human soul. Nothing is precious when human life and human hearts are laid in the balance. Though the work were ten times as costly, it were ten times worth while to do all that is being done, not only for these children, but because there should be present to our mind's eye on this occasion, behind them, a countless throng to whom no such opportunity has yet been afforded, and who wait for the spread of the name and fame of this triumphant work, for the helping hand that is to lift them into new light and new joy. "The quality of mercy," says our master poet, "is not strained. It is twice blest; it blesses him who gives and him who takes." And I know no other merciful task to which this saying may be so fitly applied as to the work of the education of the blind. While we teach them, they also teach us. It is hard to say on which side the greater advantage lies in this mutual instruction. No other human happiness perhaps is quite so keen as that of the mind shut out from all we see, when, by the vision of the mind, it is enabled to lay some hold on all this outward beauty which is apt to become so cheap and common in our sight. They who dwell with the blind live as beside a perpetual fountain of happiness and good cheer. We have some excuse for thinking that this may be one reason why God has permitted this form of affliction to exist. They who have to do with the blind dwell in a continual moral sunshine coming from their hearts which abundantly repays all the labors undertaken on their behalf. It is perfectly sure that all who have looked into this work remain its fast and firm friends forever more. If they cannot give of their money, they will help to spread public interest and create public sentiment out of which shall come financial support from those who have that to give. And if any are here present who have come merely out of an idle or a curious interest, let them be exhorted not to think of this merely as an exhibition to give them pleasure for the moment. Let the call come straight home to their hearts, to do all that in them lies to help forward a work so beautiful, so beneficent, and so sublime.

At the conclusion of this address the children were ready with their models, each of which was described by its maker. They began by singing a

little spring song, and then the first of the four workers gave a description of the way in which a seed sprouts, buds, and blossoms, and presented a model of a morning-glory vine and blossoms, typifying spring; the second child displayed an imitation of a butterfly, to represent summer; the third one showed an oak leaf and basket of acorns and beechnuts, suggesting autumn; and the last of the quartette exhibited a winter sparrow. Finally, Tommy Stringer held up his model for inspection; this was a bird-house of hardwood, and one of his classmates interpreted for him as follows: "When the cold storms of winter come, the sparrow wants a shelter to hide in. I have made a tiny house for him to live in among the holly leaves." The box, which Tommy had constructed without assistance, was so cleverly made that it would do great credit to a much bigger boy in any of the manual training schools, and when he had finished and sand-papered it, he looked very happy.

The children followed this exercise with songs and games, entering into these performances with a merry spirit which was infectious. For spring they sang and played the *Little Plant*; for summer, the *Butterflies*; for autumn, *Come, little Leaves*, and for winter, *Chilly little Chickadees*. With graceful movements of their little arms and light tripping steps the tiny girls and boys ran about the stage in imitation of butterflies and chickadees, until the audience laughed and applauded heartily.

At the end of these games Dr. Eliot took Tommy by the hand and led him to the front of the stage, where, with great tenderness and heartfelt emphasis, he told the story of the unfortunate boy's life and training in a few eloquent words:—

We want you to share our pleasure in the training of Tommy Stringer. He came to us only a few years ago, more like a little brute animal than like a human child. He is now one of our most promising pupils. He has made this box which I hold in my hand and which was held up before you a little while ago without any explanation; and it seemed to me as if you would be glad to know that he is capable of doing such work in the Sloyd Training School. He is also one of the most docile and easily trainable children we have. I remember, as his teachers remember and as Mr. Anagnos remembers, when he first came here, a mere waif and stray, and so unmanageable that he could not even be kept on your lap when you took him there. I recollect very well a striking sight which I saw in the kindergarten at Jamaica Plain, when our dear Bishop Brooks, who was in the habit of coming out there and sharing, in his world-wide sympathies, as we may say, the work that was going on, took this child in his lap. He could not hold him. The boy rolled off his knees; and the great preacher who had contended against all the power of sin throughout the world was absolutely powerless before this little child. He is now a boy who would have delighted Bishop Brooks' heart were he still among us; and he is a boy who satisfies us all. I could not bear that his little piece of handiwork which he has prepared this afternoon should be passed by without your knowing what he has done.

The kinder orchestra then struck up a charming selection called *Bright and Gay*, and gave a specimen of the remarkable work of the young performers with the diminutive instruments, even the baby member with his rattle keeping perfect time. Then

the pupils of the parent school began their part of the programme.

All which is respectfully submitted by

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

Trustees.

KINDERGARTEN FOR THE BLIND.

ELEVENTH ANNUAL REPORT OF THE DIRECTOR.

The perilous sweet flower of Hope
Here its hiding eyes doth ope,
And gentleness doth near uphold
Its healing leaves and heart of gold;
Here tender fingers push the seed
Of Knowledge; pluck the poisonous weed;
Here blossoms Joy one singing hour,
And here of Love the immortal flower.

— RICHARD W. GILDER.

To the Board of Trustees.

GENTLEMEN:— In taking a retrospective view of the history of the kindergarten during the year just closed, it gives me ineffable pleasure to be able to speak of continued success in its educational work and in its ministry of love and helpfulness to the little children of misfortune.

When we consider all the circumstances surrounding the case we certainly have every reason for thankfulness and encouragement, and we may justly congratulate ourselves both upon what has been positively accomplished and upon that which will soon be completed.

We can hardly be thankful enough for the exceptional degree of healthfulness with which our households have been favored throughout the year. Although the buildings have been crowded most of the time, there has not been a case of severe illness nor of infectious disease among their inmates.

The children have been kept out of doors whenever the weather permitted, playing and romping on their spacious and beautiful grounds. One of our little girls, Olive Peel of Fitchburg, who at the close of the school term was apparently in good health, died suddenly at her home on the 21st of July last, deeply lamented by those who had come in contact with her, and who knew the sweetness and loveliness of her disposition. Her sudden death was as painful a surprise to us as it was a terrible blow to her bereaved parents, whose only child she was.

INTEREST IN THE WORK OF THE KINDERGARTEN.

Look backward, how much has been won!
 Look round, how much is yet to win!
 The watches of the night are done,
 The watches of the day begin.

—SAMUEL LONGFELLOW.

From year to year the kindergarten gains a firmer hold on the hearts of the most intelligent and benevolent members of our community, and the tokens of active sympathy with its objects and of growing appreciation of the results of its work have been both numerous and helpful.

The past year has been one of signal blessing from its commencement to its close. The deep interest evinced from the first in the kindergarten by thoughtful and philanthropic men and women has been steadily increasing. The beneficent coöperation and generous aid of these friends have enabled us to enlarge our field of operations and to keep our doors open to as many applicants for admission as our buildings could accommodate. Furthermore, there has been no lack of disposition on their part to supply the necessary means of relief in cases of perplexity nor want of readiness to lend a helping hand in all emergencies.

In the light of these facts the little craft may be considered as having passed through the shoals of doubt and the billows of uncertainty and to be approaching the haven of safety. The cargo is precious and abundant. The voyage is still largely against the tide; but the vessel is stanch, the rudder true, and if the wheel is held firmly and turned prudently the port of final success will be triumphantly entered.

New enterprises are everywhere springing up among us to lay hold of the means and to engage the time and thought of our benevolent and public-spirited citizens. One is well-nigh bewildered with the multiplication of organizations for philanthropic and educational work which seem to promise so much that appears desirable; but among all these there is nothing that appeals to kindly and

tender hearts with greater power than does the cause of the little sightless children.

THE "MERRY CHRISTMAS" CAROL.

Sing away, ay, sing away,
 Merry little birds,
 Always gayest of the gay ;
 Though your life from youth to age
 Passes in a narrow cage.

— MULOCK.

The editors of the *Kindergarten Review* said, in one of the recent numbers of their magazine, that the children at our kindergarten "are like a flock of happy singing birds at any time of the year, but at the Christmas season they are perhaps in fullest song." Last year when the carols were being learned the little girls were heard singing one which none of the teachers recognized. The kindergartner had not taught it to them, the teacher of the primary class disclaimed it, the music teacher knew nothing of it.

On being questioned, the children said: "Oh, that's the carol Margaret and Norah made. Margaret made the words and Norah made the music, and we've all learned it."

The two little girls (Margaret Ryan and Norah Burke) are not in the kindergarten proper but in the primary department, which is in the same building and forms the second round in the ladder of the education of the blind. They love to sing in order to give pleasure to others and for their own amusement,

and the carol, which they composed, and which is printed herewith, is both a simple and direct expression of the spirit of Christmas and a proof of the blossoming of the seeds sown in their minds and hearts under the genial influence of Froebel's methods of rational training.

MERRY CHRISTMAS.



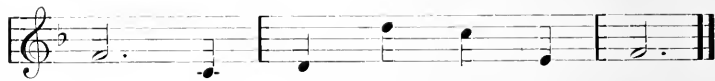
1. A mer - ry Christ-mas to our friends, The
2. Glad Christ - mas day is here a - gain, When



friends we love so well; Greet all the hap - py
all our hearts are glad: On such a joy - ful



Christ - mas day, And ring the great church
day as this No one ought to be



bell, And ring the great church bell.
sad, No one ought to be sad.

CHANGES IN THE STAFF OF TEACHERS.

This world is full of changes.

—MULOCK.

At the close of the last school year two of our teachers, Miss Fanny L. Johnson and Miss Susan N. Read, resigned their positions at the infant

institution, the former with a view of devoting herself chiefly to a new field of labor connected with rational gymnastics, and the latter on account of her approaching marriage, which took place in June last. Both these ladies were peculiarly fitted for the places which they occupied, and it was with sincere regret that we parted with them.

Miss Johnson is thoroughly conversant with the principles and methods of Froebel's philosophy of education and deeply imbued with his spirit. In 1887, when the kindergarten was opened, she was engaged to organize and conduct the exercises of the school-room, and for ten years she carried on its work with diligence and devotion, giving to it the best of her energies and the inspiration of her intelligent earnestness. Ever loyal to the interests of the children, faithful in the performance of her duties, eager to obtain as much light on every subject as could be had and to use it properly, she has rendered valuable service, and will be always kindly remembered for what she has accomplished. Miss Helen M. Douglas, a kindergartner of experience and a worker of unquestionable ability, and of amiable disposition, beneath whose quiet demeanor there is a fund of reserved force, has been appointed to succeed Miss Johnson.

Miss Read entered upon her work as music teacher two years ago, and by constant effort and careful study conquered all difficulties which might have impaired her usefulness, and proved to be a worthy

successor to our lamented friend, Miss Cornelia C. Roeske. With an attractive personal appearance and charming manners, Miss Read (or Mrs. Strudwick, as she now is) combines an exceptionally refined nature, a graceful firmness of character, and so many good qualities of mind and heart that she may be justly considered as a perfect specimen of true womanhood. Miss Helen M. Abbott, a teacher of wide experience and of diversified knowledge of music, and a young woman of intelligence and earnestness of purpose, has been chosen to fill the vacancy caused by the retirement of Miss Read.

In Memoriam.

DEATH OF FRIENDS OF THE KINDERGARTEN.

Crowned with the light of stars
That sparkle overhead,
Where far horizons brighter grow,
Celestial paths they tread.

—CHARLOTTE C. S. ELIOT.

It is meet that a few pages of this report should be consecrated to tributes of respect, admiration, affection, and gratitude to the memory of some of the staunchest friends and most generous benefactors of the kindergarten, who died during the past year. Prominent on the list stand the names of Mrs. Mary E. Atkins, widow of Elisha Atkins; Mr. John Foster; Mrs. Elizabeth Amory Gammell, widow of the late Prof. William Gammell of Providence, R.I.;

Miss Eliza A. Haven, late of Portsmouth, N.H.; Miss Alice M. C. Matthews; Mrs. Robert Treat Paine; Mrs. Francis W. Palfrey; Miss Edith Rotch; and Mrs. Cornelia Van Rensselaer Thayer, widow of the late Nathaniel Thayer.

In the death of Mrs. ELISHA ATKINS, the kindergarten for the blind, together with the boys' institute of industry and many other educational and philanthropic enterprises, has sustained a great loss, which will be long and sorrowfully remembered. Mrs. Atkins took special pleasure in aiding every cause which appeared to her worthy of assistance, as well as in helping privately numerous deserving individual students who were striving to obtain an education under many difficulties and adverse circumstances. Her generous donations to the kindergarten came usually with the injunction that her name should be withheld from the public ken, and they were invariably accompanied by words of cheer, of good will, and of warm appreciation. Her deeds remind us that her place is among —

Those immortal dead, who live again
In minds made better by their presence.

Mr. JOHN FOSTER was an earnest friend of the cause of the little blind children, and his name has been indelibly recorded on the roll of their benefactors through a legacy of five thousand dollars which he left to the kindergarten. He was endowed with tender feelings, and felt a warm sympathy for the woes and misfortunes of his fellow human beings; he

was ever eager to contribute his full share to the amelioration of their lot in life. In point of nobility of character, rectitude, liberality of mind, public spirit, — in short, in that combination of qualities which makes the good man and the honored citizen, he could hardly be surpassed. He was one of the —

'Tall men, sun-crowned, who live above the fog
In public duty and in private thinking.

Mrs. WILLIAM GAMMELL manifested for more than fifteen years a profound interest in the welfare of the blind. She met every call in their behalf with an open hand, and was one of the liberal supporters of the kindergarten. In no circle outside of her family will she be so greatly missed as among the laborers in the field of suffering humanity.

Beautiful lives are those that bless,
Silent rivers of happiness,
Whose hidden fountains but few may guess.

Miss ELIZA A. HAVEN was a woman of broad views, of charitable disposition, and of great strength of character. Her heart and purse were always open to all reasonable demands made upon them for the benefit of philanthropic and educational undertakings, and in her death the promoters of the cause of the blind realize that they have suffered a sad loss. She was not only a liberal but a very just and wise giver. She and her sister Charlotte, who died two years before her, never bestowed their gifts grudgingly, scold-

ing about it, as some people do; they gave of their substance cheerfully, promptly, lovingly, as if it were the pleasantest thing in the world to do, as indeed it is. Her kindness, like daily sunrise, "glowed unexhausted;" and, to use Emerson's words,—

All things through her took nobler form.

The memory of Miss ALICE M. C. MATTHEWS will be always preserved and cherished with tender affection for her gentle, sincere, and sympathetic nature, as well as for her charming modesty and courtesy of manner. Utterly unselfish, generous, warm-hearted, and loving, Miss Matthews made during her short life a host of friends, to whom she endeared herself and by whom she is keenly missed and deeply lamented. She shared in all the traits which are peculiarly characteristic of her family. Like her beloved mother and sister and her aunt, she was noted for the profound interest which she manifested in the cause of the little blind children. She was under the spell of the unabating enthusiasm for the success of the kindergarten which animated the warm heart and clever brain of her talented sister Nannie, and she never ceased her efforts in its behalf. The influence which her simple and beautiful life dispensed was as sweet and penetrating as the perfume of the flowers.

Hers was the spotless robe,
 Hers was the branching palm,
 And hers the peace serene that dwells
 In heaven's eternal calm.

Mrs. ROBERT TREAT PAINE loved to do good, and was ever ready to stretch out a helping hand to such enterprises as are calculated to allay the bitterness of affliction, to improve the condition of the poor, and to procure a ray of light for those who live in unceasing darkness. A friend of the little blind children and an earnest believer in the beneficent mission of the kindergarten, Mrs. Paine not only threw open her spacious parlors in its behalf, giving a literary entertainment to which some of the most distinguished poets and *littérateurs* of Boston contributed readings from their own works, but served for several years as a member of the ladies' visiting committee. She has gone to rest, but she died with —

Her heart and hand both open, and both free.

Mrs. FRANCIS W. PALFREY was highly esteemed for her benevolence, her kindness of heart, and her fine womanly qualities. She was possessed of many virtues and graces, among which generosity was by no means the least. Verily hers was a saintly life. She manifested a deep interest in the work of the kindergarten, and was one of the regular annual subscribers to its funds. She has left us and has ascended to higher spheres, where her kind deeds in behalf of the little sightless children, as well as for many a desolate and needy person, will surely receive their just reward. During her earthly life it could truly have been said of her that she —

Kept 'twixt heaven and earth an open way.

Miss EDITH ROTCH was one of the twelve ladies who formed a visiting committee when the kindergarten was first established, and served on it from the date of its organization to the last day of her life. She took a warm interest in everything pertaining to the infant institution, and her hearty appreciation of its work was shown in a substantial way. Her donations were both frequent and of full measure. Following in the footsteps of her beloved mother, Miss Rotch holds a very prominent position among the benefactors of the blind, and sweet and precious thoughts hang around the memory of both. She contributed freely to divers good causes, but she was very quiet about it. A bequest of ten thousand dollars, which she left to the kindergarten in her will, bears ample testimony to her unflagging confidence in the beneficence of the infant institution, and to her tender sympathy with the little sightless children. To help the needy and to soothe the pangs of suffering were habitual with her, and we have every reason to believe that hers was —

A blessed life of service and of love,
Heart wide as life, deep as life's deepest woe.

The following tribute to the memory of Miss Rotch was adopted by the ladies' visiting committee: —

WHEREAS, Miss Edith Rotch, one of the first twelve members of our committee, was removed from among us by death on the fourteenth day of May last, it is fitting that we should place upon our records an appropriate tribute to her memory. It is therefore

RESOLVED, That in the death of our late associate we mourn the loss of a dear friend and earnest fellow-worker in the cause of humanity,— one who manifested a deep interest in the welfare of the little blind children and who contributed liberally to the support of the kindergarten and to the enlargement of the field of its operations.

Mrs. NATHANIEL THAYER was a woman of superior character, of broad sympathies, and of unstinted liberality. Her thoughts stretched far beyond the circle of her beautiful family and of personal friends, and embraced many a poor and downtrodden fellow-creature, who benefited by her acts of kindness and generosity. She felt no happiness in having and keeping, but in giving and helping. The bequests which she left to not a few of Boston's charitable societies and educational institutions constitute the noblest and most enduring monument which can be raised to perpetuate her memory.

The kindergarten was generously remembered in her will by a legacy of ten thousand dollars. Mrs. Thayer's life was a benediction to many a sufferer, and her innumerable good deeds —

Shall shine as doth the day.

Though the cruel hand of death has relentlessly thinned the ranks of the early friends and benefactors of the kindergarten, let us hope —

That newer grain and younger blood
Will grow and build upon the old,
And widen still the circling flood,
As gold will ever gather gold.

A PLEA FOR INCREASE OF SUBSCRIPTIONS.

The young lambs are bleating in the meadows :

The young birds are chirping in the nest ;

The young fawns are playing with the shadows :

The young flowers are blowing toward the west —

But the young, young children, oh my brothers,

They are weeping bitterly ! —

They are weeping in the playtime of the others.

— MRS. BROWNING.

Another year has passed away, and once more it becomes my pleasant duty to thank the loyal friends and generous supporters of the kindergarten for all that they have done and are doing to promote its welfare.

During the past twelve months the proofs of the active interest which the community at large has taken in the education of the little sightless children have been numerous and very gratifying. Substantial gifts accompanied by cheering messages of encouragement have gladdened our hearts, and expressions of sympathy with our work have come to us from many quarters.

While we have reason to rejoice and be exceedingly glad over the generosity of the kind friends and stanch supporters of the infant institution, it is sad to be obliged to say that, owing to the death of many of its benefactors, the amount of annual subscriptions and donations for current expenses has fallen off to the extent of \$606.97 during the year of 1897, instead of increasing, as it did in 1896.

It is true that new friends have been raised up for the little boys and girls who sit in darkness, but a considerable increase of income will be necessary to meet the additional expense which the opening of the third building at Jamaica Plain will entail.

We hope to have the latter ready for occupancy in the spring, thus making the number of children at the kindergarten fifty per cent. larger than it is now. The expanded sphere of usefulness will call for a proportionate increase of cost, however, and, in order that we may not run into debt for current expenses, we must have a sufficient income to meet all reasonable demands.

Thus it will be readily seen that, owing to two causes, namely, the unusual number of deaths among the benefactors of the kindergarten and the growth of its usefulness, an increase in the number of yearly contributors is indispensable. Hence 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 opulence 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 cheering 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. Having been assigned by the cruel hand of fate to the chains of helplessness, they are in absolute need of your most cordial aid and of such advantages for mental and moral development as you are amply able to bestow upon them. 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 birthright 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. They appeal to you piteously for nothing less than the very bread of life. Will you have the hardihood, instead of answering their petition favorably, to send them a stone? They cry mournfully unto you, begging you to deliver them from the perils of their environment and from the bonds of their misfortune. Can it be that their plaintive voices will fail to touch a responsive chord in your hearts?

I am aware that in advocating the cause of the education of my little sightless friends with unremitting fervor, and in striving to obtain sufficient means for their care and training and for the mitigation of some of the effects of their sore infirmity, I may appear too persistent in my efforts and inclined to press forward

with too much eagerness, and even with importunity; but 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; for by doing so you may smother the voice of your conscience, but you do not discharge your duty to your fellow-men or to the community of which you are an honored member and in the midst of which your fortune has been amassed.

And well may the children weep before you ;
 They are weary ere they run ;
 They have never seen the sunshine, nor the glory
 Which is brighter than the sun.

May we hope that this "cry of the children" will touch your heart? May it arouse there a warm interest in the cause of the stricken lambs of the human flock,—an interest worthy the descendants of those far-seeing and liberal-minded men and women, who have made Massachusetts renowned all over the world for her wise philanthropy and for the generous policy of public education, which is in the end the truest economy.

GIFTS AND BEQUESTS.

Hands that ope but to receive
 Empty close: they only live
 Richly who can richly give.

—WHITTIER.

Since the date of its establishment the kindergarten has been blessed with a large number of warm friends, and has been the recipient of many valuable donations, of gifts of various descriptions and of a good measure of legacies.

During the past twelve months several important bequests have been received, and on the shining roll of the great helpers of the little blind children the names of the following generous benefactors will be indelibly inscribed: Mrs. Cornelia Van Rensselaer Thayer, Mrs. Harriet T. Andrew, Mr. Augustus D. Manson, Mrs. Mary B. Turner, Rev. Luther Farnham, Mr. Samuel A. Borden, Mrs. Ann E. Lambert, and Mrs. Nancy Bartlett.

Messrs. Nathaniel Thayer and Eugene Van Rensselaer Thayer have paid to the treasurer of the kindergarten two legacies, one of \$10,000 left in the will of their mother, Mrs. CORNELIA VAN RENSSELAER THAYER, and the other of \$5,000, bequeathed by their late sister, Mrs. HARRIET T. ANDREW, of whose estate they are administrators. We hardly know how to give adequate expression to our sense of profound gratitude to the memory of the departed members of the distinguished family of the late Nathaniel Thayer, for their active interest in the cause of the education of the blind and for their munificent gifts towards its advancement. Mr. Thayer's name stood at the head of the list of the subscribers to the printing fund, while both his widow and his daughter were constant contributors of large sums to the kindergarten when they were living and they remembered it generously in their wills. May the example of this noble family find many imitators among the possessors of great riches and actuate them to do likewise.

Mr. AUGUSTUS D. MANSON died in Boston on the

4th of January, 1897, and was buried in Bangor, Maine, on Wednesday, January 6. He was a man of fine intellect, of sterling character, and of broad sympathies. Liberal in his views, firm in his principles, high-minded in his aspirations, noble in his aims, and eager to aid the advancement of the cause of freedom and humanity, Mr. Manson was led by his thoughts and convictions to take sides with the reformers and renovators of the world. His mind was open and hospitable to new ideas, his taste refined, and his moral standards very high. He was an admirer and disciple of Emerson and of Theodore Parker, and a philanthropist of the best and most helpful kind. Mr. Manson's deep interest in the cause of the little blind children was crystallized in a bequest of \$5,000, which has been already paid and which is accompanied by a further provision in his will whereby the kindergarten will receive about \$2,500 more as a residuary legatee.

The executors of the will of Mrs. MARY B. TURNER, late of Randolph, Mass., have paid to our treasurer both the bequest of \$5,000 of which mention was made in the last annual report, and an additional sum of \$2,565.51, to which the kindergarten was entitled as one of the residuary legatees. Mr. and Mrs. Royal W. Turner took a most profound interest in the success of the kindergarten from the date of its foundation, and the total amount of the legacies left to it by them is \$31,649.09.

The late SAMUEL A. BORDEN, of blessed memory,

showed a keen appreciation of the work of the infant institution, and at his death he bequeathed to it the sum of \$5,000. Of this amount \$4,250 have been paid over during the past year by the executor of his will, Mr. Charles Walker.

REV. LUTHER FARNHAM, late of Boston, had the cause of the education of the little sightless children at heart and bequeathed to it the sum of \$1,015.60, which has been received from the executors of his will, Messrs. Andrew Fiske and Charles H. Farnum and Mrs. Sibylla Bailey Crane. This amount is to be kept invested, and known as the Eugenia F. Farnham fund, and only its income used for the purposes of the infant institution.

The kindergarten was also kindly remembered in the wills of Mrs. ANN E. LAMBERT, late of Jamaica Plain, and of Mrs. NANCY BARTLETT, late of Milford, Mass., having received a legacy of \$700 from the estate of the former and one of \$500 from that of the latter.

The recipients of the educational advantages afforded by the infant institution will always bless and cherish most tenderly the memory of each and all of these noble benefactors, through whose foresight and bountiful liberality a substantial addition has been made to the means which, gradually accumulating from year to year, are enabling the kindergarten to fulfil its mission of mercy. This mission is to throw a few rays of intellectual light into the mournful domain of never-ending physical darkness, and thus

to mitigate the awful effects of one of the severest calamities that affect mankind.

I cannot take leave of this topic without expressing my sense of lasting obligation and heartfelt gratitude to a host of living friends and staunch helpers, who manifest a cordial and unflinching interest in the cause of the little sightless children, and who, although their numbers have been somewhat reduced by death, still constitute one of the firmest pillars of its support. In this category are included such well-known philanthropists as Mrs. J. Huntington Wolcott, Mrs. Joseph N. Fiske, Mrs. Annie B. Matthews, Miss Sarah M. Fay, Mrs. William Appleton, the Misses Mason, Miss Fanny M. Faulkner, Mr. George F. Parkman, Mrs. George N. Black, Dr. Samuel Eliot, Mr. Joseph B. Glover, Mr. F. H. Peabody, Col. Henry Lee, Miss Mary L. Ware, Mrs. J. H. Thorndike, Mrs. W. H. Slocum, Mrs. Mahlon D. Spaulding, Mrs. Helena M. Kent, Mr. Jonathan French, Mrs. Leopold Morse, Mrs. W. D. Pickman, Miss Adelaide Standish, the Misses Peabody of Cambridge, Mrs. Abbie M. Newell, Mr. Charles H. Welch, and many others who are mentioned in the list of acknowledgments.

The honored names of these generous donors, written in kindness and mercy on the hearts of the blind, will be gratefully remembered and lovingly revered for many generations to come.

ANNUAL RECEPTION AT THE KINDERGARTEN.

Welcome, my friends, I bid you welcome here.

— HORATIO KING.

The annual reception was held at the kindergarten on the 20th of April last, and was attended by a large number of patrons and friends in response to the invitation of the ladies' visiting committee.

After the guests had inspected, with profound interest, the class work in the pleasant kindergarten rooms, and had witnessed in the gymnasium a very commendable exhibition of the principles of sloyd as applied to knitting and sewing, they began to assemble in the main hall, where the more formal exercises were to take place. It was a source of great pleasure to all to see Dr. Samuel Eliot presiding, his face beaming with cheery welcome on every one about him. There were, on the platform, sitting in glad comradeship among their little friends, Tommy Stringer and Elizabeth Robin; the latter had come over from the parent school at South Boston to spend one more delightful afternoon with her old playmates of the kindergarten. Dr. Eliot opened the exercises with the following words:—

It is a great pleasure to me to welcome you to such exercises as these. There is nothing insincere about them; there is nothing for which any excuse or apology has to be made. They represent the honest work of this kindergarten, and they are calculated to produce upon you, and all of us, the simple

impression that they must produce if they are taken as they are given to you.

I read not long ago in one of Lowell's letters an inquiry to his correspondent about one of our friends. He asked: "Do you think that we have the real inside of him in his letters?" It seemed as if Lowell must have doubted as to the real inside of the one about whom he was speaking. There is no doubt here. You have this afternoon the real inside of the kindergarten opened to you, and if you see more beautiful spectacles in your daily lives, if you come in contact with anything that is more beautiful or more impressive, I can only say that I envy you. Here we are to engage in the pleasant office of sympathy with these children and their teachers and their director.

The programme was thoroughly enjoyable from start to finish. It began with a chorus by the boys, called *Time to Rise*, which was sung with clearness and expression. Then came the girls' turn, and their rendition of the song, *Little Brown Seed*, was very acceptable. A gavotte played on the violin by Guy Jacobson came next, and the little musician received many tokens of approbation from the audience. A dainty little duet on the piano followed, Margaret Ryan and Mattie Hughes being the performers. After this came one of the most interesting events of the afternoon, the singing of Mrs. Julia Ward Howe's famous *Child's American Hymn* by the boys. This was first sung at the Columbian Exposition, having been set to music by Mr. G. W. Chadwick. Alice Finnegan next recited the *Secret*, and then some of the older boys sang *Where go the Boats?* Norah Burke played a romance on the violin, drawing sweet tones from the instrument and displaying marked

proficiency on it. After she had finished her selection, a *Daisy Chorus* was sung by the girls. Dr. Eliot introduced the Rev. E. Winchester Donald, pastor of Trinity Church, Boston, from whose remarks we give the following extract:—

One of the finest things we are seeing in this day is this, that in our civilization human beings have, as it were, taken a great oath that no child on our earth shall go without anything that has a tendency to the development of its powers; that civilization can come to that child. Now, if that be so, we may be sure that it will not stop until God Almighty stops sending civilized people into this world, for the sake of those of our fellow-men who have come into the world handicapped, with means of overcoming that handicap, with the help of grace. If I had anything to do with the institution (which I have not, except to give it my sympathy and admiration), I should say, "There is our challenge. There is our distinct, clear-cut, and in no sense qualified challenge," that we do not propose to stop asking the community for money until we have a permanent endowment fund, and we do not propose to stop this work in the slightest degree so long as God sends into this world blind children.

Mrs. Julia Ward Howe, who had been occupying a chair on the platform, observed with affectionate reverence and admiration by all present, now arose, at the earnest request of Dr. Eliot, and spoke as follows:—

I came here today expecting to listen only, and not to speak, but the sight of these exercises and the good words already spoken ought to inspire any beholder with zeal for the special education to which these bear witness. I suppose that most of us remember enough of the processes of our own school days to feel sure that the path of learning is not an easy one. We must the more admire the loving patience and tact which have led these little ones, burthened with so grave an infirmity, so far and so well on the noble way which happily lies before them.

Dr. Donald has endeavored in his remarks to set forth some of the compensations which may attend the loss of sight. It is good for us to think of these, and the thought also suggests to me something which I remember of the religious service of the Jews. On one side of the synagogue the men exclaim: "We thank thee, oh God, that thou didst not make us women!" This thanksgiving was natural in an age of warfare and violence. The men thanked God that he had made them able to fight, which was then the great business of men. But the women from the other side of the synagogue reply: "We thank thee, oh God, that thou hast made us as it has pleased thee;" and this is the better prayer of the two, since it is happiest for us to accept our lot in life, and to go forward with the intention of getting all the good out of it that we can.

Dr. Donald has shown that these dear children are exempt from beholding some sights which it is better not to see. I do not think I have ever seen anything that would make me wish myself blind, but I have sometimes thought that deaf people escaped a great deal; and I thought so yesterday, when two very patriotic men, with a drum and fife, came very close to me, blowing and beating with all their might. I do not think these children would enjoy that. I will now follow Dr. Donald's example in speaking to the children.

Dear children, I want to tell you how I came to write the song that you have just sung. I wrote it during the Columbian year for a great chorus of children in Chicago to sing. I did not hear them sing it, and you can imagine the pleasure I had in hearing it from you the first time. You, good children, have inherited the work that a great and good man did before even your parents were born or thought of; that was dear Dr. Howe, who began, in this country, the good work of teaching the blind. Now I want the girls to know the words of that song, as well as the boys, because it is a song to make you love your country. You, boys and girls, are getting an education to be good citizens, to be of service in this community, and when you are grown up, to fill it with good men and good women, who shall support its character and its institutions. So, dear children, I will send you a kiss and my sincere love.

Some other day, when I am not so much hurried as I am today, I will try to have a longer talk with you.

At the conclusion of Mrs. Howe's remarks the kinder orchestra struck up a lively selection entitled *Bright and Gay*, and performed it with commendable vim and accuracy. The exercises were brought to an end with appropriate remarks by Dr. Eliot.

THE ENDOWMENT FUND IS NOT YET COMPLETED.

The sum of \$23,295 is still needed for its consummation.

Give! as the morning that flows out of heaven;

Give! as the waves when their channel is riven;

Give! as the free air and sunshine are given.

— ROSE TERRY COOKE.

Four 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 involved 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 \$10,584 has been added during the past year to the endowment fund. Thus the balance which remains to be raised for its completion is \$23,295.

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 implore you, for the sake of the tiny sightless boys and girls, as well as for blessings which such generosity will bring to you and to your own children, not to allow another period of twelve months to elapse without putting the capital on such a magnificent column as this endowment fund is. The famous pyramids constructed by the ancient Egyptians in the valley of the

Nile are unquestionably great and enduring works, which seem alike to be indifferent to age and to defy the effects of time; but those good people who shall consecrate a part of their wealth to rescue the innocent victims of one of the severest of human afflictions from the depths of misery and corruption, and to elevate them in the social and moral scale, shall build even greater and more lasting monuments than all the proudest piles of granite and of bronze.

At the present time there is probably no single field in our community where private endowments could bring greater relief to suffering humanity, or would, as the years roll on, reflect a more lasting honor on the giver, than those made for the benefit of the little blind children.

THOMAS STRINGER.

He is complete in feature and in mind
With all good grace.

—SHAKESPEARE.

The development of this remarkable child is truly marvellous. When Tommy was brought to Boston, nearly six years and a half ago, he was nothing more than a mere mass of living, breathing clay; a spiritless little animal, apparently of a low degree of intelligence, and not unlike a puppy in his vague and inane instincts and characteristics. Or, as Dryden expresses it, he was —

Helpless of all that human wants require.

On the day of his arrival in Boston Tommy was placed at the kindergarten, where he was welcomed with open arms, and through the loving care and rational training which he has received, under the hospitable roof of the infant institution, a veritable miracle has been wrought in his case. From the dull, drowsy, weakly, slothful, listless, uncouth, lumpish little creature there has been evolved a fine child, a most attractive boy,—manly, erect, fair-faced, alert, inquisitive, wilful, self-reliant, frank, truthful, restless under restraint in real boyish fashion, full of life and energy, given more or less to mischief, and exceedingly fond of playing pranks. He is light-hearted, buoyant in spirit, and brimful of inner charm and vitality. There is an air of vivacity and merriment, mixed with sweetness, stamped on his person. In seeing him gambolling and frisking about one cannot help thinking that —

His bosom undergoes a glorious glow
And his internal spirit cuts a caper.

Although occasionally he displays a little streak of contumacy, Tommy presents the spectacle of an almost spotless character and of a life which is all upon one plane. Pure, generous, high-minded, almost incapable of sin, he is wholly free from vice, and possesses those graces and attractions which are the flower of childhood. The sun of happiness shines out of his soul and makes summer for others. He scatters blessings around him as silently and generously as the humble mignonette, whose blossom is seldom



THOMAS STRINGER.

noticed, yet whose sweet perfume causes delight. His presence is invariably a source of joy and good will. His natural cheerfulness and fondness of mirth obliterate the sad impression which his double affliction would otherwise leave upon the mind. Wherever he goes, he —

Doth bring the tender wind
That sings in bush and spray,
And hints of all the apple boughs
That kissed him by the way.

Tommy's training has been carried on in strict accordance with the kindergarten principles, and his development and mental growth afford a most striking illustration of the Froebelian philosophy of "learning by doing." In his case education has not been a stereotyped thing nor a cramming mechanism, aiming to supply him with a certain amount of information gathered entirely from books. It has been a vital force and a means of organic growth. Indeed, it has been a regenerative influence, an active, creative process, and not a passive routine, dependent for its results upon the alms furnished by the printed page, which constitutes the main storehouse of knowledge wherefrom is obtained the intellectual nutriment of those whose early bloom of originality is cruelly destroyed by the plough of ignorant and conceited cultivators and blind worshippers of bookishness.

From the time of Tommy's admission to the kindergarten to the present day our principal effort has been to build up his physique and keep it in a healthy

condition, to awaken his intelligence, to rouse his energies, to redeem him from the danger of falling into mental and moral atrophy, to develop his faculties in a rational way, and to bring all of them into harmonious play.

In order to accomplish all that could be achieved in the line of his development, we had first and above all to find the point of vantage,—that is, the work which commanded the child's supreme interest,—and then to reach gradually further down, and stimulate his dormant powers and slumbering activities. In other words, our main object was to discover the key to his natural tendencies and capabilities, and to use it skilfully, with a view of unlocking the door of their retreat and of bringing them out from their hiding-places. This we have done with great care and with more than ordinary patience, and the special attention which has been paid to his manual training has both its explanation and its justification on this score.

The whole course of Tommy's education has been such as to lead him by means of objective methods and of ordinary progression to think, to reason independently, to investigate, to put his own ideas into execution, and to become self-directive and capable of grasping every opportunity and of making the most of it. In carrying out this plan we have taken advantage of Tommy's overmastering inclination to mechanical occupations, and the gain is evident. Through the systematic and constant exercise of his hands, large areas of nerve-cells have been vivified

and developed in the motor part of the cerebral region, and as a consequence keen intelligence has taken the place of mere animal instinct. Thus Tommy's brain, instead of being made a repository for dry facts, dates, definitions and formulæ, is becoming more and more a creative force, converting the sensual perceptions and the raw materials of observation into a product which can be used at any future time in the construction of any particular piece of mental work.

This mode of training has unquestionably been productive of such excellent results in Tommy's case that thinking scholars and enlightened students of pedagogy cannot help recognizing its importance, and will no doubt recommend its universal use. The only persons who are inclined to disapprove of it ostentatiously and to criticize it superciliously belong to the ranks of superficial observers and arrogant tutors, who have been in the habit either of indulging in the practice of some deceptive method or of relying wholly upon the text-book, and who, in order to produce brilliant and dazzling results in their teaching, make their pupils memorize the contents of the printed page and repeat them glibly, to the astonishment and delectation of their hearers. But what of it? Who cares a straw for the opinion of critics of this kind?

In Tommy's manual training we have received most valuable assistance from the principal of that beneficent institution, the Sloyd Training School at



THOMAS STRINGER WRITING.

letters used by the blind. This record, copied *verbatim et literatim* from his manuscript, reads as follows:—

FRIDAY, October 22.—Mr. Larsson is going to teach me to use tools. Yesterday I made a footstool. I used two saws, a hammer, nails, a try-square, a vise, a nail-set, and a rule.

MONDAY October 26.—I am going to make a big box now. I used pine wood. It was hard wood. I sawed a long piece of wood. I put it in a vise. Then I took the plane. The plane makes the wood smooth. The wood is strong. The wood comes from the tree.

FRIDAY October 30.—I sawed two pieces of wood ten inches long and two pieces five inches long for the sides of the box. I put the bench-hook in the vise and planed the ends of two pieces of wood.

MONDAY November 2.—Today I used the block plane and nailed the four sides of the box together. I planed one side of the wood and rubbed that side with sandpaper. The smooth side is for the inside of the box.

FRIDAY November 6.—I made the bottom of my box to-day. Mr. Larsson gave me some soft pine wood. I put it in the vise and sawed a piece ten inches long and six inches wide. Then I nailed it on with twelve nails. Then I used the nailset.

MONDAY November 9.—My box is all done now. Today I planed the sides and the bottom. Then I sandpapered the box. The sandpaper makes the wood smooth. The box is for nails, for long nails.

FRIDAY November 13.—I am going to make a spade now to dig with and make a hole in the sand. Mr. Larsson gave me some white wood to use. The white wood comes from the poplar tree. I used the auger to make two holes.

MONDAY November 16.—Today I used the saw and awl and spokeshave and jackplane. I sawed the spade out of the wood.

Then I used the spoke shave. It is hard to use the spokeshave. There were many.

FRIDAY November 20.— Today I made the handle of my spade round with the spokeshave. It was hard to make it round. Then I took the file and rubbed the wood. The file made the handle smooth.

MONDAY November 23.— I like tools. I have made a spade. The spade is smooth. I made a hole for string to hang it up with. The handle is round. The vise holds the wood. I like whitewood. I like to use the auger.

MONDAY November 30.— I am going to make a shelf. Mr. Larsson gave me some whitewood. The whitewood comes from the tulip tree. It was a big board. It was as tall as a man. I sawed off a piece ten inches long.

FRIDAY December 4.— I cut off another piece of wood today ten inches long with the cross cut saw. I have three saws, the splitting saw, the cross cut saw and the back saw. The saw is made of steel.

MONDAY December 7.— Mr. Larsson gave me the bit-brace to use. It is to make holes with. There are three pieces of wood in my shelf. I used the blockplane on the ends of the wood. Whitewood is white and cherry is red.

MONDAY December 14.— I am going to make a box for nails. Mr. Larsson gave me a board as tall as Parker. My box is fourteen inches long, and is going to have three places for nails in it. It is made of whitewood.

FRIDAY December 18.— I used the blockplane today for a long time. It is hard to use the blockplane. The jack plane is for the sides of the wood and the blockplane is for the ends.

1897.

MONDAY January 11.— Today I nailed my box together. It was very hard to drive the nails because the wood was so narrow. Mr. Larsson made me a pretty little box. He turned it on the lathe. It is made of cherry wood.

FRIDAY January 15.—The box is all done. I used the hammer and nails and plane and blockplane and vise and sand-paper block and sand-paper. The awl makes the holes so that I can know where to drive the nails.

FRIDAY January 22.—I am making a hat frame. It is fifteen inches long and two inches wide. It will have three hooks in it. The hooks are six inches apart. It will screw on to the wall.

MONDAY January 25.—I sandpapered my hat-frame today, and made two screw holes with the bit. It is all done now. I am going to make a letter-case next. It is to be made from cherry wood.

FRIDAY January 29.—I used a new tool to day. It was a brad awl. I made three holes with it for the hooks. I sawed the cherry wood into five pieces to make the letter case. I used the back saw.

MONDAY February 1.—There are five pieces of wood in the letter case. the back, front, two sides, and the bottom. I have used the saw, the back saw, the plane, the block-plane the bench hook, the awl, the file, the bit, the hammer, nails, the vise, and the try-square.

The Coat-hanger.

FRIDAY March 5.—The coat-hanger is made of pine wood. I used the back saw the cross-cut saw, the marking-gauge the turning saw the plane the awl the vise the brad awl the file the spokeshave and sandpaper.

The Tool-rack.

MONDAY March 8.—The tool-rack is made of pine wood. It has seven holes for the tools. I used the splitting saw, the cross cut saw, the back saw, the plane, the file, the bit, the bit-brace, the vise and sandpaper. Then I put some oil on it.

The Bird-house.

MAY 30.—The bird house is made of white wood. It is for the birds to live in when the cold winter comes. It has four sides a bottom and a roof. I made a hole with a bit for a door.

To the high character of Tommy's work at the Sloyd Training School, no less than to his ingenuity and marvellous development, the following letter from Mr. Larsson, published herewith with his kind permission, bears ample and convincing testimony:—

MY DEAR MR. ANAGNOS:—In accordance with your request, I send you a brief account of Thomas Stringer's progress in sloyd. It is seven months since he was received, as a special pupil, at the Sloyd Training School. During this time he has had two lessons a week, each lesson lasting about two hours. He has made ten different useful articles,—the first a little foot-stool, in the making of which he used saw, hammer, nails, and nail-set; and the last a bird-house, in which he employed twelve different tools. He recognizes eight kinds of wood by the sense of smell alone. He can drive a nail straight, and can instantly detect any imperfection in his work. His seeing fingers discover flaws which would be overlooked by many keen-eyed boys, and his work is superior to that of many boys of his own age who are not deprived of eyesight.

He manipulates the ordinary hand tools successfully. The only tools selected with particular reference to him are the rule with raised figures and the marking awl, which he uses in place of a lead pencil.

His delicate perception, through his finger tips, makes him unsatisfied until his work is true by the rule and try-square.

Nothing in the line of teaching could give greater happiness and satisfaction than directing the activities of this dear boy. His eagerness and intelligence are a constant inspiration, and he is the most lovable specimen of boyhood imaginable. Alive all over, full of curiosity and the spirit of investigation, playful and mischief-loving, he offers rich material for study, and affords constant delight.

When I consider Tom's marvellous development, and realize what may be done for children by appealing to the sense of touch and the sense of smell, I deplore more deeply than ever that these avenues to the mind are almost wholly neglected in educational schemes.



THOMAS STRINGER AT SLOYD WORK.

Sloyd is bound to be appreciated and adopted for all schools when its strength in exercising neglected faculties becomes generally understood. I am, my dear Mr. Anagnos,

Yours most sincerely,

GUSTAF LARSSON.

We take very great pleasure in supplementing the foregoing remarks with a detailed account of Tommy's education during the past twelve months, prepared by the same kind and generous friend who has described the child's progress in previous years, so that her name has become familiar to the readers of these reports. For several years Miss Laura E. Poulsson has written charming sketches of Tommy and his work, and her accounts of the little boy have been eagerly sought and extensively perused by all lovers of children and students of their nature; but it is no exaggeration to say that this last contribution of hers is in some respects even more interesting and fascinating than any of those that preceded it. Based upon the facts which Miss Conley had recorded with scrupulous care and praiseworthy judgment, Miss Poulsson's narrative is admirably written in a free and smooth style that brushes all difficulties aside. It contains a large fund of information, which is as instructive and suggestive as it is pleasing and entertaining. One cannot read through this story without obtaining a deeper knowledge of Tommy's character and development, a truer appreciation of his efforts and achievements, and a sincere regard for an accomplished writer whose heart is full of sympathy for

suffering humanity, whose services are freely given to those who need them, and whose work is so genial, so accurate, so discriminating, and so inspiring. Here is Miss Poulsson's account of what her little friend has accomplished or failed to do in the course of the past year.

Days that, in spite
Of darkness, by the light
Of a clear mind are day all night.

—R. CRASHAW.

Again a year has rolled its course, and again we come to tell the tale of Tommy Stringer's progress. To those who patiently teach and help him day by day his advancement seems, as it truly is, very natural, orderly and none too great. But to those who read only the summing up of each year as it passes, the little fellow seems equipped with the seven-league boots of fairy tale, so great do his strides appear.

At the close of this year Tommy Stringer stands before us eleven years old and in capital health, not a single day having been lost through illness. He is a sweet-faced, wholesome-looking little fellow, of excellent figure and bearing, and with a good deal of bodily activity and freedom of movement. Mrs. Julia Ward Howe has pronounced him "a very well-mannered child,"—a dictum both pleasing and encouraging to those having him in charge. He is truthful, trustworthy, generous, sympathetic, affectionate, and fun-loving. His obedience, now rendered with more intelligence, is more ready; and the fits of obstinacy, so trying of old, have almost entirely disappeared. His neatness, love of order, and mechanical skill are as marked as ever. In fact, he is just the same Tom that we have rejoiced in before, only "more so."

With the opening of the school year Tom returned to the kindergarten in cheerful spirits, and, happy concomitant! with a good will for work. Of these, however, he was not

especially conscious, but had much more interest in certain things of a concrete nature which he had brought from the country with him. These were some candy for his teacher and two boxes of sweet apples for the boys. The candy was bought with some money which had been given to Tom, and he had purchased it just before coming to town, carrying it home in a tight grasp, neither tasting nor inviting any one else to taste. The apples for the boys he had gathered himself, retaining only those which were perfectly sound and hard as fit for his gift.

Miss Conley had feared that after an absence of twelve continuous weeks, among people and surroundings that he took great delight in, Tom might be a little forgetful or less affectionate toward her on his return; but she was happily disappointed. Many a time during the first day did he seek her out merely to throw his arms about her neck with loving reassurance.

TOM AS A STUDENT.—Tom's school hours were arranged during the past year much the same as formerly, his daily program being as follows:—

- 8.45— 9.30: Object lesson (morning talk).
- 9.45—10.30: Writing.
- 10.45—11.30: Articulation.
- 11.45—12.30: Gymnastics.
- 1.45— 2.30: Arithmetic.
- 2.45— 3.30: Reading.
- 5.15— 5.45: Evening reading (*i.e.*, reading to Tom by his teacher).

The first morning period is a very useful and delightful one, because it brings Tom into touch, in a studious way, with many things both of nature and of civilization, about which he needs to be instructed and regarding which his interest is very keen. A large proportion of the year's talks has been upon the salt-water creatures. Tom has been to the seaside several times, and is a true sea lover. The moment he sniffs a breath of salt air his face lights up and he spells joyfully, "the ocean! the ocean!"

Other subjects treated of in the morning talks have been common objects, such as silk, cotton, wool, linen, rope, glass, sugar, salt, leather, ink, glue, bricks, and the like. He has been much interested in the processes of their manufacture. In fact, he grows more alert in the pursuit of knowledge every day, although it still requires prodding to keep him to an allotted task; this, however, in less degree where the subject is one in which he has a particular interest.

All creeping things have an attraction for Tom, and he handles them without the slightest hesitation. Some instruction has been given him about insects in the morning talks,—the habits and homes of ants being dwelt upon especially because of his absorption in these subjects.

Tom's delight in tree study is still very great, although his curiosity has been somewhat satisfied by his persistent investigations. When taking a country walk he is continually eager to know what kind of tree he is under or near, not being willing to pass one without examining it minutely and learning about its size, shape, bark, leaves, etc. If he does not happen to touch a tree for some time, he will wave his hand around him, inquiring vaguely, "trees? What kind?" He is so familiar with the shapes of the leaves of the common trees that he can readily inform himself of the kind of tree if a leaf be within his reach. He is now learning to distinguish the trees by their bark, and, in connection with his sloyd work, to recognize the different kinds of wood by their smell. He is curious to know the varieties of wood used in the manufacture of articles about the house and in the furnishing of the rooms and taxes Miss Conley's knowledge to the utmost by his inquiries. He has already learned to distinguish several woods, when in their natural state, by the sense of smell, and can detect odors imperceptible to other people. Many varieties of whitewood, for instance, have no odor whatever to the general observer. Picking up a block of wood one day at the sloyd school, Tom was much mystified. The fact was that it consisted of a piece of pine and a piece of white-

wood so skilfully joined together that no line of meeting could be felt. Tom smelled of it carefully on all sides, and became decidedly puzzled. Being asked what variety of wood it was, he hesitated, then smelled again, first on one side and then on the other. Surely it was pine, and as surely it was not! At length, deciding that he knew no name for this bewildering specimen, he concluded that he would merely state what seemed to him the ridiculous verdict of his impressions; so, pointing to one side, he spelled *pine*; and pointing to the other, *white-wood*. When told that it really consisted of two pieces of wood joined together, and that he had named them correctly, he was relieved and pleased.

Besides the sewing and knitting sloyd, in which Tom has received instruction in the regular course at the kindergarten once a week, and in which he has advanced to knitting with steel needles, he has had the privilege accorded to him of attending the classes of Mr. Gustaf Larsson in wood sloyd at the training school on North Bennet street. Nothing could be more in consonance with Tom's tastes and special abilities. His most intelligent interest and the very best work of which he is capable is brought out by his beloved sloyd. He was placed in a class with boys from the high and the Latin schools, and received two lessons regularly each week. At his first lesson he was taught the proper position to take while at work, the arrangement of the tools upon the bench, the names of those which he used, and also received his first instruction in sawing and in driving nails. A piece of wood was given him, measurements were made, and a guiding line drawn with the marking-awl; the wood was then placed in the vise and a large and a small saw used to divide it into four pieces. These were afterward nailed together and a nail-set used. The ruling principle of sloyd is never to make an aimless motion,—to make every stroke tell. So that, while Tom was learning to saw and use the hammer,—with the purpose, on his part, of making a foot-stool,—he was in reality learning higher lessons of mental and moral utility.

When making a box he enjoyed the smooth, shining finish which he was taught to put upon it, inside and out, by the use of the sandpaper block, and told Miss Conley that he was going to teach that to Parker, his Wrentham hero. On taking the box home and comparing it with the footstool, his first piece of work, he laid the footstool aside with an air of contempt, pointing to an uneven edge, and saying "too bad! too bad!" No more unfinished work for him!

At the end of the lesson each boy is expected to clean his bench; and it is amusing to watch Tom as he sweeps the shavings and sawdust away and puts all the tools in proper place and position. He does it with the greatest zeal and care.

Tom's third piece of work was the spade. In each case a piece of rough board is given to the pupil, and he must make the proper measurements and lines and saw out the required parts for himself. Each new piece of work introduces the use of new tools in a regularly arranged progression, and the pupil keeps a record of the steps taken in the production of each different article, under the heads of "Object, Material used, Tools used, New tool introduced," etc.

The fourth model was a wall bracket, or shelf, as Tom preferred to call it; and the fifth, a box with partitions. Tom's good memory is never more noticeable than in his sloyd work, and it simplifies matters greatly not to be obliged to tell him the same things over and over. For example, he knows that when planing *with* the grain of the wood he must use the jack plane, and when across the grain, the block plane and bench hook. These he at once reaches for, as needed. The same thing happens in the case of the saws. When about to saw with the grain, he immediately seeks the splitting saw, with which his bench is provided; but if he wishes to saw across the grain, he very quickly asks for a cross-cut saw.

The sixth model was a hat frame. The work in this consisted in preparing a piece of wood eighteen by two inches, with nicely rounded corners, and putting on three clothes hooks at regular distances. After the hat frame came a

letter case, much more difficult to make than the other objects, on account of the thinness of the wood and consequent danger of splitting it or of driving the nails through. Tom manages the nail-driving very well. He holds one hand on the board below the place where the nail is being driven, and then, if warned by the swelling of the wood, removes the nail and starts again before the wood is marred.

The coat hanger, his next venture, brings in a new form,—the curved, and a new tool,—the turning saw. This tool needs two hands for guidance ordinarily, and, as Tom was obliged to feel his way with one hand, the turning saw left rather a rough track behind it. But clear-headed Tom remembered a tool used before to remedy a like difficulty and at once reached for the spoke shave, which proved to be the correct and authorized tool for the next step.

The making of the tool rack, the ninth piece of work, must have been a very pleasurable task to Tom from the amount of hole-boring it called for, necessitating the use of that charming tool, the bit. When examining some bits of graduated sizes arranged in rows, four by ten, Tom ran his hand across the end and then across the front, and said to Miss Conley in a matter-of-fact tone, "forty bits."

The last model for the year was the bird-house, into which he drove the last nail and on which he put the final sand-papering at the exercises in the Boston Theatre in June. It is gratifying to be able to say that Mr. Larsson considers Tom's work very creditable in every respect, and that his presence in the class has been a pleasure to the other pupils. Mr. Larsson's kindly interest in Tom has been beyond thanks. Only the joy of aiding a child can repay for the labor of it. In the case of a boy like Tommy the proportion of joy is very great; and we know that Mr. Larsson has been added to Tommy's list of loving friends.

In arithmetic Tom has reviewed his work of last year and practised in weights and measures. He used the type slate for such examples as, "If the girls' building is 20 yards and 2 feet long, how many feet long is it? How many inches in 2 yards, 2 feet 9 inches?" Besides the work just spoken of,

Tom has practised telling time, counting to 100 by 2's, 3's, 4's and 5's, and subtracting from 100 by the same numbers, besides other mental arithmetic,—quick additions, fractions, and the like.

Tom's reading has been in an embossed edition of selections from *In the Child's World*. The stories appeal to him and hold his interest, the words being largely such as he can comprehend, and the stories of a kind to attract a child. During the period from 5.15 to 5.45 P.M. Miss Conley reads to Tom for his pleasure and instruction, by making the letters of each word with her right hand into his. *Seven Little Sisters* is the un-wear-out-able tale which has been used for this purpose this year, and which has provided subjects for modelling in clay and for conversation.

Most of the effort of the year has been put upon articulation. Tom's knowledge of language and freedom in using it are increasing constantly. The freedom is especially noticeable when he expresses himself through his fingers; but he does not as yet take any interest in articulation. He works at it dutifully, on the whole, and does make headway; but when the time comes that he sees its benefits and realizes how much its use will lessen the differentiation between him and his fellows, he will prize his possibilities and make more rapid progress. Pronouns and prepositions cause him some trouble, but he is steadily gaining in their use. It is Miss Conley's constant endeavor to advance him as much as possible in articulation, and she invents all sorts of means for luring him on in it. Each day, at the morning talk, he is expected to say something to the boys, so that he may have practice in making himself understood by others as well as by his teacher. With the same end in view, he is allowed a visit to the parlor after tea, when the teachers who are at leisure take pleasure in carrying on friendly conversation with him; but it is understood that his part of the conversation is to be chiefly through the medium of voice. He is also required to ask vocally for his food at table. This gives extra practice, and Tom as a general thing makes no difficulty about it. Occasionally, however, he may be

seen fasting, as of yore, during the favorite pudding course ; and if asked why, he will frankly respond, "because I did not talk."

The work in the regular articulation hour has its ups and downs. Some days it seems utterly discouraging, and then again Tom will try so hard and do so well as to make his teacher feel that she can endure anything to bring about such good results. On rare occasions (and generally on Monday, that day which is the teacher's as well as the parson's "blue" day) Tom states in the early morning his determination not to talk,—*i. e.*, vocally. "Not talk today! No!" he announces. At such a time, the recitation of a little poem—for instance, *Come, Little Leaves*, the words of which are all simple and familiar to him—would proceed somewhat as follows, the parenthetical remarks forming a finger accompaniment to the spoken words of the poem:—

"*Come* (no! no!), *little* (not talk, no; bad!) *leaves* (no! no! Talk Tuesday! Talk by and by; not yet)," etc.

It is needless to say that at such times as these all methods fail in arousing interest and ambition. Still, Miss Conley says that the articulation lesson is the only one in which Tom gives any real trouble to her now ; and when we consider the enormous difficulties attending the attainment of vocal speech under Tom's conditions and with his slight perception of its value, we cannot wonder at his distaste for it. The lesson is sometimes conducted through the medium of a story, Miss Conley reading slowly from a book and Tom getting the words by feeling of her lips, and then rendering them vocally himself. This requires close application and energy on Tom's part, and one day he tried to lessen the dreaded strain by introducing a bit of play. He brought into the schoolroom a long stick with an upright nail at each end to represent an electric car with motorman and conductor in charge. They had come to hear him talk, he said ; and "must talk good" was his self-given command. When reciting he kept turning his head in their direction, enunciating each word clearly for their benefit. The lesson progressed delightfully ; but, after quite a long continuance, it

proved rather irksome to Tom ; so he craftily changed the play by announcing that, strange to say, both motorman and conductor had fallen asleep, and that Tom must "talk softly now," so as not to awaken them. Miss Conley acquiesced gracefully, giving the little fellow a merited respite from his exaltation of endeavor ; but all too soon, according to Tom's ideas, she declared that the somnolent visitors were awake again. However, as the play was one of Tom's own starting, he submitted to its being carried on, and was again hospitably solicitous to give the visitors his best pronunciation.

Quite frequently (though care is exercised that it shall not be too often) it is necessary to take Tom before an audience, that the knowledge of what may be done for such as he may be extended, or that some of the kind providers of his support may see the progress he is making. As yet Tom has no idea of "showing off," and this perfect lack of self-consciousness is one of his chief fascinations. Happily, Miss Conley feels a wise responsibility about Tom in this respect, and protects him as much as possible from "spoiling" influences ; but she has also a natural anxiety that he should do himself justice when he does appear before those who are interested in him. She says, jokingly, that she could almost find it in her heart to wish that he had just the least bit of policy in his nature. "For instance," says her note-book, "today, when we were off on what Tom thought merely a delightful pleasure tour, it seemed to him a most unsuitable and unfair proceeding to be walked suddenly into a church and then requested to sit at a table and write,— a task which, above all others, he detests. However, he seated himself without rebellion, but with his back squarely to the audience. Turn around he would not, at first ; but finally he yielded so far as to face the right way, though he insisted upon sitting at least a foot from the table ; and in that strained and ungraceful attitude wrote his autograph for his friends." At last, to Miss Conley's relief, he concluded to make the best of the situation, and his conduct for the rest of the time was all that could be desired.

In telling of another trip Miss Conley says: "Today Tom fairly outdid himself. He wrote beautifully and read well. And when, to my consternation, I was asked to show how Tom was taught to articulate and to read from my lips, he happily disappointed my fears by really trying his best,—reading promptly and carefully from my lips, and speaking better than I had heard him for many a long day."

"It is extremely hard, physically," confesses Miss Conley in her note-book, "to take Tom out walking or off on a trip now, though very gratifying from my point of view as teacher; for he wants to know about everything. But when one has been working steadily for three years to get him to ask questions and take an interest in the life about him, one can scarcely refuse him the attention he demands. He now talks so freely with his fingers that he enjoys it very much, and his capacity for asking questions is unlimited. One day when he had been talking with Miss Brown at highest speed for more than an hour, she suggestively inquired, 'are you not tired?' 'No, no!' was the reply, wonderingly impatient at the interruption. The conversation was evidently not to be stopped on his account."

Tom's handwriting is now so legible that he is allowed to address the envelopes himself when writing letters, and he achieves very good results when left to write independently, as he sometimes is, for practice. He has begun to write in Braille, this system being a convenient resource for blind persons, as it can be read by touch, whereas our ordinary script is a blank to them so far as their power of reading it is concerned. Tom takes a satisfaction in Braille which he has never felt in the script form, and can now write simple sentences from dictation very correctly, paying due regard to capitals and punctuation.

Tom's work in sand last year laid a good foundation for his continued study of geography. The sand table is still a valuable aid in his instruction, and he enjoys it

very much. He has learned about cities, and is studying the state of Massachusetts. He has also studied about the earth as a whole, and its land and water divisions, from the raised globe, and has paid particular attention to the countries of North and South America. Several devices have been adopted by Miss Conley to keep Tom's interest from flagging. He represents a continent in sand. A pasteboard continent, dissected into countries, is given to him, and he reconstructs the continent; or one of the shapes is dropped playfully into his expectant hands, and he tells what country it is; or the countries are cut out of blotting paper, and Tom writes the name upon each with pencil; or, again, when he has made the continent in sand, the names of the countries are given to him on slips that he can read, and he pins each slip in its proper place on his sand continent. By these varied means the facts which he learns become firmly fixed in his mind. Thanksgiving and Washington's birthday were also used to give an impetus to his geography. In connection with Thanksgiving he sailed a paper-folded *Mayflower* from the old world to the new, the wearisome journey being made across a long board with a sand continent at either end. Before setting sail the *Mayflower* was plentifully loaded with provisions, and the men, women, and children helped on board in a very realistic pantomime. The anchor being weighed, the gallant ship breasted the waves under Tom's guidance, rolling and shipping water in a manner to have daunted the bravest Pilgrim. After a period which Tom assured Miss Conley was three months, the vessel reached the bleak New England shore. Cape Cod *looked* like a pincushion; but had you asked Tom, he would have told you that the pins were tall pine trees.

The *Mayflower* unloaded its cargo, and straightway all the Pilgrims fell to cutting down trees and building houses. The houses had pins for beams and paper for roofing. Besides the historical aspect of Thanksgiving, Tom had the more general one presented to him, and understood it to be a feast day kept in recognition of the bounty of God, "be-

cause we have so much to make us happy and glad and thankful.”

When February came, Tom was able to form quite a clear idea of our country and of Washington, and to understand about our national emblem,—the flag with its stars and stripes. He has learned quite a fair amount of history in connection with his other lessons, and it is delightful to see how each study helps on the others.

TOM AS AN OBSERVER.—Tom’s excellent memory preserves in good order what his observation gathers. Miss Conley says that it often reminds her of a room in which everything, properly labelled, is hung upon its own individual peg, and in which the utmost system reigns. This regulating and storing power is of great value. In going to town for the sloyd lessons, Miss Conley has told Tom what they were passing, what was going on, etc., and he has been much interested in the subway and the great buildings. When travelling one day in the steam cars they crossed over a small bridge spanning a narrow stream. They were hardly upon it before it was passed; but Tom had noticed the quick change of vibration, and, starting up eagerly, inquired at once, “where is the river?” In his experience a bridge betokened a stream running below; and he wanted to have its course pointed out in the landscape.

The advent of May on the calendar brought back memories of warm weather, and in the same breath with “May has come,” he asked, “where is screen door? Where are flies?”

Ruminating one morning while eating breakfast, Tom suddenly proposed the unexpected query: “The ground is deep?” evidently wondering how far down one could go, and impressed with mother earth’s mysteries.

Tom’s power of concentration is another of his advantages. He becomes engrossed in the pursuit of an idea, and follows it through thick and thin. Elevators have been his chief topic of interest this year, and one day when two friends called upon him he opened this thread-bare subject as usual, asking about the number of floors and elevators in the building where their offices were situated. A teacher, thinking

to divert him, suggested that the friends should tell Tom something about the city of Washington. Tom listened attentively, though with a somewhat bored expression; but finally, during a description of the White House, broke in eagerly, "how many floors has it? Elevator?" and the attempt to divert him was voted a failure.

Last year one of Tom's interests was in finding out how pictures were hung in the different houses where he was familiar. He investigated at every opportunity, seemingly conscious of the scientific dictum that it takes a thousand cases to make experience. Now he feels that he has a fair idea of the general method of picture hanging and his investigations are directed to other things. Yet whenever he goes to Miss Conley's house he remembers that there is a certain picture which slips a little at the slightest jar, being thus apt to hang somewhat unevenly; this he always examines, and straightens if needful.

TOM AS A JOKER.—Tom is as fond of play as ever. His first question on Saturday generally concerns the weather, for, unless it is stormy, he and the other boys have grand fun on the wooden "coast" which has been built for them, or in games about the grounds. He has his own little jokes, too, and likes to act out small pretences, though he is truthfulness itself in reality. One morning, at the earliest moment allowable, he went to his teacher's room, limping painfully and announcing, "Tom is lame, very lame; must have new cane. Dr. Brackett will come for Tom by and by." Later he went to Miss Greeley for a cane, which he used very skilfully to aid his progress. He forgot himself once or twice, but managed the little farce pretty well on the whole. Last year one of the boys was cured of a temporary lameness by Dr. Brackett, and Tom had watched the case very sympathetically. He had evidently taken his cue from this experience, so as part of his comedietta he wrote a letter summoning Dr. Brackett for himself:—

DEAR DR. BRACKETT:— I am lame. I have a cane;

but, before he had finished, his conscience seemed to prick

him ; and, fearing lest the letter should cause real deception, he added :—

Not lame ; play ! Good-bye. TOM.

At the beginning of a writing hour, on another day, Tom entered the schoolroom with his eyes tightly screwed together, and with a pretence of great suffering. (Pink-eye was the latest disease he had heard of.) “Tom’s eyes are very bad ! Must have cloth on. Cannot write today. No ! Eyes are very bad !” He felt that he had arranged quite an interesting situation for Miss Conley. How would she comport herself so as to gain the best from it ?

“I am very sorry,” said Miss Conley. “Are they too sore for you to go to my home with me this afternoon ? I was thinking of taking you.”

“No ! not sore now. All well ; see !” and he stretched his eyes open to their widest extent, pulling her eagerly down toward him that she might be assured of his wonderful recovery. And what a good writing lesson he had.

One of his comicalities, on returning to school after a vacation, was his saying pityingly, with a long-drawn face, “poor Parker ! No school for poor Parker !” But a tell-tale expression made it very evident that deep in his heart he thought Parker was to be envied rather than pitied.

When Miss Conley instructed him about sheep-shearing, telling him that the sheep were driven into the river or stream to have their fleece washed, he remarked, “river is sheep’s bathroom !”

At one time Tom developed a habit of shuffling his feet in walking. Having entered the schoolroom with a noticeably bad gait on a certain morning, Miss Conley requested him to return to the door and walk to his chair again without dragging his feet. Tom obeyed, though rather reluctantly, it must be confessed. In a very laborious and exaggerated fashion he re-traversed the distance into the room, walking on the extreme tips of his toes. Reaching his chair, he did not sit down as was expected, but wheeled around and went to the door again, and this

time returned walking on his heels. A third time he went and came, the climax being reached by his making the trip with his feet raised as high as possible at each step, to the perpetual risk of his balance. He then took his seat with a sigh and an air which said, "I hope the good measure which I have given is satisfactory."

TOM'S IMAGININGS.—Imagination, that great brightener of human lives, is Tom's in lavish measure. It has grown apace during the last year, completely covering the hard granite of daily fact with its wild luxuriance. He owns an imaginary house in New Garden, Bedford, where his imaginary friends, Mr. Gas and Mr. Son live. He enjoys settling down for lengthy conversations on these topics, and talks as if they were the veriest realities. The house is built on a generous scale. It has eight floors and ninety-four rooms, with bathroom on each floor. It is built on a big hill, with a high bank, and "fence to keep from falling." The fence also serves to "keep dogs out of garden. Big garden, many flowers,—pinks, roses, violets." There is also "running water, brooklet near the house; a pond with many boats and fish in the water." The house is situated at 16 First street, "near beach; many shells, big boats; smell!" When saying this last, he sniffs delightedly, thinking of the salty air at Winthrop beach. "Elevator in my house; strong ropes to pull; for trunk. Engine in cellar. Mr. Gallagher will keep engine. [Keep was a word he was practising on at this time.] Mr. Goodcoop [a name of his own invention] will help Mr. Gallagher. A big case of books in my house,—*Black Beauty*, reading books and *In the Child's World*." There is a big barn with many horses in the stalls and a big hen-house with ninety-nine roosters, ninety hens and many chickens. He planned to have a Thanksgiving celebration at his house, and named as invited guests a sufficient number of people to have necessitated what he assured them there would be,—a long dining-room and a very large table. He even regaled Miss Conley with the prospective menu, which would have made an epicure's mouth water. Besides ordinary living rooms,

the house contains a music room, Tom's office, a flower store (big fern in Tom's room), and a big, big shop, fitted with every variety of tool. One morning at the kindergarten he prepared a small box to go by mail to Mr. Son of New Garden, Bedford, and put it with the rest of the mail for the postman to collect. In Wrentham he arose one day at a very early hour, ate his breakfast hastily, and, donning his coat and hat, announced his intention of starting for New Garden, Bedford, at once. For some time nothing that Miss Brown could say availed to turn him from his project; but a compromise was finally effected by their making a trip to the straw shop.

TOM IN WRENTHAM. — While Tom was at Wrentham in the summer he spent less time in climbing trees than in the previous year, but the ladder was in constant use, and he examined the construction of every building on the place. All closets in the vicinity of chimneys were thoroughly investigated; and one chimney which had several turns and elbows caused great wonderment. This he studied, both indoors and out. He climbed out of his bedroom window and by means of a blind which was fastened back against the roof of the ell he climbed up to the ridge pole and hitched along to the chimney, which he examined to his heart's content, standing up and measuring it with his arms. Going back along the ridge pole of the ell he came to where the latter joined the main part of the house. This tempted him, and grasping the edge of the roof, he pulled himself up, worked his way to the top, and then along this main ridge pole till he came to the larger chimney. This called forth loud exclamations. When he had examined as much as he wished he started back again and made the descent in safety; but as soon as he came within reaching distance Miss Brown grasped his foot to let him know she was at hand; whereat Tom, wishing her to view his prowess, immediately freed himself and climbed the roof a second time for her benefit. When he was safe in his own room again he assured Miss Brown that he did not fall, no! because he held on fast, and he took real joy in his exploit. In all his

daring feats of climbing, Tom has never had a fall and never had to call for aid.

By the help of the ladder he did some remarkable climbing in the barn, also, often carrying in his arms heavy and bulky objects which would have seemed to make the ascent impossible. All the heavy chains and ropes used in constructing his ingenious elevators he carried up and put over the beams without assistance; and one day, when Miss Brown inquired about an old wagon seat with springs which she saw in the shed, Tom said, "I brought it down the ladder; it was heavy!" This seat Tom called his hammock, and he finally chose to take it up to his room, where he enjoyed stretching himself out upon it and jolting up and down.

But the elevators which Tom constructed in the barn were his chief pleasure. They consisted of a combination of chains, ropes and pulleys, with a board or frame attached, on which Tom stood and pulled himself up to the high beam from which all was suspended. When the descent was to be made, Tom would whisk out an iron-holder from his pocket to protect his hands, and then, letting the rope slip through rapidly or slowly, as he chose, down he would come. Sometimes he would draw himself up until his body was doubled beneath the beam, but he held the weight firmly even in that cramped position. Close beside the elevator there was a swing of like construction. A single chain was suspended to within five feet of the floor; on this a whiffletree was hooked and again another chain on each end of the whiffletree, making a loop for the swing-board. Great was Tom's delight when any of his friends consented to be pulled up on the elevator or to have a swing. When the play was ended, Tom generally drew up the swing and elevator out of reach, tying the rope to a round of the ladder, "so that the horse would not get hurt," he explained.

Many hours were happily spent in the shop, turning over its collection of odds and ends and experimenting with all sorts of tools. Discarded implements were dragged forth and taken apart, and sometimes one that was still useful shared the same fate. Bolts, nuts, screws, and the like,

were pocketed for future use. An old clothes-wringer was taken to pieces, even the rubbers being stripped from the rolls. Tom's idea in thus dismembering objects was not mischievous or merely destructive, it was rather to learn their construction, or to get materials for some of his projects.

Wishing to have a hole bored through the handle of a new broom Miss Brown called upon Tom to do it, telling him that the hole should be bored at right angles with the brush part, so that the broom would hang flat against the wall. Tom was delighted to undertake it, and, following him quietly, Miss Brown watched his struggles. He tried to screw the handle into the vise, but the heavy end of the broom kept turning it around and drawing it out of place. Then Tom tried screwing it nearer the brush end, hoping to prop up the handle with a stick of wood and thus render it firm for boring. But a stick of the right length could not be found, so he was driven to try some other expedient. A drawer in the bench caught his notice. This, when opened a little, was just the needed height; so, with the handle firmly screwed in the vise and resting on the drawer, Tom succeeded in making the hole with a bit and brace which he had selected. Many a time does he thus conquer obstacles which are apparently insurmountable, his active mind developing a new plan as each previous one fails. His quickness in grasping the workings of any mechanical device is remarkable.

TOM'S GENEROSITY.

Welcome each small offering
That a young child's love may bring,
Though perchance he stint himself
Of some childish joy or pelf;
For love grows with being spent,
But starves in its own plenty pent.

Tom has a ready sympathy for any one ill or in trouble; and, like the old Quaker, who, when among a group of wordy sympathizers, after some disaster, said, "I am sorry five dollars worth; how much is thee sorry?" Tom always has a desire to help those in trouble and to mitigate sorrow as far

as in him lies. He was one day taken to the Children's Hospital to visit a little boy there from the kindergarten. He was almost overawed at finding so many sick children as he walked about softly, counting the beds and touching the little occupants. He recognized his friend Eugene at once and laid in the latter's hand the pinks which he and Miss Conley had brought. Then he stood for a long time at the head of the bed, looking very thoughtful and stroking Eugene's head with one hand, while his other hand began presently to search about in his pockets. Finally he drew forth something, and with a quick movement laid it within Eugene's hand, closing the invalid's fingers tightly over it, as though fearing that he might wish to recall the gift. It was a little shell from a foreign shore given to Tom some time before, and which he had carried constantly in his pocket and taken much pleasure in. In his pity he seemed to think that he must give something precious to himself, so he sacrificed his treasured shell.

Some time after, he asked Miss Conley to take him again to see Eugene, having prepared several things which he wished to give to him, among them a box filled with nails, spools, etc., carefully selected from his favorite possessions, and tied securely with stout twine, and a bottle of perfume. On the way he asked to buy "one rose," which he himself paid for.

There is a little story which was once set afloat on the stream of current literature, and which grasping hands would now like to get hold of. It must have drifted into some quiet sidepool of the stream and become entangled among the lily pads. If ever it is discovered among the lilies or drifting along beside the leafy banks, we would fain know its whereabouts and see it again. It is about the prince who spent his sixpence like a beggar and the beggar who spent his sixpence like a prince, and a dear little story it is. Well, Tom is a born giver, a natural dispenser. Paraphrasing the proverb, "none so blind as those who won't see," we might say, "none so poor as those who won't give." Where can Tommy get gifts to bestow? How can a little

waif, dependent for home, clothing, education,—for everything,—on the friends whom his very helplessness has made for him,—how can Tommy be a generous giver? Yet such he is, bless his dear heart! If a teacher has a fondness for a special variety of apple, Tom bears the fact in mind, and when coming back to the school from the farm he gathers her a special offering of these, and brings them to her in his trunk. When he goes to the sloyd school, he notices that the brush brooms at the benches are wired together; and, innocently imagining therefrom that wire will be useful to Mr. Larsson, who provides them, he carries him a roll of wire which he has saved for the purpose.

He never goes to Wrentham without carrying some gift for the beloved people who have made their house a home for him for many years. They may only be things picked out from his play drawer, but they are favorites, chosen, not at hap-hazard, but with consideration. And when he returns to town, it is with candy for one and choice mechanical appliances or selected fruit for others; the candy being bought with his penny savings or earnings and the fruit gathered and packed by himself.

The carpenter who, with hammer uplifted, stops at the stroke of twelve would be an unreadable riddle to Tommy. Yet Tom feels that he knows something about business, too. He carted wood at a cent a load this last summer, and, far from trying to earn his money scrimpily, what did he do but build out wings on the sides of his cart, so that he could carry fuller loads. "Good measure, pressed down and running over," is certainly the measure that suits Tom.

Long before Christmas his mind is filled with Christmas plans, and he makes many little gifts. He took pains this year to remember just what he had given to each friend last year, so that he should not duplicate his presents. He takes the utmost delight in the preservation of the Christmas secrets, respecting Miss Conley's as well as his own. Last year, although they shared the same drawer for the concealment of their gifts, and although he often counted and looked over his own, he never once disturbed hers; but

when she showed them to him he was delighted. It is significant that before Christmas his thought is not what Christmas will bring to him; his anticipation is really unselfish. Yet on Christmas morning who could be happier than he, or enjoy his own gifts more?

A bitter fate may have tried to bring Tommy Stringer to destitution in many ways. Poverty and physical ills of cruel form have wreaked their power upon him. But a heart like Tommy's cannot be impoverished. While it beats at all, it will bestow as well as receive blessing. Said one to Socrates: "But if you do thus, men will kill you!" "How can they catch *me*?" answered Socrates. And so it is with Tommy. He is a free and generous soul, and cannot be cramped into mere recipiency. We may enrich him outwardly and endow him with advantages to counteract his deprivations,—this we *must* do; how can it possibly be otherwise? and we may love him and bless him in many ways,—but Tom himself, the inner Tom, is a magnate of love, a lord of resource and a giver with the best of us!

The closing sentences of Miss Poulsson's admirable account of Tommy's work and progress tell in a few words the story of his needs and appeal to all thoughtful readers with peculiar emphasis, and in a way that cannot but touch their hearts, arouse their most active interest, and enlist their services in behalf of the hapless child. It is earnestly hoped that the responses to this plea will be as generous as the case is urgent, and that the required amount for yearly expenses will be readily subscribed.

There is a mistaken impression abroad, to the effect that the money needed for the care and education of the dear little boy has been already raised. Most devoutly do I wish it were so; but unfortunately it



DARKNESS.

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



LIGHT.

The Tom Stringer of To-day.

is not. Tommy's sole regular income is from a fund set aside for him by his beloved friend and highly esteemed benefactor, Mr. Joseph B. Glover; this amounts at present to but \$40 per annum. The only relative whose interest in Tom led him to pay sundry expenses for him met with a sad death last summer by a fall from his bicycle. There has been also a most generous helper who from time to time has made up the deficit in the account of annual receipts for the little boy. But the deficit for the past year is even larger than usual, amounting, as it does, to \$301.90.

Thus it is seen that Tommy depends during the year upon those true and noble citizens who, in the midst of their own well-being, hold it a most sacred privilege to be able to assist in bringing light into this little darkened life.

LET OUR MOTTO EVER BE "FROM GOOD TO BEST."

But blessings are not free; they do not fall
In listless hands; by toil the soul must prove
Its steadfast purpose, master over all.

— BAYARD TAYLOR.

Thus has ended another chapter in the history of the kindergarten.

In taking a retrospective view of the past year, we find that it has been one of general prosperity and of gratifying success. Its keynote has been "advancement," and no efforts have been spared in pressing forward and in keeping pace with the requirements of the time.

We rejoice that the infant institution has been steadily emerging out of the shadows into sunlight, and that its value as a prime factor in the education of the blind has received ample recognition and due appreciation. Yet we must not forget that in the life of the kindergarten all is not brightness and smooth sailing. At one time murky clouds hang thick on its horizon, the winds of doubt blow with great violence, the frosts of indifference are biting, the burdens to be borne are very heavy and the difficulties to be overcome look formidable. At another the sun of success shines brightly, the obstacles to achievement are vanishing, the summits of final triumph are discernible at a distance, the birds of auspicious prophecy are singing sweetly, and everything indicates the approach of spring. But through darkness and through sunlight we are travelling onward, and we cherish the hope that the infant institution will never cease to be favored with the sympathy and the confidence of the public, and that the plans for the ransom of the little sightless children from the cruel captivity of one of the sorest afflictions to which humanity is subject and for the amelioration of their physical, mental, moral, and social condition will be carried out to their fullest extent.

When this most fervently wished-for consummation comes it will be both for us and for those whose cause we plead a happy day of victory and of joy.

MICHAEL ANAGNOS.

REPORT OF THE MATRON.

To Mr. M. ANAGNOS, *Director*.

SIR:—I herewith present for your consideration the following report of the kindergarten for the year ending August 31, 1897:—

While the work of the past twelve months shows the same alternating periods of rest and progress common to every year, and the same succession of quiet duties incident to ordinary school life, there comes with every exercise and process of education and in each day's contact with the young lives around us a fresh inspiration to the teacher which cannot be written down in record.

The conditions during the past twelve months have been exceptionally favorable for successful work. There has been an unbroken record of good health and prompt and regular attendance of the pupils throughout the school year.

Life at the kindergarten is made up of little things, significant in their very detail as directly and individually associated with the child's training. The morning circle, the children's hour of study, story and song, strikes the keynote of the day. The *Mother Play* has done more with our children to bring about spontaneity and the power of control than any other means. Gymnastics and daily exercise in the open air, where there is plenty of room for free, hearty, healthy play, rectify every physical and mental ailment. They go to the woods and the park, and gather seeds and leaves and nuts. They prepare their plants for winter blooming. The passing seasons, the ripening grain and fruit, the wind and rain, the sun and cloud, the outdoor life,—all are full of attraction to them and suggest diversity

and harmony. By such means the skilful teacher introduces variety and vitality even into the daily routine.

Sloyd as applied to knitting and sewing is a simple, sensible and natural course of manual training, adaptable to the requirements of succeeding days and invaluable in developing mental strength and general muscular control. It is not merely a means of doing something for the child; it is also a means of leading him to do something for himself. Out of it grow creativeness, originality, taste, and skill. Our little pupils have originated several new patterns and stitches. The tools are of suitable size and are easily handled by young children between eight and twelve years of age. The general excellence and thoroughness of the work done in this department are worthy of high commendation.

The value of music, as a moral agency as well as a mental and physical exercise, is unquestioned, and every child has the opportunity for its cultivation. There were sixty-three children in the daily singing classes. Thirty-two pupils—fifteen girls and seventeen boys—received instruction on the pianoforte and five on the violin, Mr. Vincent Akeroyd being their teacher on the latter instrument.

The significance of the various holidays, the anniversaries of historical events and the Thanksgiving and Christmas seasons are never disregarded in our households. The gift of a beautiful flag from Mrs. A. A. Ballou of Detroit was duly celebrated on the 22d of February with music and recitations.

One effect of kindergarten life is to create a regard for law, a reverence for reality and a love of truth. I think Dr. Hale will be glad to know that the girls of the kindergarten have their "Lend a Hand Club," its object being, in the words of one of its members, "to lend a hand and do good."

The Boys' Club continues its useful and friendly service among them. Three of their number arranged a series of topics for their "bed-time talks," as they termed them, varying the subject to suit their pleasure. The following list was given out at one time:—

Monday,	War.
Tuesday,	Prize fighting.
Wednesday,	Farming.
Thursday,	Wild animals.
Friday,	The subway.
Saturday,	What they do in other countries.
Sunday,	Churches, Christian Endeavorers and such like.

The same methods are carried on from the kindergarten department into primary work. Play, pictorial representation, and modelling in sand and clay are invaluable, and cannot be dispensed with when the child leaves the kindergarten.

A new building is in process of erection, to provide larger accommodations and thus to obviate the overcrowding which has compelled us to send every year to the parent institution children unfitted for promotion. It will also enable us to introduce certain branches of manual training and mechanical employments based on kindergarten methods.

The whole number of pupils for the year was seventy. Two were discharged as incapable of deriving benefit from the course of instruction. Ten were sent to South Boston. There was one death. The present number, including those who have entered during the year, is sixty-four.

Olive Peel, a bright, sunny-hearted child, who always had a smile for every one, left at the close of the school year in apparent health and strength, but she died suddenly at her home in Fitchburg, on the 21st of July, leaving her father and mother inconsolable in their grief at the loss of their only child. Olive was six years old, and had entered the kindergarten October 10, 1896.

The annual reception of the Ladies' Visiting Committee took place on Tuesday, the 20th of April, and was attended by many interested friends. Dr. Samuel Eliot presided and Mrs. Julia Ward Howe and Dr. E. Winchester Donald made addresses. Mrs. Howe heard sung for the first time the *Child's American Hymn*, which she composed for the Columbian Exposition and which was set to music by Mr. G. W. Chadwick.

The following programme was rendered by the children :—

CHORUS, *Time to rise.*

SOLO, *Little Brown Seed.*

VIOLIN SOLO, Guy Jacobson.

PIANO DUET, Mattie Hughes and Margaret Ryan.

Child's American Hymn.

RECITATION, *The Secret,* Alice Finnegan.

SONG, *Where go the Boats?*

VIOLIN SOLO, Norah Burke.

SONG, *The Daisy.*

SELECTION, *Bright and Gay,* Kinder orchestra.

The name of THOMAS STRINGER has become the synonym for a beautiful charity that has brought close together the hearts of many children, exemplifying the olden and golden rule "to do unto others as you would that they should do unto you." One has only to read the list of contributors to the Tommy Stringer fund to find the names of scores of children who individually or banded together in Christian organizations are generously providing for his support and education. Tom himself, quite unconscious of the sympathy he arouses, is making good and intelligent use of his privileges. His instruction follows mainly lines of demonstration and embraces manual exercises. He has literally put his hand to the real knowing of things; but the beauty of it is that mental development follows the manual training. No doubt he can draw a "straight shaving" off a board, or drive a nail scientifically, or even lay a brick "level in its mortar" better than he can compose a sentence or recite a poem; but there is no question but that when necessity requires it Tom finds language to express his thoughts in true orderly fashion. He already appreciates the advantages of oral speech and struggles bravely to overcome its difficulties, and, consequently, he is improving.

The following societies and friends have been very kind and generous to Tommy, and we beg to present his hearty

thanks and grateful acknowledgments to each and all of them:—

Miss Margaret Stevens' Sunday-school class at the South Congregational Church, Concord, N.H., sent three dollars toward his cabinet.

The Helping Hand Club of the Bulfinch Place Church, Boston, gave a chest of tools, a box of building blocks and a toy dray-cart.

Miss E. A. Shepherd, Roxbury, gave a toy horse and cart.

Mr. A. Shuman & Co. furnished a suit of clothes.

Master Frank Goodell of Jacksonville, Fla., sent one dollar and a box of marbles.

Our plans for to-day must include tomorrow's possibilities, and there is no limit to a work that can begin at the side of every cradle and hearthstone and give to the poorest and most unfortunate of our sightless little ones their birthright to a glad and happy childhood.

Respectfully submitted by

ISABEL GREELEY.

ACKNOWLEDGMENTS.

Our obligations are extended to a large circle of friends to whom the kindergarten is indebted for many generous services and substantial gifts. We mention their names with grateful acknowledgment and with heartfelt thanks.

Dr. J. H. Farlow, Dr. E. G. Brackett, Dr. Clarence J. Blake, Dr. Francis Ingersoll Proctor and Dr. John Morgan have all given valuable advice and treatment to the pupils.

We are greatly indebted to Mr. John M. Rodocanachi for a generous supply of delicious Smyrna figs, and also for a sum of money, which he gives from time to time for replenishing the collection of instruments used by the kinder orchestra.

Miss Margaret Cobb has sent ten dollars toward the board of a child through the summer vacation, and Miss E. M. Hibbard and Miss May Fitch have for four years past provided for the board of a boy through the summer vacation, and for his clothing.

Generous gifts of clothing have been received from Miss C. L. Ware, Boston, Mrs. H. E. Hibbard, Newton, the Parish Sewing Society of the Congregational Church, Wollaston, through Mrs. J. S. Stevens, and Mrs. John Lord, Lawrence. Mr. Lord sent ten dollars for the purchase of Christmas gifts, and Miss Edith A. Gaffield sent five dollars for the same purpose.

Numerous Easter remembrances of fruit, flowers and candy have been received from Mrs. E. Preble Motley, Mrs. John C. Gray, Miss Olga E. Gardner, Mrs. C. H. Adams, Mr. J. B. Glover and the Thimble Club of the Central Congregational Church, Jamaica Plain.

Our thanks are due to Mr. Thomas Watson of Weymouth for a supply of apples, to Mrs. W. H. Slocum for eight barrels of apples and vegetables, and to Mrs. C. H. Adams of Jamaica Plain, Mrs. Benjamin Brown of West Roxbury, Mrs. Eugene

Gilman of Hallowell, Me., Rev. W. L. Brown of Wrentham and Mr. Frederick Jacobson of Brooklyn, N.Y., each of whom has sent two barrels of apples. Strawberries have been received from Mrs. A. A. Ballou and from Miss Madge Ballou, both of Detroit; and twelve jars of pears from the Woman's Exchange, Brookline. Gifts of fruit have also been received from Mrs. Prescott Bigelow, Mrs. George R. Fowler, Mrs. Louis B. Schwartz, and Mrs. Wilbur Wood of Everett. Oysters have come from Mrs. R. E. Goodwin of Augusta, Me.

Miss Alice Matthews of Boston was the donor of a rocking-chair and a tricycle; a gift of toys was sent by Mr. David Rice of Jamaica Plain. Mrs. Mary H. Shed of Dorchester gave a Japanese doll, life size, and a Japanese blanket.

The children were made happy by a sleigh-ride given them by Mr. S. D. Balkam of Jamaica Plain; while a number of them who attended an outing party at the home of Mrs. Frederick J. White of Chestnut Hill, Brighton, thoroughly enjoyed the hospitality so thoughtfully bestowed.

Miss Helen D. Orvis kindly sent tickets for her series of young people's concerts.

The *Youth's Companion*, the *Golden Rule*, *Boston Ideas*, the *Jamaica Plain News* and *American Annals of the Deaf* have been kindly furnished to the kindergarten throughout the year by their publishers.

The kindergarten library has received the following additions: *The Wampum Belt*, *Ten Boys from Long Ago to Now* and *Frozzle, the Tramp*, from Miss Olga E. Gardner; *Captain January* and *The Nürnberg Stove*, from Mr. William Vaughn; *The Story of the Bible*, *Little Folks and their Friends*, *Rip Van Winkle*, *Ali Baba* and a bound volume of *Chatterbox* for 1896, from Mr. William T. Ellis; *Nature Stories* and *Stories of the United States for Youngest Readers*, from their author, Mrs. Amy Chase Davis of Salem; *Wee Lucy* and *Kyzie Dunlee*, from Mrs. Frank B. Allen of Longmeadow; *Report of the Commissioners of Education, 1891-92, vols. I. and II.* *American Institute of Instruction, 1890*, *Poetry for Home and School*, *Parables* (in two series), *Every Day Life*, *Hebrew Prophets and Kings*, *Early Hebrew Stories* and one Braille slate, from Miss Fanny L. Johnson.

LIST OF THE CHILDREN.

Allen, Mary K.
Anderson, Elizabeth.
Bennett, Annie F.
Brayman, Edith I.
Brisbois, Edith.
Burke, Norah.
Caulfield, Genevieve.
Clark, Helen F.
Cummings, Elsie.
Curran, Mary I.
Dart, Marion F.
Elwell, Gertrude.
Finnegan, Alice.
Gavaghan, Annie.
Gilbert, Gertrude M.
Gilman, Lura.
Goodale, Elcina A.
Hamlet, Ethel.
Hughes, Mattie.
Jesmore, Eva Rose.
Langdon, Margarita.
Leach, Alice E.
Minahan, Annie E.
Noyes, Kate.
Ovens, Emily A.
Perella, Julia.
Ryan, Margaret.
Vandermae, Kate M.
Viles, Alison P.
Wagner, M. Alice.
Walsh, Annie.
Watts, Kate.
Wilde, Agnes.

Bardsley, William E.
Casey, Frank A.
Cotton, Chesley L.
Cummings, Edwin.
Cunningham, James H.
Curran, John.
Ellis, John W.
Goyette, Arthur.
Graham, William.
Hamlett, Clarence S.
Heroux, Alfred N.
Jordan, John W.
Kettlewell, Gabriel.
Kirshen, Morris.
Lester, James.
Marriott, William A.
Muldoon, Henry M.
Nelson, Charles S.
Nelson, John F.
Prince, Edward B.
Rand, Henry.
Ransom, Francis.
Rawson, Willey.
Ryan, Michael J.
Sacco, Nicola.
Schlittler, Charles E.
Sticher, Frank W.
Stringer, Thomas.
Wardwell, Homer.
Wetherell, John.
Williams, Albert L.

FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING AUGUST 31, 1897.

RECEIPTS.

Cash on hand Sept. 1, 1896,	\$12,069.61	
Legacies —		
Mrs. Mary B. Turner,	7,565.51	
Royal W. Turner,	3.75	
Mrs. Ann E. Lambert,	700.00	
Samuel A. Borden,	4,250.00	
Mrs. Nancy Bartlett,	500.00	
Mrs. Harriet T. Andrew,	5,000.00	
Augustus D. Manson,	5,000.00	
Mrs. Cornelia Van Rensselaer Thayer,	10,000.00	
Eugenia F. Farnham fund,	1,015.60	
Endowment fund,	\$9,252.22	} 10,584.47
Endowment fund, through Ladies' Auxiliary Society,	1,332.25	
Annual subscriptions, through Ladies' Auxiliary Society,	6,255.00	
Donations for new building,	160.00	
Board and tuition,	6,162.31	
Rents,	766.15	
Income from investments,	12,750.44	\$82,782.84

EXPENSES.

Maintenance,	\$16,193.20	
Expenses on houses let,	292.20	
Bills to be refunded,	136.93	
Grading and other work on grounds,	6,486.45	
New building,	9,632.63	
Moving and refitting house, Day street,	1,200.00	\$33,941.41
Balance Sept. 1, 1897,		48,841.43
		\$82,782.84

PROPERTY BELONGING TO THE KINDERGARTEN.

Miss Helen C. Bradlee fund,	\$40,000.00
Mrs. Warren B. Potter fund,	25,000.00
Mrs. George W. Wales fund,	10,000.00
Mrs. William Appleton fund,	11,700.00
Mrs. Benjamin S. Rotch fund,	8,500.00
Mary Lowell Stone fund,	200.00
Moses Kimball fund,	1,000.00
Albert Glover fund,	1,000.00
Eugenia F. Farnham fund,	1,015.00

LEGACIES —

Sydney Bartlett,	10,000.00	
George Edward Downs,	3,000.00	
Mary Williams,	5,000.00	
Elisha T. Loring,	5,000.00	
Ellen M. Gifford,	5,000.00	
Joseph Scholfield,	3,000.00	
Royal W. Turner,	24,082.00	
Mrs. Lucy A. Dwight,	4,000.00	
Mrs. Eleanor J. W. Baker,	2,500.00	
Mrs. Elizabeth W. Gay,	7,931.00	
Mrs. Eliza B. Seymour,	5,000.00	
Miss Rebecca Salisbury,	200.00	
Miss Sarah Bradford,	100.00	
Mary H. Watson,	100.00	
Mrs. Richard Perkins,	10,000.00	
Mary B. Emmons,	1,000.00	
Miss Sarah L. Marsh,	1,000.00	
Miss Betsy S. Wilder,	500.00	
Benjamin P. Cheney,	5,000.00	
Mrs. Ann E. Lambert,	700.00	
Samuel A. Borden,	4,250.00	
Mrs. Nancy Bartlett,	500.00	
Mrs. Harriet T. Andrew,	5,000.00	
Augustus D. Manson,	5,000.00	
Mrs. Cornelia Van Rensselaer Thayer,	10,000.00	
Mrs. Mary B. Turner,	7,565.00	
Transcript ten-dollar fund,	5,666.95	
Funds from other donations,	<u>37,490.05</u>	\$267,000.00
Cash in the treasury,		48,841.43
Land, buildings, and personal property in use of the kindergarten at Jamaica Plain,		<u>210,619.00</u>
Total amount of property belonging to the kindergarten,		<u><u>\$526,460.43</u></u>

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS

From August 31, 1896, to September 1, 1897.

A friend,	\$200.00
Additional proceeds of Mrs. Henry Richards' fair, Gardiner, Me.,	15.00
Allen, Mr. Frank B., Longmeadow,	50.00
An anonymous friend,	2.00
Bailey, Miss Elizabeth H.,	2.00
Balfour, Miss Mary Devins,	10.00
Batt, Mrs. C. R.,	5.00
Belmont Unitarian Society, through Rev. Hilary Bygrave,	13.21
Beverly Sunday-school,	5.00
Bigelow, Mrs. Prescott,	50.00
Billings, Mrs. Elizabeth, Canton,	1.00
Black, Mrs. George N.,	500.00
Brackett, Miss Nancy,	25.00
Brett, Mrs. Anna K., Avon,	10.00
Brewster, Miss Sarah C.,	5.00
Brown, Miss Elizabeth B.,	5.00
B. R. S.,	5.00
Bullard, Miss Katherine Eliot,	15.00
Burr, Mrs. C. C., Auburndale,	10.00
Cabot, Mrs. Francis,	10.00
Cabot, Miss Mary E. (annual),	5.00
C. E.,	15.00
Chanler, Mrs. Winthrop Astor,	100.00
Chapin, Mrs. Adaline M., Milford,	5.00
Chapman, Miss Kate M., Cambridge,	1.00
Children of the Boylston Street Kindergarten, Brook- line, through Miss H. B. Stodder,	3.50
Children of the Herbert Street Kindergarten, Bev- erly, through Miss E. W. Sheldon,	5.00
Cobb, Mrs. Darius,	1.00
<i>Amount carried forward,</i>	\$1,073.71

<i>Amount brought forward,</i>	\$1,073.71
Cottage Club, Melrose,— a New Year's present from Stuart Bebe, Harold Perry, R. A. Kidder, Louis Harris, Fred Caldwell and Arthur Amadon,	6.00
Dabney, Miss Roxana L., East Milton,	2.00
Dana, Mrs. James, Brookline,	2.00
Dana, Miss Mary H., Brookline,	1.00
Danforth, Mr. James H.,	10.00
De Silver, Mrs. Emily B.,	10.00
Dewey, Miss Mary E.,	10.00
Dorchester Woman's Club,	15.00
Downer, Mrs. Samuel, Dorchester,	20.00
Durant, Mr. William,	20.00
Eliot Cabot School, Brookline,— a Thanksgiving offering,	16.55
"Eliot Hall Parties," through Mrs. Mary S. Gill, . .	50.00
Eliot, Dr. Samuel,	100.00
Ellis, Mr. George H.,	75.00
Fairbanks, Miss C. L.,	10.00
Fanny B. K.,	20.00
Farnham, The Misses,	5.00
Faulkner, Miss Fanny M.,	1,000.00
Fay, Miss Sarah M.,	1,000.00
Ferris, Miss E. M., Brookline,	5.00
First Congregational Society of New Bedford, . . .	50.00
Fiske, Mrs. Joseph N.,	1,000.00
French, Mr. Jonathan,	100.00
French, Miss Cornelia Anne,	50.00
Friend R.,	10.00
Frothingham, Miss Ellen,	25.00
Gilbert, Misses Caroline and Elizabeth H.,	98.00
Hammond, Miss E., Cambridge,	5.00
Hartwell, Mrs. E. M.,	1.00
Harvard Sunday-school, Brookline,	5.00
Hemenway, Miss Clara,	10.00
Howe, Miss Fanny R., Brookline,	3.00
Hoyt, Mrs. J. C.,	5.00
Hutchins, Mr. Constantine F.,	10.00
<i>Amount carried forward,</i>	\$4,823.26

<i>Amount brought forward,</i>	\$4,823.26
In memory of "little Amy and Edward,"	2.00
In memory of Miss Alice Matthews,	50.00
In memory of Charles W. Faulkner,	50.00
In memory of Mrs. E. E. V. Field,	100.00
In memory of Mary Lowell Stone,	100.00
Jackson, Mrs. E. S., Jamaica Plain,	2.00
Jenks, Miss C. E.,	5.00
Kendall, Miss H. W.,	60.00
Kent, Mrs. Helena M.,	100.00
Kibbe, Mrs. J. R., Longmeadow,	5.00
Kimball, Mrs. E. D., Salem,	10.00
Kindergarten, Mrs. Sweetser's, West Newton,	5.00
Lamson, Miss Catherine M.,	50.00
Learned, Miss Mollie, New London, Conn.,	5.00
Lend a Hand Club of the First Unitarian Church, Worcester,	5.00
L. F. B., Amherst, N.H.,	50.00
L. H. W.,	15.00
Lombard, The Misses,	10.00
Lowe, Mrs. Martha Perry,	5.00
L. W. D. and M. M. D.,	50.00
Lyman, Mrs. George H.,	10.00
Mason, Mrs. H. C.,	10.00
Matthews, Mrs. Annie B.,	1,000.00
Matthews, Miss Nanna,	20.00
Melvin, Miss Rebecca S.,	10.00
Miss M. E. E., Newton,	20.00
Miss Seeger's School, Jamaica Plain,	22.00
Montgomery, Mr. William,	15.00
Morse, Mrs. Leopold,	100.00
Motley, Mrs. E. Preble,	25.00
Moulton, Mrs. Louise Chandler,	10.00
Moulton, Miss Maria C.,	25.00
M. P. White's Boy,	2.10
Newell, Mrs. M. Abbie, in memory of her husband,	50.00
Nichols, Miss Sarah H.,	10.00
Otis, Mrs. William C.,	20.00
<i>Amount carried forward,</i>	\$6,851.36

<i>Amount brought forward,</i>	\$6,851.36
Parker, Mrs. Elizabeth P.,	10.00
Parkman, Mr. George F.,	500.00
Peabody, Mr. F. H.,	100.00
Peabody, The Misses, Cambridge,	50.00
Pickman, Mrs. W. D.,	100.00
Pratt, Miss Sarah S., Ashmont,	5.00
Primary Department of Immanuel Sunday-school, Roxbury,	5.00
Proceeds of entertainments, February 22, by pupils of Perkins Institution,	58.07
Proceeds of lawn party given at Harrison Square by Anne Willard, Marian Swift, Alice Buffard, Beatrice Wright, Huntington Sandford, Shirley Everett and Ned Cutter,	201.00
Reynolds, Mr. Walter H.,	5.00
Rhodes, Mrs. James Ford,	10.00
Richmond, Miss Anna, West Newton,	1.00
Rodman, Miss Emma,	10.00
Rogers, Miss Catherine L., in memoriam,	20.00
Sabine, Miss Catherine,	5.00
Schmidt, Mr. Arthur P.,	5.00
Seabury, The Misses, New Bedford,	25.00
Sears, Mrs. Herbert M.,	25.00
Sears, Mrs. Knyvet W.,	25.00
Shepard, Mrs. Otis, Brookline,	5.00
Simonds, Miss Mary E.,	5.00
S. K. and H. L. K.,	2.00
Smith, Mrs. Joseph N., Lynn,	10.00
Sohier, Miss Emily L.,	25.00
Sohier, Miss Elizabeth D.,	25.00
Spaulding, Mrs. H. P.,	6.00
St. Agnes Guild, Trinity Parish, Melrose,	5.00
Standish, Miss Adelaide,	50.00
Stevens, Mrs. Caleb, Randolph, Me.,	2.00
Stevens, Mrs. F. H., Wellesley,	5.00
Stevens, Mrs. Harriet Lyman, Newport, R.I.,	20.00
Story, Mrs. George O.,	1.00
<i>Amount carried forward,</i>	\$8,172.43

<i>Amount brought forward,</i>	\$8,172.43
Stratton, Mrs. Solomon P.,	5.00
Sunday-school class in First Baptist Church, Brook- line, Mrs. S. F. Batchelder's,	5.00
Sunday-school of the First Church, Boston,	92.35
Sunday-school of the First Parish, Dorchester,	10.00
Sunday-school, Marblehead,	5.00
Sunday-school of the Unitarian Church, West Rox- bury, through Henry Manley, Jr., treasurer,	10.00
The Ladies from Cranford, Magnolia,	30.00
Thorndike, Mrs. J. H. (annual),	110.00
Union Kindergarten, Brookline, Mrs. McNutt's,	4.44
Unitarian Sunday-school of Wellesley Hills,	5.00
Upham, Mrs. Eveline, Canton,	1.00
Vose, Miss C. C.,	10.00
Wales, Mrs. Joseph H.,	25.00
Wallace, Miss Augusta H., Pittsburgh, Pa.,	5.00
Ware, Miss Mary L.,	100.00
Welch, Mr. Charles H.,	50.00
Weld, Mrs. Moses W.,	20.00
Weld, Mrs. Samuel M., Wellesley,	2.00
White, Prof. C. J.,	25.00
White, Miss Eliza Orne, Brookline,	10.00
Whitehead, Miss Mary, West Somerville,	10.00
Whiting, Mrs. S. B., Cambridge,	10.00
Whitney, Miss Elizabeth J.,	3.00
Whitney, Miss E. P., West Newton,	7.00
Wolcott, Mrs. J. Huntington,	500.00
Woman's Alliance of the Unitarian Church, Law- rence,	5.00
Wood, Mrs. James B., Concord,	10.00
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	\$9,242.22

TO PAY DEBT ON BUILDINGS.

Ames, Miss M. S.,	\$50.00
Baylies, Mrs. W. C.,	10.00
Blake, Mr. Dehon,	5.00
Cotting, Miss Alice,	5.00
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<i>Amount carried forward,</i>	\$70.00

<i>Amount brought forward</i> ,	\$70.00
Dalton, Mrs. C. H.,	15.00
Harrington, Mrs. F. B.,	5.00
Mrs. S. T. Morse, in memory of E. J.,	25.00
L. R. A.,	5.00
Steinert, Mrs. Alexander,	2.00
Stratton, Mrs. Solomon,	3.00
Warren, Mrs. S. D.,	10.00
Whipple, Mrs. J. Reed,	10.00
Whitney, Miss Kate A.,	5.00
Young, Mrs. B. L.,	10.00
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	\$160.00

CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary Society, Miss S. E. Lane, treasurer,	\$5,015.50
Cambridge Branch, through Mrs. E. C. Agassiz, treasurer,	671.00
Dorchester Branch, through Mrs. Charles V. Whitten, treasurer,	143.00
Lynn Branch, through Mrs. Lucy B. Haven, treasurer,	72.00
Milton Branch, through Mrs. William Wood, treasurer,	124.00
Worcester Branch, through Mrs. J. H. Robinson, treasurer,	176.50
Ladies of Wellesley,	28.00
Through Miss Olga Gardner,	25.00
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	\$6,255.00

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.*

DONATIONS AND SUBSCRIPTIONS FOR TOMMY
STRINGER.

FROM AUGUST 31, 1896, TO SEPTEMBER 1, 1897.

Brown, Mrs. J. Conklin, Waynesville, N.C.,	\$10.00
Brown, Master Warner, Waynesville, N.C.,	2.00
C. H.,	2.00
Children in kindergarten and primary class of the Second Church,	28.00
Conant, Miss Grace W., Wellesley Hills,	1.00
Cook, Mrs. Charles T., Detroit,	15.00
Dorchester Woman's Club,	5.00
Dow, Miss Lucia A., Milton,	25.00
Everett, Miss Emily M., Cleveland, Ohio,	25.00
Fay, Miss Sarah M.,	25.00
Gates, Mr. Gardiner P.,	10.00
Heath, Mrs. S. A.,	5.00
Hudson, Miss Mary R.,	1.00
In memory of Harold Morse, through Margaret Morse,	1.00
In memory of Bishop Brooks,	5.00
Junior Branch of the Progressive Christian Endeavor, Melrose Highlands,	13.00
Junior Children's Aid Society, Washington, Pa., Jennie Allison, Eleanor Acheson, Madeleine R. LeMoyne, Mary B. Harding,	8.00
Junior department, Park Avenue Congregational Church Sunday-school, Minneapolis,	5.00
Junior Society of Christian Endeavor, Ware, Mass.,	5.00
Kelley, Mrs. J. W., Lynn, Mass.,	2.00
Kindergarten at Florence, through Miss Frances H. Look,	8.50
Knapp, Miss Almira S.,	1.00
Matthews, Mrs. Annie B.,	50.00
McKean, Mrs. Henry S., Cambridge, Mass.,	1.00
<i>Amount carried forward,</i>	\$253.50

<i>Amount brought forward,</i>	\$253.50
Parker, Mrs. Charles W.,	3.00
Parker, Master Ross,	1.00
Peyraud, Mademoiselle Rosalie J., annual,	1.00
Pickman, Mrs. D. L.,	10.00
Primary department, Park Avenue Congregational Sunday-school, through Mrs. William M. Bristoll, Minneapolis, Minn.,	5.00
Primary class of the Walnut Avenue Congregational Sunday-school, Roxbury,	5.00
Pupils of Mrs. S. C. Haywood in the Parsons School, Brookline,	4.00
R. A. F.,	1.00
Rich, Mr. Ralph E.,	2.00
Schall, Miss M. H.,	1.00
Stone, Mrs. J. S., Cambridge,	5.00
Sunday-school class of Mrs. T. K. Parker, Winchen- don, Mass.,	1.00
Sunday-school of the Hancock Church, Lexington, Mass.,	13.60
Sunday-school of the Auburndale Congregational Church,	21.00
Sunday-school of the Washington Street Baptist Church, Lynn, Mass.,	3.00
Thomas, Miss Helen J., Bennington, Vt.,	1.00
Union Sunday-school in Harmon, Ill.,	5.00
Unitarian Sunday-school of Lexington, Mass.,	10.00
Wales, Mrs. George W.,	25.00
Wells, Mr. Amos R., Auburndale, Mass.,	15.00
Whitney, Miss E. P., West Newton,	2.00
Young, Mrs. B. L.,	10.00
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	\$398.10

In addition to the above amount we have received from a friend two hundred and thirty-six dollars, to make up the deficit in the account of the previous year.

Further contributions will be thankfully received and gratefully acknowledged by

MICHAEL ANAGNOS, *Trustee.*

DONATIONS THROUGH THE LADIES' AUXILIARY.

A. E. S.,	\$1.00
A friend,	1.00
A friend,	1.00
A friend,	1.00
Anonymous,	5.00
Anonymous,	2.00
Anonymous, . . . . .	.25
Arklay, Mrs. Julia C.,	5.00
Bacon, Mrs. F. E., Mattapoisett,	5.00
Ballard, Miss Elizabeth,	5.00
Bartlett, Miss Fannie,	25.00
Bartlett, The Misses, Roxbury,	5.00
Baylies, Mrs. Walter C.,	10.00
Bigelow, Miss Mary A.,	10.00
Blanchard, Mrs. W. G., Roxbury,	1.00
Bowditch, Mr. William I., Brookline,	5.00
Butler, Mr. E. K., Jamaica Plain,	10.00
Carruth, Mr. Frank H., Roxbury,	5.00
Cary, Miss Ellen G.,	20.00
Cary, Miss Georgiana S.,	5.00
Cary, Mrs. Richard,	4.00
C. K. H.,	7.00
Collar, Mr. W. C., Roxbury,	2.00
Converse, Mrs. C. C.,	20.00
Cotting, Mrs. C. E.,	5.00
Crane, Mrs. Z. Marshal, Dalton,	30.00
Crane, Hon. W. Murray, Dalton,	5.00
Crocker, Mrs. Uriel H.,	10.00
Cross, Dr. H. B., Jamaica Plain,	5.00
Cushing, Mrs. J. W., Brookline,	1.00
Dabney, Mrs. Walter,	5.00
Dane, Mrs. J. H.,	2.00
Daniels, Mrs. Caroline T.,	1.00
Devlin, Mr. John E.,	10.00
Ernst, Mrs. H. C., Jamaica Plain,	5.00
<i>Amount carried forward,</i>	\$234.25

<i>Amount brought forward,</i>	\$234.25
Evans, Mrs. Glendower,	5.00
Farnam, Mrs. Henry, New Haven, Conn.,	25.00
Fowler, Mr. George R., Jamaica Plain (since died),	10.00
Frank, Mrs. Daniel,	1.00
From a friend,	5.00
From A. T. B.,	10.00
Gammell, Mrs. William, Providence (since died),	100.00
Gardner, Miss Olga E.,	10.00
Gerry, Martha J. H.,	1.00
Glover, Mr. Joseph B.,	100.00
Goddard, Mr. A. W., Brookline,	10.00
Hallowell, Miss Henrietta T., Milton,	1.00
Henderson, Mrs. Fannie L., Jamaica Plain, a donation from her friend in Wyoming,	1.00
Holden, Mrs. C. W.,	2.00
Hollings, Mrs. H., Roxbury,	2.00
Hopkinson, Mr. Charles S.,	2.00
Howe, The Misses, Brookline,	10.00
Hunnewell, Mr. Francis W.,	25.00
In memory of N. P. R.,	5.00
Leavitt, Mr. Frank M., Roxbury,	5.00
Lee, Col. Henry, Brookline,	100.00
Lewis, Mrs. Albert, Jamaica Plain,	2.00
Lincoln, Mr. A. L., Jr., Brookline,	5.00
Loring, Mrs. Augustus P.,	10.00
Loring, The Misses,	20.00
Lowell, Miss Georgina,	5.00
Lowell, Mrs. George G.,	25.00
McCleary, Mr. Samuel F., Brookline,	2.00
Means, Mr. James,	5.00
Metcalf, Mr. R. C., Roxbury,	2.00
Morrill, Miss Amelia,	10.00
Mrs. E. B. A., Brookline,	10.00
Palfrey, Mr. John C., Belmont,	1.00
Parry, Mrs. Henry J., Jamaica Plain,	5.00
Peabody, Mr. F. H.,	90.00
Perkins, Miss Elizabeth G.,	5.00
<i>Amount carried forward,</i>	<u>\$861.25</u>

<i>Amount brought forward,</i>	\$861.25
Pickering, Mrs. Edward,	5.00
Pratt, Mrs. Sarah M.,	10.00
R. C.,	20.00
Reynolds, Miss A. T.,	2.00
Roundy, Mrs. Franklin F.,	1.00
Sampson, Mr. C. P., Jamaica Plain,	10.00
Schlesinger, Mr. Barthold, Brookline,	15.00
Shepard, Mrs. Emily E., Brookline,	10.00
Sherwin, Mr. Edward, Jamaica Plain,	10.00
Skinner, Mrs. Francis,	10.00
Spaulding, Mrs. Mahlon D.,	100.00
Sprague, Mrs. Charles F., Brookline,	15.00
Stetson, Mr. Amos W.,	10.00
Stevenson, Miss Annie B., Brookline,	3.00
Swan, Mrs. Robert, Dorchester,	10.00
Swift, Mrs. E. C.,	20.00
Thayer, Mr. Byron T.,	10.00
Thayer, Mrs. S. Van Rensselaer,	10.00
Tweedy, Mrs. Anna M.,	2.00
Ware, Miss Mary L.,	100.00
Wells, Mrs. Elizabeth S.,	5.00
Wesson, Miss Isabel,	5.00
Whelden, Mrs. Alice M., Campello,	10.00
Whitman, Mr. James H., Charlestown,	10.00
Whitman, Mrs. James H., Charlestown,	10.00
Whitney, Miss M. D.,	3.00
Whittemore, Mrs. A., Longwood,	5.00
Williams, Misses E. A. and E. F.,	5.00
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
	\$1,332.25

ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Society, Miss S. E. LANE, *Treasurer.*

Abbot, Miss A. F.,	\$1.00
Abbot, Mrs. H. E., Brookline,	1.00
Abbot, Mrs. J.,	5.00
Abbot, Miss G. E.,	1.00
Abel, Mrs. S. C., Roxbury,	1.00
Adams, Mrs. Charles H., Jamaica Plain,	5.00
Adams, Mr. George, Roxbury,	1.00
Adams, Mrs. Waldo,	5.00
Adams, Mr. Walter B.,	5.00
Alden, Miss Rachel, Dorchester,	1.00
Alden, Miss S. B., Randolph,	10.00
Allen, Mrs. A. H.,	1.00
Allen, Mrs. C. H.,	1.00
Allen, Mrs. F. R.,	5.00
Allen, Mrs. George,	5.00
Allen, Mrs. W. H.,	5.00
Alley, Mrs. John R., Jamaica Plain,	10.00
Ames, Rev. Charles G.,	10.00
Ames, Mrs. Frederick L.,	50.00
Amory, Miss Anna Sears,	15.00
Amory, Mrs. C. W.,	5.00
Amory, Mrs. Francis I.,	10.00
Amory, Mrs. William,	5.00
Anderson, Miss Anna F., Lowell,	1.00
Anderson, Mrs. J. F.,	5.00
Anderson, Mrs. William, Brookline,	2.00
Andrews, Mr. Charles H. (since died),	5.00
Anthony, Mrs. S. Reed,	5.00
Appleton, Miss Fanny C.,	1.00
Appleton, Mrs. William,	5.00
Apthorp, Mrs. J. V.,	5.00
Armstrong, Mr. George W., Brookline,	10.00
Arnold, Mrs. Richard,	2.00
<i>Amount carried forward,</i>	\$199.00

<i>Amount brought forward,</i>	\$199.00
Atkins, Mrs. Elisha (since died),	15.00
Atkinson, Mrs. Edward, Brookline,	10.00
Ayer, Mrs. James B.,	5.00
Bacon, Miss Ellen S., Jamaica Plain,	5.00
Bacon, Miss Julia, Jamaica Plain,	5.00
Bailey, Miss Elizabeth H.,	2.00
Bailey, Mrs. Hollis R., Cambridge,	2.00
Balch, Mrs. F. G.,	5.00
Baldwin, Mr. E. L.,	1.00
Bancroft, Mrs. J. C.,	5.00
Bangs, Miss Edith,	10.00
Bangs, Miss Mary Louisa,	20.00
Barnard, Mrs. Mary C. E., Dorchester,	2.00
Barnes, Mrs. Amos,	1.00
Barnes, Mrs. Charles B.,	10.00
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.,	10.00
Berwin, Mrs. Jacob,	5.00
Bigelow, Mrs. Alanson, Chestnut Hill,	1.00
Bigelow, Mrs. A. O.,	5.00
Bigelow, Mrs. G. T.,	5.00
Bigelow, Mrs. H. (since died),	5.00
Bigelow, Miss Hannah E., Marlborough,	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.,	1.00
Bishop, Miss Mary C., Newton,	2.00
<i>Amount carried forward,</i>	<u>\$448.00</u>

<i>Amount brought forward,</i>	\$448.00
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
Boit, Mr. Robert A., Longwood,	3.00
Boland, Dr. E. S., South Boston,	5.00
Bolster, Mrs. Wilfred, Roxbury,	1.00
Bond, Mr. William S., Jamaica Plain,	10.00
Boody, Mr. J. H., Brookline,	5.00
Boothby, Dr. Alonzo,	1.00
Bowditch, Dr. Henry P., Jamaica Plain,	1.00
Bowditch, Dr. Vincent Y.,	2.00
Boyd, Miss Florence A., Marlborough,	50.00
Bradford, Mrs. C. F.,	10.00
Bradlee, Rev. Caleb Davis, Brookline (since died),	5.00
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. Augustus, Newton,	2.00
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, Waynesville, N. C.,	2.00
Brown, Mrs. Samuel N.,	2.00
Brown, Mrs. T. C.,	5.00
Browne, Miss Harriet T.,	10.00
Bruerton, Mrs. James, Malden,	10.00
Bryant, Mrs. E. B.,	5.00
Bryant, Mrs. J. D.,	2.00
Bullard, Mrs. William S.,	10.00
Bullens, Miss Charlotte L., Newton,	1.00
<i>Amount carried forward,</i>	<hr/> \$675.00

<i>Amount brought forward,</i>	\$675.00
Bullens, Mr. George S., Newton,	1.00
Bullens, Mrs. George S., Newton,	1.00
Bunstead, 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. Sidney L., Roxbury,	1.00
Burrage, Miss Caroline S., West Newton,	1.00
Burrage, Mrs. J. C., West Newton,	1.00
Butler, Mrs. Charles S.,	2.00
Byam, Mrs. E. G.,	5.00
Cabot, Dr. A. T.,	5.00
Cabot, Mr. John H., Brookline,	5.00
Cabot, Mrs. Walter C., Brookline,	10.00
Caldwell, Mr. J. A., Roxbury,	2.00
Caldwell, Mrs. J. F.,	1.00
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. George E.,	5.00
Carter, Mrs. John W., West Newton,	5.00
Carter, Mrs. William S., Jamaica Plain,	2.00
Cary, Miss A. P.,	10.00
Cary, Miss E. G.,	10.00
Cary, Miss Georgiana S.,	1.00
Cary, Mrs. Richard,	1.00
Caryl, Miss Harriet E.,	1.00
Case, Mrs. James B.,	5.00
Cate, Mr. Martin L., Roxbury,	2.00
Center, Mr. Joseph H., Roxbury,	5.00
Chandler, Mrs. Frank W.,	5.00
Chapin, Mrs. H. B., Jamaica Plain,	5.00
<i>Amount carried forward,</i>	\$836.00

<i>Amount brought forward,</i>	\$836.00
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
Chatman, Mrs. H. L.,	15.00
Cheever, Mr. George H., Roxbury,	5.00
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 E. S.,	2.00
Clark, Mrs. Frederic S.,	10.00
Clark, Mrs. J. J.,	2.00
Clark, Mrs. John S.,	2.00
Clark, Mrs. John T., Jamaica Plain,	10.00
Clark, Miss Mary,	1.00
Clark, Miss Sarah W., Beverly,	10.00
Clarke, Mrs. J. Freeman (since died),	5.00
Clerk, Mrs. W. F., Roxbury,	3.00
Cobb, Mrs. Charles K., Chestnut Hill,	5.00
Coburn, Mrs. George W.,	25.00
Cochrane, Mrs. Alexander,	5.00
Codman, Mrs. C. R.,	10.00
Codman, Mr. Robert,	5.00
Coffin, Mrs. C. C.,	2.00
Coffin, Mrs. G. R., Brookline,	2.00
Cohen, Mrs. Fannie,	5.00
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. J. Randolph,	10.00
Coolidge, Mrs. John T.,	10.00
Corey, Mrs. H. D., Newton,	2.00
<i>Amount carried forward,</i>	\$1,030.00

<i>Amount brought forward,</i>	\$1,030.00
Corey, Mrs. Sarah E., Brookline,	10.00
Cotting, Mr. Charles U.,	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, Mrs. James B., Dalton,	10.00
Crane, Mr. Zenas, Dalton,	25.00
Crehore, Mrs. G. C.,	5.00
Crocker, Miss Sarah H.,	5.00
Crosby, Miss S. T.,	1.00
Cross, Mrs. Frank B., Cincinnati, Ohio,	5.00
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, The Misses, Roxbury,	2.00
Curtis, Mr. William O., Roxbury,	5.00
Curtis, Mrs. William O., Roxbury,	10.00
Cushing, Miss Sarah P.,	5.00
Cutler, Mrs. E. G.,	2.00
Cutler, Mrs. W. J. (since died),	2.00
Cutter, Mrs. Ellen M.,	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
<i>Amount carried forward,</i>	\$1,284.00

<i>Amount brought forward,</i>	\$1,284.00
Davenport, Mrs. F. H., Jamaica Plain,	5.00
Davis, Mrs. Simon,	3.00
Davis, Mrs. James H.,	5.00
Day, Mrs. Lewis, Norwood,	1.00
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., Longwood,	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.,	5.00
Doliber, Mrs. Thomas, Brookline,	5.00
Downes, Mrs. Lilla A., Charlestown,	2.00
Dowse, Mrs. Charles F.,	1.00
Draper, Dr. F. W.,	2.00
Drew, Mrs. E. C.,	5.00
Driscoll, Mrs. Dennis, Brookline,	1.00
Drost, Mrs. C. A., Brookline,	2.00
Drury, Mrs. H. W.,	1.00
Dunbar, Mrs. James R., Brookline,	5.00
Dunham, Mrs. W. H.,	1.00
Dunklee, Mrs. J. W.,	1.00
Dwight, Mrs. James,	1.00
Dwight, Mrs. Thomas,	1.00
Dwight, Mrs. Thomas, Jr.,	1.00
Dwight, Mr. Edmund,	5.00
Edmands, Mr. H. H. W., Roxbury,	1.00
Edmands, Mrs. M. G., Brookline,	10.00
<i>Amount carried forward,</i>	<u>\$1,414.00</u>

<i>Amount brought forward,</i>	\$1,414.00
Edmond, Mrs. Emma H., Brookline,	1.00
Edwards, Mr. John C., Brookline,	5.00
Eichberg, Mrs. Julius,	2.00
Eliot, Mrs. Amory,	2.00
Elms, Mrs. Edward C., Newton,	1.00
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, Dr. Nathaniel W.,	5.00
Emerson, Mrs. Susan, Brookline,	1.00
Emerson, Miss Elizabeth, Brookline,	1.00
Emerson, Mrs. William P.,	3.00
Emery, Mrs. Mark, North Anson, Me.,	1.00
Endicott, Miss Clara T.,	1.00
Endicott, Mrs. Henry,	5.00
Endicott, Miss Mary E., Beverly,	25.00
Ernst, Mrs. C. W.,	2.00
Estabrook, Mrs. Arthur F.,	5.00
Eustis, Mrs. H. H., Brookline,	5.00
Eustis, Mrs. W. T., Brookline,	2.00
Evans, Mrs. William,	10.00
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.,	5.00
Fay, Miss Sarah M.,	10.00
Fellner, Mrs. Albert,	2.00
Ferguson, Mrs. Robert,	2.00
Ferrin, Mrs. M. T. B., Newton,	5.00
Ferris, Mrs. Mortimer C., Brookline,	5.00
<i>Amount carried forward,</i>	\$1,596.00

<i>Amount brought forward,</i>	\$1,596.00
Ferris, Miss M. E., Brookline,	5.00
Fessenden, Mrs. Sewell H.,	2.00
Fisher, Mrs. James T.,	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. 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
Foss, Mrs. Eugene N., Jamaica Plain,	10.00
Foster, Mrs. Hatherly, Brookline,	1.00
Frank, Mrs. Daniel,	1.00
Freeman, Mrs. A. F.,	2.00
Freeman, Miss Harriet E.,	5.00
Freeman, Mrs. Louisa A.,	2.00
French, Mrs. Hollis,	1.00
French, Mrs. John J.,	1.00
French, Mrs. L. H., Roxbury,	1.00
French, Miss Sarah E., Dorchester,	5.00
Friedman, Mr. Jacob, Roxbury,	2.00
Friedman, Mrs. M.,	5.00
Friedman, Mr. S., Roxbury (since died),	5.00
Frothingham, Miss Ellen,	5.00
Frothingham, Mrs. E. L.,	1.00
Frothingham, Mrs. L. T.,	2.00
Frothingham, Mrs. O. B.,	5.00
Fry, Mrs. Charles,	10.00
Fry, Master Sheridan,	3.00
Gaffield, Mr. Thomas,	5.00
Gahn, Mrs. Joseph, Jamaica Plain,	3.00
Gardiner, Miss Eugenie,	5.00
Gardiner, Mrs. Robert H., Chestnut Hill,	2.00
Gardner, Miss Olga E.,	5.00
Gardner, Mrs. John L.,	5.00
<i>Amount carried forward,</i>	\$1,772.00

<i>Amount brought forward,</i>	\$1,772.00
Garland, Dr. G. M.,	1.00
Gaston, Mrs. W.,	5.00
Gay, Mrs. Albert, Brookline,	1.00
Gay, Dr. Warren F.,	5.00
Gibson, Mr. C. H.,	5.00
Gilchrist, Mr. John, Roxbury,	1.00
Gill, Mr. Abbott D., Roxbury,	2.00
Gillett, Mr. S. Lewis, Roxbury,	3.00
Gleason, Mrs. Cora L., South Boston,	2.00
Goddard, Miss Matilda,	2.00
Goldthwait, Mr. John,	10.00
Gooding, Mrs. T. P.,	2.00
Goodwin, Mr. Frank,	1.00
Goodwin, Mrs. J. C.,	2.00
Gorham, Mrs. W. H.,	5.00
Grandgent, Mr. E. W., Cambridge,	5.00
Grandgent, Mrs. Lucy L., Cambridge (\$5 for 1898).	10.00
Grant, Mrs. Robert,	1.00
Graves, Mrs. G. A.,	1.00
Gray, Miss Elizabeth C.,	10.00
Gray, Mrs. John Chipman,	10.00
Gray, Mrs. J. H.,	5.00
Gray, Mrs. Morris, Chestnut Hill,	1.00
Gray, Mrs. Reginald, Chestnut Hill,	5.00
Greeley, Mrs. R. F.,	5.00
Greene, Miss Emily, Jamaica Plain,	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
Grover, Mrs. William O. (since died).	10.00
Guild, Mrs. James, Roxbury,	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
<i>Amount carried forward,</i>	\$1,929.00

<i>Amount brought forward,</i>	\$1,929.00
Hall, Mrs. Jacob,	2.00
Hall, Mrs. M. L. (since died),	5.00
Hall, Mrs. Solomon, Dorchester,	10.00
Hall, Mr. William F., Brookline,	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
Harrington, Mrs. M. S., Dorchester,	1.00
Harris, Mrs. G. R., Brookline,	10.00
Hart, Mr. Maurice, Roxbury,	1.00
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., Winthrop,	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
Herman, Mrs. Joseph M.,	2.00
Hicks, Mrs. Mary Dana,	2.00
Higginson, Miss E. C., Brookline,	1.00
Higginson, Mrs. Henry L.,	15.00
Hill, Mrs. A. S.,	5.00
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
Hofman, Mr. H. O., Jamaica Plain,	2.00
Hogg, Mr. John,	25.00
Holbrook, Mrs. Walker, Newton,	1.00
<i>Amount carried forward,</i>	<u>\$2,125.00</u>

<i>Amount brought forward,</i>	\$2,125.00
Holden, Miss H. F., Dorchester,	1.00
Hood, Mrs. George H.,	5.00
Hooper, Mrs. J. R.,	10.00
Hooper, Mrs. F. T.,	5.00
Hooper, Mrs. R. C., Sr.,	10.00
Horton, Mrs. E. A.,	2.00
Horton, Mrs. William H.,	5.00
Houghton, Miss Elizabeth G.,	10.00
Howard, Mrs. A. C., Brookline,	1.00
Howe, Mrs. Arabella,	2.00
Howe, Mr. George E.,	2.00
Howe, Mrs. J. S., Brookline,	2.00
Howe, Mrs. Julia Ward,	5.00
Hoyt, Mrs. J. C.,	5.00
Hubbard, Mrs. Eliot,	10.00
Hudson, Mrs. John E.,	5.00
Hunneman, Mrs. S. W., Roxbury,	2.00
Hunneman, Miss Elizabeth A., Roxbury,	2.00
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
Ireson, Mrs. S. E.,	5.00
Jackson, Mrs. J. B. S.,	10.00
James, Mrs. John W. (since died),	10.00
Jaynes, Mrs. C. P.,	5.00
Jenkins, Mr. C. H.,	2.00
Jelly, Dr. George F.,	10.00
Jenney, Mrs. A. S., Brookline,	1.00
Jewett, Miss Annie (\$2 for 1896),	4.00
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.,	1.00
<i>Amount carried forward,</i>	\$2,356.00

<i>Amount brought forward,</i>	\$2,356.00
Jolliffe, Mrs. T. H., Charles River Village,	5.00
Jones, Mrs. B. M.,	5.00
Jones, Mrs. Frank W.,	10.00
Jones, Mrs. J. E., Jamaica Plain,	5.00
Jones, Mrs. Jerome, Brookline,	10.00
Jordan, Mrs. Eben D., Brookline.	10.00
Josselyn, Mrs. A. S.,	5.00
Joy, Mrs. Charles H.,	10.00
Keates, Mrs. A. T.,	2.00
Keene, Mrs. S. W., Roxbury,	2.00
Kenerson, Mr. Austin H., Roxbury,	1.00
Kennard, Mrs. Charles W.,	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, Mrs. M. D.,	5.00
Kimball, Miss Susan Day,	2.00
Kimball, Mrs. S. H.,	5.00
King, Mrs. D. Webster,	2.00
Kingsbury, Miss Mary E., Brookline,	1.00
Klous, Mr. Isaac, Roxbury,	2.00
Knight, Mrs. J. M., Jamaica Plain,	5.00
Koshland, Mrs. Joseph,	10.00
Kuhn, Mrs. Grace M.,	5.00
Lamb, Mrs. S. T.,	1.00
Lamson, Mrs. J. A.,	1.00
Lang, Mrs. Benjamin J.,	5.00
Larkin, The Misses,	2.00
Lavallee, Mrs. John,	5.00
Lawrence, Mr. Charles R., Brookline,	5.00
Lee, Mrs. George C.,	10.00
Lee, Mrs. Henry, Brookline,	20.00
Leighton, Mrs. John W., Brookline,	5.00
Lewis, Mrs. C. W., Brookline,	1.00
<i>Amount carried forward,</i>	\$2,562.00

<i>Amount brought forward,</i>	\$2,562.00
Libby, Mrs. F. M.,	1.00
Lilly, Mrs. Channing,	10.00
Lincoln, Miss C. K. T.,	1.00
Lins, Mrs. Ferdinand, Jamaica Plain,	2.00
Livermore, Mr. Thomas L., Jamaica Plain,	5.00
Lockwood, Mrs. Rhodes,	1.00
Lodge, Mrs. John E.,	10.00
Lonsdale, Mrs. E.,	1.00
Loring, The Misses,	5.00
Loring, Mrs. W. C.,	25.00
Lothrop, Miss Mary B.,	5.00
Lothrop, Mrs. Thornton K.,	25.00
Loud, Mr. E. A., Roxbury,	8.00
Loud, Miss Sarah P.,	2.00
Lovejoy, Miss Helen A.,	1.00
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,	5.00
Lowell, Mrs. John, Jr., Chestnut Hill,	5.00
Lyman, Mrs. Joseph, Brookline,	5.00
Lyman, Mrs. Theodore, Brookline,	15.00
Mack, Mrs. Thomas,	1.00
Mackinnon, Mrs. T. A.,	5.00
Mackintosh, Mrs. W. H., Roxbury,	1.00
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,	10.00
Marrs, Mrs. Kingsmill,	10.00
Mason, Mrs. S. E. (since died),	5.00
Matthews, Miss A. B.,	1.00
Matthews, Miss Alice M. C. (since died),	1.00
Maynard, Mr. Charles H., Longwood,	5.00
<i>Amount carried forward,</i>	\$2,782.00

<i>Amount brought forward,</i>	\$2,782.00
Mead, Mrs. S. R.,	10.00
Melville, Mrs. H. H., Brookline,	10.00
Meredith, Mrs. J. H.,	5.00
Merriam, Mrs. Charles,	5.00
Merrill, Mrs. J. W.,	1.00
Merrill, Mrs. J. Warren,	10.00
Merrill, Miss Frances S., Roxbury (since died),	1.00
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
Mixer, Mrs. William,	1.00
Mixer, Miss M.,	1.00
Mock, Mrs. Jacob H., Jamaica Plain,	2.00
Monroe, Mrs. George H., Brookline,	5.00
Moore, Mrs. F. H.,	1.00
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
Morison, Mrs. J. H.,	2.00
Morison, Mrs. John H.,	5.00
Morse, Mrs. Henry D., Jamaica Plain,	5.00
Morse, Mrs. Jacob,	5.00
Morse, Mr. J. T.,	5.00
Morss, Mrs. Anthony S., Charlestown,	5.00
Moseley, Mrs. Alexander (since died),	5.00
Moseley, Miss Ellen F.,	5.00
Motley, Mrs. Edward,	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., Roxbury,	1.00
Newell, Mrs. M. A., Roxbury,	5.00
Newman, Mrs. George H. (since died),	2.00
<i>Amount carried forward,</i>	\$2,958.00

<i>Amount brought forward,</i>	\$2,958.00
Nichols, Mrs. Fred S.,	5.00
Nichols, Mrs. E. H.,	1.00
Nickerson, Mr. Andrew,	10.00
Nickerson, Mrs. J. S.,	1.00
Nickerson, Miss Florence S.,	1.00
Nickerson, Miss Grace E.,	1.00
Nickerson, Mrs. Thomas W., Jr.,	10.00
Norcross, Miss Edith C., Roxbury,	1.00
Norcross, Mrs. Otis,	5.00
Norcross, Mrs. Otis, Jr.,	5.00
Norton, Mrs. Frank L., Cazenovia, N.Y.,	5.00
Norton, Mr. John H., Roxbury,	2.00
Ober, Mr. Louis P.,	10.00
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
Paine, Mrs. Robert Treat (since died),	10.00
Parker, Mrs. Charles W.,	5.00
Parker, Mrs. Susan E., Roxbury,	2.00
Parker, Mrs. T. K., Winchendon,	1.00
Parker, Mrs. William L.,	5.00
Parlon, Mrs. William, Jamaica Plain,	1.00
Parsons, The Misses, Roxbury,	5.00
Parsons, Mrs. William and Miss,	5.00
Payne, Miss S. A., Jamaica Plain,	1.00
Peabody, Mr. F. H.,	10.00
Peabody, Mrs. Oliver W.,	5.00
Peabody, Mrs. S. E., Salem,	10.00
Peirce, Mr. Silas,	10.00
Peirson, Mrs. Charles L.,	10.00
Penfield, Mrs. James A.,	2.00
Perry, Mrs. C. N., Roxbury,	5.00
Perry, Miss Elizabeth H., Bridgewater,	1.00
Peters, Mr. Edward D.,	10.00
<i>Amount carried forward,</i>	\$3,124.00

<i>Amount brought forward</i> ,	\$3,124.00
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. (for 1896-97),	50.00
Pickman, Mrs. W. D.,	10.00
Pierce, Mrs. N. W.,	2.00
Pierce, Mr. Phineas,	5.00
Pitkin, Mrs. C. L., Brookline,	2.00
Poor, Mrs. Charles C.,	2.00
Pope, Mrs. Albert A.,	25.00
Pope, Drs. C. A. and E. F.,	2.00
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. Warren B.,	100.00
Poulssohn, Miss Emilie,	1.00
Poulssohn, Miss Laura E.,	1.00
Powars, Miss Mary A.,	1.00
Prang, Mr. Louis,	10.00
Prendergast, Mr. James M.,	10.00
Prescott, Dr. W. H.,	1.00
Preston, Mrs. Nellie L. B., Somerville,	1.00
Pride, Mrs. Edwin L., Roxbury,	1.00
Proctor, Mrs. H. H.,	2.00
Putnam, Mrs. George,	5.00
Putnam, Mrs. J. Pickering,	5.00
Putnam, Mrs. S. R.,	10.00
Quincy, Mrs. C. F., Chicago, Ill.,	2.00
Quincy, Mrs. George H.,	10.00
Quincy, Mrs. H. P.,	5.00
Ranney, Mr. Fletcher, Brookline,	5.00
Rantoul, Miss H. L., Beverly,	2.00
Raymond, Mrs. Henry E., Brookline,	5.00
Raymond, Mrs. R. L.,	1.00
Raymond, Mrs. T. C., Cambridge,	5.00
<i>Amount carried forward</i> ,	\$3,475.00

<i>Amount brought forward,</i>	\$3,475.00
Raymond, Mrs. William Henry,	1.00
Reed, Mrs. G. F. T., Jamaica Plain,	10.00
Reed, Mr. John H., Roxbury,	2.00
Reed, Mrs. William H.,	5.00
Revere, Mrs. Paul J.,	1.00
Reynolds, Mrs. F. W., Jamaica Plain,	2.00
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, Mrs. David Hall, Brookline,	2.00
Rice, Mr. David, Jamaica Plain,	10.00
Rice, Mrs. David, Jamaica Plain,	10.00
Rice, Mrs. Henry A.,	5.00
Rice, Mrs. N. W.,	5.00
Rice, Mrs. W. B.,	2.00
Richards, Miss Annie Louise,	20.00
Richards, Miss C.,	5.00
Richards, Mrs. Dexter N., Brookline,	10.00
Richardson, Mrs. F. A., Cambridge,	5.00
Richardson, Mr. Spencer W.,	5.00
Richardson, Mrs. Thomas O.,	5.00
Ridgway, Miss H. B.,	1.00
Riley, Mr. C. E., Newton,	10.00
Robbins, Mrs. F. A.,	1.00
Robbins, Mrs. Royal,	5.00
Robeson, Mrs. Andrew,	5.00
Robinson, Miss H. M.,	20.00
Robinson, Mrs. Henry H., Brookline,	2.00
Robinson, Mrs. J. C., Jamaica Plain,	5.00
Robinson, Mrs. J. W.,	1.00
Rochford, Master Francis J.,	1.00
Rodman, Mr. S. W.,	10.00
Roeth, Mrs. A. G.,	1.00
Rogers, Miss Anna P.,	10.00
Rogers, Miss Clara Bates,	1.00
Rogers, Mrs. Henry M.,	5.00
<i>Amount carried forward,</i>	\$3,674.00

<i>Amount brought forward,</i>	\$3,674.00
Rogers, Mrs. J. F.,	2.00
Rogers, Mrs. Jacob C.,	5.00
Rogers, Mrs. J. P.,	5.00
Rogers, Miss Kate L.,	1.00
Rogers, Miss Susan S.,	5.00
Rogers, Mrs. William B.,	3.00
Rotch, Mrs. C. M., New Bedford,	10.00
Rotch, Miss Edith (since died),	10.00
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, Mrs. G. K., Brookline,	2.00
Sacker, Mrs. H. H.,	2.00
Saltonstall, Mrs. Henry,	10.00
Saltonstall, Mrs. Leverett, Chestnut Hill,	10.00
Sampson, Mrs. Edwin H.,	2.00
Sampson, Miss H. H.,	1.00
Sargent, Mrs. Winthrop,	50.00
Sawyer, Mrs. A. W.,	1.00
Scaife, Miss Helen,	2.00
Schwarz, Mrs. Louis B., Brookline,	2.00
Scott, Mrs. W. M.,	2.00
Sears, Mr. Frederick R.,	25.00
Sears, Mrs. Knyvet W.,	10.00
Sears, Mrs. P. H.,	10.00
Sears, Mrs. Willard T.,	5.00
Seamans, Mr. James M., Brookline,	10.00
Sharpe, Mr. Lucian, Providence, R.I.,	10.00
Shattuck, Mrs. G. B.,	5.00
Shattuck, Mrs. George O.,	5.00
Shaw, Mrs. Benjamin S.,	5.00
Shaw, Mrs. G. Howland,	10.00
Shaw, Mrs. George R.,	1.00
Shaw, Mrs. Henry Russell,	10.00
<i>Amount carried forward,</i>	\$3,946.00

<i>Amount brought forward,</i>	\$3,946.00
Shaw, Mrs. Robert G.,	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
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. Charles G., Roxbury,	1.00
Smith, Mrs. Samuel,	5.00
Soren, Miss Emily, Roxbury,	2.00
Soren, Miss Grace, Roxbury,	1.00
Soren, Mr. John H., Roxbury,	5.00
Sowdon, Mr. A. J. C.,	10.00
Spencer, Miss Edith Louise, Jamaica Plain,	2.00
Sprague, Dr. Francis P.,	10.00
Stack, Mrs. James H., Brookline,	1.00
Stackpole, Miss Roxanna,	5.00
Stackpole, Mr. William,	5.00
Stadtmitter, Mrs. F., Jamaica Plain,	5.00
Standish, Mrs. L. M.,	10.00
Stearns, Mr. and Mrs. Charles H., Brookline,	30.00
Stearns, Mrs. R. S., Jamaica Plain,	10.00
Stedman, Mrs. Daniel B., Jr., Jamaica Plain,	1.00
Steese, Mrs. Edward, Brookline,	5.00
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.,	5.00
Stockwell, Mr. Ira,	2.50
Stone, Mrs. Edwin P.,	5.00
Stone, Mrs. Frederick,	20.00
Stone, Mrs. J. S.,	5.00
<i>Amount carried forward,</i>	<u>\$4,177.50</u>

<i>Amount brought forward,</i>	\$4,177.50
Storer, The Misses,	4.00
Story, Mrs. George O.,	1.00
Stratton, Mrs. Charles E. (since died).	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
Sweetser, Mrs. A. L.,	10.00
Sweetser, Mr. Frank E.,	5.00
Sweetser, Miss Ida E.,	10.00
Sweetser, Mr. I. Homer,	10.00
Symonds, Miss Lucy Harris,	5.00
Talbot, Mrs. Thomas, North Billerica,	25.00
Talbot, Mrs. George N., Brookline,	5.00
Tappan, Miss Mary A.,	15.00
Taylor, Miss C. A.,	5.00
Taylor, Mrs. E. B.,	5.00
Taylor, Mrs. Henry,	10.00
Thacher, Mrs. Lydia W., Peabody,	10.00
Thayer, Miss Adela G.,	10.00
Thayer, Mrs. Charles E.,	3.00
Thayer, Mrs. F. W.,	1.00
Thayer, Mrs. Harriet L.,	3.00
Thayer, Miss Harriet L.,	5.00
Thayer, Mrs. William G., Southborough,	10.00
Thomas, Miss Catharine 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,	2.00
Townsend, Mrs. Thomas D.,	1.00
Tucker, Mrs. J. Alfred, Newton,	1.00
Tucker, Mrs. W. A.,	2.00
<i>Amount carried forward,</i>	\$4,401.50

<i>Amount brought forward,</i>	\$4,401.50
Tuckerman, Mrs. C. S., Salem,	2.00
Turner, Miss Alice M., Randolph,	25.00
Turner, Miss Abby W., Randolph,	10.00
Tyler, Mrs. D. S., Lexington (since died),	5.00
Tyler, Mr. Edward Royall,	5.00
Umbstaetter, Mrs. H. D.,	2.00
Upton, Mrs. George B., Milton,	2.00
Vaughn, Master William M.,	1.00
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., Brookline,	1.00
Wales, Mrs. George W.,	5.00
Walker, Mr. Edward C. R., Roxbury (since died),	10.00
Walker, Mrs. Nathaniel U., Brookline,	1.00
Walley, Mrs. William P.,	1.00
Walsh, Master Fred V., Dorchester,	1.00
Ward, Mrs. Henry V.,	5.00
Ward, The Misses,	5.00
Ware, Mrs. Charles E.,	25.00
Ware, Miss Charlotte L., Cambridge,	10.00
Ware, Miss Harriot, Brooklyn, N.Y.,	2.00
Ware, Mrs. William M., Dorchester,	1.00
Warren, Miss Annie C.,	1.00
Warren, Mrs. Frederick,	5.00
Warren, Mrs. Frederick, Jr.,	10.00
Warren, Mrs. William W.,	25.00
Wason, Mrs. E., Brookline,	5.00
Washburn, Mrs. Rufus A.,	1.00
Watson, Mr. Thomas A., Weymouth,	10.00
Watson, Mrs. Thomas A., Weymouth,	10.00
Webster, Mrs. F. G.,	5.00
Weeks, Mrs. A. G.,	5.00
<i>Amount carried forward,</i>	\$4,630.50

<i>Amount brought forward,</i>	\$4,630.50
Weeks, Miss Emily,	2.00
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. J. W.,	10.00
Wheelwright, Mrs. G. W., Jamaica Plain,	10.00
Wheelwright, The Misses,	2.00
Whipple, Mrs. J. Reed,	10.00
White, Mrs. C. T. and The Misses,	3.00
White, Mrs. Cyrus, Jamaica Plain,	2.00
White, Mrs. Joseph H., Brookline,	2.00
White, Mrs. Jonathan H., Brookline,	10.00
White, Mrs. W. H., Brookline,	10.00
Whiting, Mrs. Irving O.,	5.00
Whiting, Miss Susan A., Newton,	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, The Misses,	2.00
Whitwell, Mrs. Frederick A.,	5.00
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, Mrs. Harriet C.,	25.00
Williams, Mrs. Jeremiah,	1.00
<i>Amount carried forward,</i>	\$4,873.50

<i>Amount brought forward,</i>	\$4,873.50
Williams, Mr. Moses, Brookline,	5.00
Williams, Mrs. T. B.,	5.00
Williams, The Misses,	2.00
Williams, Miss C. E., Jamaica Plain,	1.00
Wilson, Mrs. Edward C., Brookline,	5.00
Wilson, Miss A. E., 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. H. S., Brookline,	1.00
Wolcott, Mrs. Roger,	5.00
Wood, Mrs. E. S.,	2.00
Wood, Mr. Henry, Roxbury,	5.00
Wood, Mrs. John, Jamaica Plain,	1.00
Woodbury, Mrs. John P.,	5.00
Woodworth, Mrs. A. S.,	10.00
Worthington, Mr. Roland, Roxbury,	5.00
Wright, Mr. John G.,	10.00
Wright, Miss M. A.,	3.00
Wright, Mrs. M. E.,	5.00
Wyman, Mr. A. E., Newtonville,	15.00
Young, Mrs. Benjamin L.,	10.00
Young, Miss Lucy F., Groton,	1.00
Young, Mr. Calvin, Dorchester,	2.00
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	\$5,015.50

The subscription of Mrs. William V. Kellen and several others came too late to be entered in this account, but will appear in the report for next year.

CAMBRIDGE BRANCH.

Through Mrs. ELIZABETH C. AGASSIZ.

Abbot, Miss Anne W.,	\$10.00
Abbot, Mrs. Edwin H.,	10.00
Abbot, Dr. F. E.,	10.00
Agassiz, Mrs. E. C.,	10.00
Ames, Mrs. James B.,	5.00
Bancroft, Mrs. H. H.,	2.00
Bartlett, Mrs. John,	1.00
Batchelder, Mrs. J. M.,	2.00
Beard, Mrs. Edward L.,	1.00
Bemis, Mrs. J. W.,	10.00
Boott, Mr. F.,	1.00
Bradford, Miss Edith,	5.00
Brooks, Miss M. W.,	5.00
Buttrick, Miss Anna,	1.00
Cary, The Misses,	5.00
Chandler, Mrs. S. C.,	1.00
Chapman, Mrs. F. L.,	7.00
Child, Mrs. and Miss,	5.00
Cooke, Mrs. J. P.,	10.00
Croswell, Miss Mary C.,	1.00
Cushman, Miss Edith,	1.00
Dana, Mrs. R. H., Jr.,	5.00
Deane, Mrs. Charles,	2.00
Dodge, Mrs. J. C.,	10.00
Emery, Miss Octavia B.,	2.00
Eustis, Mrs. Frank I.,	1.00
Everett, Mrs. E.,	10.00
Everett, Miss Mildred,	10.00
Farley, Miss C. A.,	1.00
Farlow, Prof. W. G.,	5.00
Fisk, Mrs. J. C.,	5.00
Folsom, Mrs. Norton,	1.00
Foote, Miss M. B.,	5.00
Foster, Mrs. Francis C.,	100.00
<i>Amount carried forward,</i>	<u>\$260.00</u>

<i>Amount brought forward,</i>	\$260.00
Gilman, Mrs. Arthur,	5.00
Gilman, Mrs. F. J.,	2.00
Goodale, Mrs. George L.,	1.00
Goodwin, Miss A. M.,	5.00
Goodwin, Mrs. Hersey B.,	5.00
Goodwin, Mrs. W. W.,	5.00
Greenleaf, Mrs. James,	50.00
Greenough, Mrs. Henry,	1.00
Greenough, Mrs. J. B.,	3.00
Harding, Mrs. C. L.,	15.00
Harris, Miss Charlotte M.,	1.00
Hayward, Mr. James W.,	5.00
Hedge, Miss Charlotte A.,	5.00
Henchman, Miss A. P.,	5.00
Hodges, Mrs. George,	5.00
Holmes, Mr. John,	1.00
Hooper, Mr. Edward,	25.00
Hopkinson, Mrs. J. P.,	5.00
Horsford, Miss L.,	5.00
Houghton, The Misses,	10.00
James, Mrs. William,	2.00
King, Mrs. W. B.,	5.00
Kettell, Mrs. C. W.,	3.00
Lamb, Mrs. George, and Miss C. F. Lamb,	5.00
Leavitt, Mr. E. D.,	10.00
Longfellow, Miss Alice M.,	10.00
Lyon, Miss D. G.,	1.00
McKean, Mrs. H. S.,	1.00
Monroe, Miss L. S.,	3.00
Moore, Mrs. L. T.,	5.00
Norton, Prof. Charles Eliot,	10.00
Paine, Miss J. W.,	2.00
Palfrey, Mrs. Cazneau,	2.00
Palfrey, Mrs. C.,	3.00
Palfrey, The Misses,	5.00
Parker, Mrs. J. Harleston,	2.00
Peirce, Prof. J. M.,	3.00
<i>Amount carried forward,</i>	\$491.00

<i>Amount brought forward,</i>	\$491.00
Perrin, Mrs. F.,	1.00
Pickering, Mrs. E. C.,	5.00
Read, Mrs. William,	1.00
Richards, Mrs. J. R.,	2.00
Riddle, Miss,	1.00
Saville, Mrs. H. M.,	1.00
Scudder, Mr. S. H.,	1.00
Sedgwick, Miss Theodora,	5.00
Sharples, Mrs. S. P.,	1.00
Simmons, Mrs. G. F.,	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. E.,	1.00
Vaughan, Mrs. Benjamin,	10.00
White, Mr. and Mrs. J. G.,	10.00
White, Mrs. M. P.,	5.00
Whitney, Mrs. A. A.,	1.00
Whitney, Mr. William L.,	5.00
Whittemore, Mrs. F.,	10.00
Whittemore, Mrs. G. W.,	2.00
Willson, Mrs. Robert,	5.00
Woodman, Mrs. C. L.,	50.00
Interest,	21.00
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	\$671.00

DORCHESTER BRANCH.

Through Mrs. ELIZABETH S. WHITTEN.

Austin, Mrs. William R.,	\$2.00
Barnard, Mrs. C. F.,	1.00
Bartlett, Mrs. S. E., Boston,	1.00
Bates, Mrs. Henry L.,	1.00
Bean, Mrs. J. Henry,	1.00
Bockus, Mrs. Charles E.,	1.00
Boyle, Mrs. N. D.,	1.00
Bradford, Mrs. Martin L.,	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. Nahum,	1.00
Carruth, Mrs. Nathan,	1.00
Churchill, Mrs. J. R.,	1.00
Clark, Mrs. W. R.,	1.00
Conant, Mrs. James S.,	1.00
Copeland, Mrs. W. A.,	1.00
Crowell, Mrs. Samuel,	1.00
Cushing, Mrs. Benjamin,	1.00
Cushing, Miss Susan,	1.00
Cutter, Mrs. D. J.,	1.00
Dillaway, Mrs. C. O. L.,	1.00
Dolan, Miss,	1.00
Downer, Mrs. Samuel,	5.00
Eldredge, Mrs. David G.,	1.00
Eliot, Mrs. C. R., Boston,	1.00
Emond, Mrs. Joseph P.,	1.00
Estabrooks, Miss,	1.00
Everett, Mrs. William B.,	1.00
Fay, Mrs. M. C. Talbot,	2.00
Flusk, Miss Elizabeth A.,	1.00
Forrest, Mrs. R. M.,	1.00
Gray, Mrs. W. H.,	2.00
<i>Amount carried forward,</i>	<u>\$46.00</u>

<i>Amount brought forward,</i>	\$46.00
Hall, Miss Adelaide,	1.00
Hall, Mrs. Henry,	1.00
Harriman, Mrs. H. P.,	1.00
Hawkes, Mrs. S. L., Mattapan,	1.00
Hearsey, Miss Sarah E.,	1.00
Hemenway, Mrs. E. A.,	1.00
Hosmer, Mrs. Jerome C.,	1.00
Howland, Mrs. J. Frank,	5.00
Hoyt, Mrs. Harris G.,	1.00
Humphreys, Mrs. R. C.,	2.00
Jordan, Mrs. H. D.,	1.00
Joyslin, Mrs. L. B.,	1.00
King, Miss S. Frank,	1.00
Knox, Mrs. Frank,	1.00
Lee, Mrs. Luther M.,	1.00
Lowney, Mrs. W. M.,	1.00
Martin, Mrs. A. P., Mattapan,	1.00
Moore, Mrs. Frank,	1.00
Moseley, Mrs. F. C.,	1.00
Moseley, Master Frederick Russell,	1.00
Nash, Mrs. Edward, Boston,	1.00
Newhall, Mrs. B. S., Salem,	1.00
Nichols, Mrs. Smith W.,	1.00
Nightingale, Mrs. C.,	1.00
North, Mrs. F. O.,	1.00
Noyes, Miss Mary E.,	1.00
Orcutt, Mrs. Hiram,	1.00
Peabody, Mrs. C. 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
Rankin, Mrs. James,	1.00
Rhodes, Mrs. T. M.,	1.00
Rose, Mrs. L. M.,	1.00
Ruggles, Mrs. Frederick,	1.00
Ruggles, Miss,	1.00
<i>Amount carried forward,</i>	\$89.00

<i>Amount brought forward,</i>	\$89.00
Sayward, Mrs. W. H.,	2.00
Schlotterbeck, Frau,	1.00
Shepard, Mrs. John, 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
Stearns, Mrs. Albert H.,	1.00
Stearns, Miss Katherine,	1.00
Stearns, Master A. T., 2d,	1.00
Stearns, Master A. Maynard,	1.00
Stearns, Master Henry D.,	1.00
Stearns, Mrs. Fred P.,	2.00
Streeter, Mrs. C. H.,	1.00
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 E. M.,	1.00
Thacher, Miss M. H.,	1.00
Torrey, Mrs. Elbridge,	10.00
Vinson, Miss Charlotte,	2.00
Waitt, Mrs. W. G.,	1.00
Whiton, Mrs. Royal,	1.00
Whitten, Mrs. Charles V.,	2.00
Willard, Mrs. L. P.,	1.00
Willard, Miss Elizabeth,	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

 \$143.00

LYNN BRANCH.

Through Mrs. LUCY B. HAVEN.

Alley, Mr. James,	\$1.00
Alley, Miss Emma,	1.00
Averill, Miss,	1.00
Bancroft, Mrs. Thomas,	1.00
Bancroft, Mrs. William,	1.00
Bates, Mrs. Wallace,	1.00
Berry, Mrs. Benjamin J.,	2.00
Breed, Mrs. A. B.,	1.00
Chase, Mrs. Philip Augustus,	1.00
Coffin, Miss Addie,	1.00
Dearborn, Mrs. Edward,	1.00
Frazier, Mrs. Lyman B.,	1.00
Haddock, Miss Emily,	1.00
Haven, Mrs. Lucy B.,	1.00
Haven, Miss Rebecca,	1.00
Heath, Mrs. Caroline P.,	1.00
Hollis, Mrs. Elizabeth O.,	10.00
Hudson, Mrs. Charles,	1.00
Ireson, Miss Isabella,	1.00
Ireson, Miss Kate,	1.00
Johnson, Mrs. John B.,	1.00
Johnson, Mrs. Luther,	1.00
Jones, Mrs. Cyrus,	1.00
Lee, Mrs. Nehemiah,	1.00
Lovejoy, Mrs. Charles,	1.00
Lovejoy, Mrs. Elbridge,	1.00
MacArthur, Mrs. John,	1.00
Melcher, Mrs. Charles,	1.00
Moore, Mrs. Ira,	1.00
Morgan, Mrs. William,	1.00
Newhall, Mr. Charles H.,	5.00
Newhall, Mrs. Edward,	1.00
Newhall, Mrs. James S.,	1.00
Newhall, Mr. Lucian,	1.00
<i>Amount carried forward,</i>	<hr/> \$48.00

<i>Amount brought forward,</i>	\$48.00
Newhall, Mrs. Lucian,	1.00
Newhall, Miss Lilla,	1.00
Osborne, Mrs. Wallace,	1.00
Osborne, Mrs. Wellman,	1.00
Paige, Mrs.,	1.00
Pope, Mrs. M. J.,	1.00
Saunderson, Miss Nancy,	1.00
Sheldon, Mrs. Mary L.,	1.00
Shorey, Mrs. John,	1.00
Souther, Mrs. Elbridge,	1.00
Sweetser, Mrs. David H.,	1.00
Tapley, Miss Alice P.,	1.00
Tapley, Mr. Amos P.,	1.00
Tapley, Mrs. Amos P.,	1.00
Tapley, Mr. Henry F.,	1.00
Tapley, Mrs. Henry F.,	1.00
Tebbetts, Mrs. Charles B.,	2.00
Usher, Mrs. Roland G.,	1.00
Valpey, Mrs. Henry,	1.00
Walden, Mrs. Edwin,	1.00
Walsh, Mr. Charles,	1.00
Walsh, Mrs. Harriet,	1.00
Whiton, Mrs. Mary Ashcroft,	1.00
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	\$72.00

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. Charles,	1.00
Brewer, Mrs. Joseph,	1.00
Briggs, Miss S. E.,	1.00
Brooks, Mrs. Edward, Hyde Park,	1.00
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<i>Amount carried forward,</i>	\$8.00

<i>Amount brought forward,</i>	\$8.00
Channing, Miss,	1.00
Clark, 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
Draper, Mrs. A. W.,	1.00
Emerson, Mrs. W. R.,	1.00
Fletcher, Mrs. George A.,	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
Gray, Mrs. William,	2.00
Hemenway, Mrs. Augustus, Readville,	25.00
Hicks, Miss Josephine,	1.00
Hinckley, Miss Mary, Mattapan,	1.00
Hollingsworth, Mrs. Amor, Mattapan,	3.00
Jaques, Mrs. Francis,	2.00
Jaques, Miss Helen L.,	12.00
Loring, Mrs. Elisha,	2.00
Loring, Miss Edith,	1.00
Mackintosh, Mrs.,	1.00
Morton, Miss Sarah B.,	1.00
Perkins, Mrs. C. E.,	5.00
Pierce, Mrs. M. V.,	1.00
Pierce, Mrs. W. L.,	1.00
Pierce, Mr. Walworth,	1.00
Richardson, Miss S. H.,	1.00
Richardson, Miss N.,	1.00
Rivers, Mrs. George R. R.,	1.00
Roberts, Miss Rachel,	1.00
Roberts, Mrs. R. H.,	1.00
Rotch, Miss Joanna,	1.00
Safford, Mrs. N. F.,	1.00
Tilden, Mrs. George,	2.00
Tilden, Mrs. William P.,	1.00
Tileston, Mrs. John B., Mattapan,	5.00
<i>Amount carried forward,</i>	<u>\$100.00</u>

<i>Amount brought forward</i> ,	\$100.00
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
Upton, Mrs. G. B.,	1.00
Vose, Miss Caroline E.,	2.00
Wadsworth, Mrs. E. D.,	1.00
Ware, Mrs. Arthur L.,	5.00
Weston, Mr. William B.,	1.00
Weston, Mrs. William B.,	1.00
Whitney, Mrs. A. D. T.,	1.00
Whitwell, Mrs. F. A.,	1.00
Whitwell, Miss N. S.,	1.00
Wood, Mrs. William,	5.00
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	\$124.00

The subscription of Mrs. P. R. Hollingsworth (\$5) was received too late to be entered in the list for 1897, but will appear in next year's report.

WORCESTER BRANCH.

Through Mrs. ELIZA DRAPER ROBINSON.

Allen, Miss Katherine,	\$5.00
Allen, Mrs. Lamson,	1.00
Baldwin, Mrs. John S.,	1.00
Ball, Mrs. Phineas,	1.00
Ball, Miss Helen A.,	1.00
Bigelow, Mrs. A. A.,	1.00
Blake, Miss Ellen,	1.00
Blake, Miss Louisa,	1.00
Brady, Mrs. John G.,	1.00
Brancroft, Mrs. James,	3.00
Brigham, Mrs. John S.,	1.00
<i>Amount carried forward</i> ,	<hr/>
	\$17.00

<i>Amount brought forward,</i>	\$17.00
Brown, Mrs. Sarah Theo.,	1.00
Butler, Mrs. A. M. S.,	1.00
Clark, Miss Fannie E.,	1.00
Clark, Miss Harriet E.,	5.00
Clark, Mrs. Henry,	50.00
Comins, Mrs. E. I.,	2.00
Day, Mrs. John E.,	10.00
Fobes, Mrs. Celia E.,	1.00
Gates, Mrs. Charles L.,	1.00
Gray, Miss Sybil M.,	1.00
Harrington, Mrs. C. G.,	2.00
Lathrop, Mrs. F. D.,	1.00
Lincoln, Mrs. Winslow S.,	1.00
Lovell, Mrs. Luther,	1.00
Mirick, Mrs. A. H.,	1.00
Moore, Mrs. Jessie,	2.00
Morse, Mrs. E. D. F.,	1.00
Morse, Miss Frances C.,	1.00
Murdock, Mrs. Julia T.,	1.00
Pratt, Mrs. Henry S.,	10.00
Reed, Mrs. Charles G.,	1.00
Reeves, Mrs. George W.,	1.00
Rice, Mrs. W. W.,	5.00
Rice, Mrs. William E.,	5.00
Robinson, Mrs. J. H.,	2.00
Rogers, Mrs. Nellie,	1.00
Salisbury, Hon. Steven,	10.00
Sanford, Miss M. L.,	1.00
Scofield, Mrs. J. M.,	5.00
Thayer, Mrs. Adin,	5.00
Thayer, Mrs. Edward D., Jr.,	10.00
Washburn, Mrs. Charles G.,	10.00
Wesson, Mrs. James E.,	1.00
Witter, Mrs. H. M.,	2.00
Wood, Mrs. E. M.,	5.00
Wyman, Miss Florence W.,	1.00
Interest on deposits,50
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	\$176.50



