

FIFTY-FIFTH ANNUAL REPORT
OF
THE TRUSTEES
OF THE
PERKINS INSTITUTION

AND
Massachusetts School for the Blind,

FOR THE YEAR ENDING
SEPTEMBER 30, 1886.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 Post Office Square.
1887.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND.
SOUTH BOSTON, Oct. 30, 1886.

To the Hon. HENRY B. PEIRCE, *Secretary of State*, Boston.

DEAR SIR: — I have the honor to transmit to you, for the use of the legislature, a copy of the fifty-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,

M. ANAGNOS,

Secretary.

OFFICERS OF THE CORPORATION.

1886-87.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

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FRANCIS BROOKS.	SAMUEL M. QUINCY.
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JOSEPH B. GLOVER.	JAMES STURGIS.
J. THEODORE HEARD, M. D.	THOMAS F. TEMPLE.
ANDREW P. PEABODY, D. D.	GEORGE W. WALES.

STANDING COMMITTEES.

Monthly Visiting Committee,

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

1887.	1887.
January, F. L. AMES.	July, . . . EDWARD N. PERKINS.
February, F. BROOKS.	August, . . S. M. QUINCY.
March, J. S. DWIGHT.	September, . H. S. RUSSELL.
April, J. B. GLOVER.	October, . . JAMES STURGIS.
May, J. T. HEARD.	November, . T. F. TEMPLE.
June, A. P. PEABODY.	December, . G. W. WALES.

Committee on Education.

J. S. DWIGHT.
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S. M. QUINCY.

House Committee.

E. N. PERKINS.
G. W. WALES.
FRANCIS BROOKS.

Committee on Finance.

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JAMES STURGIS.
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Committee on Health.

J. THEODORE HEARD, M. D.
F. L. AMES.
T. F. TEMPLE.

Auditors of Accounts

JAMES STURGIS.
J. T. HEARD.

OFFICERS OF THE INSTITUTION.

DIRECTOR.

M. A N A G N O S.

MEDICAL INSPECTOR.

J O H N H O M A N S, M. D.

LITERARY DEPARTMENT.

JAY M. HULBERT.

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MISS JULIA A. BOYLAN.

MISS SARAH ELIZABETH LANE, *Librarian.*

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MISS HARRIET D. BURGESS.

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THOMAS LEVERETT.

LORENZO WHITE.

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JULIUS AKEROYD.

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GEORGE E. HART, *Tuner.*

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MISS A. J. DILLINGHAM, *Work Mistress.*

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PLINY MORRILL, *Foreman.*

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ANTHONY W. BOWDEN.

Matron.

MISS MAHIA C. MOULTON.

MISS ELLA F. FORD, *Assistant.*

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Mrs. M. A. KNOWLTON.

Mrs. L. S. SMITH.

MISS BESSIE WOOD.

Mrs. SOPHIA C. HOPKINS.

PRINTING DEPARTMENT.

DENNIS A. REARDON, *Manager.*

MISS ELIZABETH S. HOWE, *Printer.*

MISS MARTHA C. ALDEN, " "

MISS ELLEN B. WEBSTER, *Book keeper.*

MEMBERS OF THE CORPORATION.

All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

- | | |
|----------------------------------|-------------------------------------|
| Adams, John A., Pawtucket, R. I. | Ballard, Miss E., Boston. |
| Adams, Waldo, Boston. | Baker, Mrs. E. M., Boston. |
| Alcott, Miss Louisa M., Concord. | Baker, Mrs. E. J. W., Dorchester. |
| Alden, Mrs. Sara B., Boston. | Baker, Ezra H., Boston. |
| Aldrich, Miss Mary Jane, Boston. | Baker, Miss M. K., Boston. |
| Aldrich, Mrs. Sarah, Boston. | Barbour, E. D., Boston. |
| Alger, Rev. William R., Boston. | Barker, Joseph A., Providence. |
| Ames, F. L., Boston. | Barstow, Amos C., Providence. |
| Ames, Miss H. A., Easton. | Barrows, Rev. S. J., Dorchester. |
| Ames, Oliver, Boston. | Beal, J. H., Boston. |
| Amory, C. W., Boston. | Beard, Hon. Alanson W., Boston. |
| Amory, James S., Boston. | Beckwith, Miss A. G., Providence. |
| Amory, William, Boston. | Beckwith, Mrs. T., Providence. |
| Amory, Mrs. William, Boston. | Beebe, J. A., Boston. |
| Anagnos, M., Boston. | Bennett, Mrs. Eleanor, Billerica. |
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| Appleton, Mrs. William, Boston. | Binney, William, Providence. |
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| Austin, Edward, Boston. | Bouvé, Thomas T., Boston. |
| Aylesworth, H. B., Providence. | Bowditch, Mrs. E. B., Boston. |
| Bacon, Edwin M., Boston. | Bowditch, Dr. H. P., Jamaica Plain. |
| Balch, F. V., Boston. | Bowditch, J. I., Boston. |
| Baldwin, William H., Boston. | Bowditch, Mrs. J. I., Boston. |

- Brackett, Mrs. Henry, Boston.
 Brackett, Miss Nancy, Boston.
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 Brewer, Miss C. A., Boston.
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 Brooks, Mrs. Francis, Boston.
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 Brooks, Rev. Phillips, Boston.
 Brooks, Shepherd, Boston.
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 Brown, Mrs. John C., Providence.
 Browne, A. Parker, Boston.
 Bullard, W. S., Boston.
 Bullock, Miss Julia, Providence.
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 Burton, J. W., M. D., Flushing,
 — N. Y.
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 Carpenter, Charles E., Providence.
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 ton.
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 Cary, Miss Ellen G., Boston.
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 line.
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 Chace, Hon. Jonathan, Valley Falls,
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 Charles, Mrs. Mary C., Melrose.
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 Chickering, Mrs. Sarah M., Joy
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 Clapp, William W., Boston.
 Clarke, Mrs. Jas. Freeman, Boston.
 Clarke, James W., Boston.
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 Coats, James, Providence.
 Cobb, Mrs. Freeman, Boston.
 Cobb, Samuel C., Boston.
 Cobb, Samuel T., Boston.
 Cochrane, Alexander, Boston.
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 Coolidge, J. R., Boston.
 Coolidge, Mrs. J. R., Boston.
 Coolidge, J. Templeman, Boston.
 Coolidge, Mrs. J. Templeman,
 Boston.
 Coolidge, T. Jefferson, Boston.
 Corliss, George H., Providence.
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 Crane, Zenas M., Dalton.
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 Crosby, William S., Boston.
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 Cummings, Hon. John, Woburn.
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 ton.
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 Dwight, John S., Boston.
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 Emery, Isaac, Boston.
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 French, Jonathan, Boston.
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 Frothingham, Rev. Frederick, Mil-
 ton.
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 Galloupe, C. W., Boston.
 Gammell, Prof Wm., Providence.
 Gammell, Mrs. Wm., Providence.
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 Gardner, George A., Boston.
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 Goddard, William, Providence.
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 Goff, Darius L., Pawtucket, R. I.
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 Hall, Miss L. E., Hanover.
 Hall, Mrs. L. M., Boston.
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 Hazard, Rowland, Providence.
 Heard, J. T., M.D., Boston.
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 cisco, Cal.
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 Higginson, Henry Lee, Boston.
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 Jackson, Edward, Boston.
 Jackson, Mrs. J. B. S., Boston.
 Jackson, Patrick T., Boston.
 Jackson, Mrs. Sarah, Boston.
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 Boston.
 James, Mrs. Julia B. H., Boston.
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 Kennard, Martin P., Brookline.
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 Lamson, Miss C. W., Dedham.
 Lang, B. J., Boston.
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 Lawrence, James, Groton.
 Lawrence, William, Lawrence.
 Lee, Henry, Boston.
 Lincoln, L. J. B., Hingham.
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 Linzee, Miss Susan I., Boston.
 Lippitt, Hon. Henry, Providence.
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 Littlefield, Hon. A. H., Pawtucket.
 Littlefield, D. G., Pawtucket.
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 Lodge, Henry C., Boston.
 Loring, Mrs. Susie J., Boston.
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 Lovett, George L., Boston.
 Lowell, Abbott Lawrence, Boston.
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 Lowell, Francis C., Boston.
 Lowell, Mrs. G. G., Boston.
 Lowell, Mrs. John, Boston.
 Lowell, Miss Lucy, Boston.
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 Lyman, George H., M.D., Boston.
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 Lyman, Theodore, Boston.
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 bridge.
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 Marston, S. W., Boston.
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 Mason, Miss Ida M., Boston.
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 May, F. W. G., Dorchester.
 McCloy, J. A., Providence.
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 ter.
 Merriam, Mrs. Caroline, Boston.
 Merriam, Charles, Boston.
 Merriam, Mrs. D., Boston.
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 Minot, Francis, M.D., Boston.
 Minot, Mrs. G. R., Boston.
 Minot, William, Boston.
 Mixer, Miss Helen K., Boston.
 Mixer, Miss Madelaine C., Boston.
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 Morse, S. T., Boston.
 Morton, Edwin, Boston.
 Motley, Edward, Boston.

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 Nichols, J. Howard, Boston.
 Nichols, R. C., Boston.
 Nickerson, Andrew, Boston.
 Nickerson, Mrs. A. T., Boston.
 Nickerson, George, Jamaica Plain.
 Nickerson, Miss Priscilla, Boston.
 Nickerson, S. D., Boston.
 Norcross, Miss Laura, Boston.
 Noyes, Hon. Charles J., Boston.
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 Osborn, John T., Boston.
 Owen, George, Providence.
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 Palfrey, J. C., Boston.
 Palmer, John S., Providence.
 Parker, Mrs. E. P., Boston.
 Parker, E. Francis, Boston.
 Parker, Henry G., Boston.
 Parker, Richard T., Boston.
 Parkinson, Mrs. J., Boston.
 Parkman, Francis, Boston.
 Parkman, George F., Boston.
 Parsons, Thomas, Chelsea.
 Payson, S. R., Boston.
 Peabody, Rev. A. P., D.D., Cambridge.
 Peabody, F. H., Boston.
 Peabody, O. W., Milton.
 Peabody, S. E., Boston.
 Pearson, Miss Abby W., Boston.
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 Perkins, Edward N., Jamaica Plain.
 Perkins, William, Boston.
 Peters, Edward D., Boston.
 Pickett, John, Beverly.
 Pickman, W. D., Boston.
 Pickman, Mrs. W. D., Boston.
 Pierce, Hon. H. L., Boston.
 Pierson, Mrs. Mary E., Windsor, Conn.
 Potter, Isaac M., Providence.
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 Prendergast, J. M., Boston.
 Preston, Jonathan, Boston.
 Pulsifer, R. M., Boston.
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 Quincy, Samuel M., Wollaston.
 Reardon, Dennis A., Boston.
 Rice, Hon. A. H., Boston.
 Rice, Fitz James, Providence.
 Richardson, Mrs. Jeffrey, Boston.
 Richardson, John, Boston.
 Richardson, Mrs. M. R., Boston.
 Robbins, R. E., Boston.
 Robeson, W. R., Boston.
 Robinson, Henry, Reading.
 Rodman, S. W., Boston.
 Rodocanachi, J. M., Boston.
 Rogers, Henry B., Boston.
 Rogers, Jacob C., Boston.
 Ropes, J. C., Boston.
 Ropes, J. S., Jamaica Plain.
 Rotch, Miss Anne L., Boston.
 Rotch, Mrs. Benjamin S., Boston.
 Rotch, Miss Edith, Boston.
 Russell, Henry G., Providence.
 Russell, Mrs. Henry G., Providence.
 Russell, Henry S., Boston.
 Russell, Miss Marian, Boston.
 Russell, Mrs. S. S., Boston.
 Saltonstall, H., Boston.
 Saltonstall, Hon. Leverett, Newton.
 Sampson, George, Boston.
 Sanborn, Frank B., Concord.
 Sayles, F. C., Pawtucket, R. I.
 Sayles, W. F., Pawtucket, R. I.
 Schlesinger, Barthold, Boston.
 Schlesinger, Sebastian B., Boston.
 Sears, David, Boston.
 Sears, Mrs. David, Boston.
 Sears, Mrs. Fred., Jr., Boston.
 Sears, F. R., Boston.

- Sears, Mrs. K. W., Boston.
 Sears, Mrs. P. H., Boston.
 Sears, Mrs. S. P., Boston.
 Sears, W. T., Boston.
 Sharpe, L., Providence.
 Shaw, Mrs. G. H., Boston.
 Shaw, Henry S., Boston.
 Shaw, Quincy A., Boston.
 Shepard, Mrs. E. A., Providence.
 Sherwood, W. H., Boston.
 Shimmin, C. F., Boston.
 Shippen, Rev. R. R., Washington.
 Sigourney, Mrs. Henry, Boston.
 Slater, H. N., Jr., Providence.
 Snelling, Samuel G., Boston.
 Spaulding, J. P., Boston.
 Spaulding, M. D., Boston.
 Spencer, Henry F., Boston.
 Sprague, F. P., Boston.
 Sprague, S. S., Providence.
 Stanwood, Edward, Brookline.
 Stearns, Charles H., Brookline.
 Steere, Henry J., Providence.
 Stewart, Mrs. C. B., Boston.
 Stone, Joseph L., Boston.
 Sturgis, Francis S., Boston.
 Sturgis, J. H., Boston.
 Sturgis, James, Boston.
 Sullivan, Richard, Boston.
 Swan, Mrs. Robert, Boston.
 Sweetser, Mrs. Anne M., Boston.
 Taggard, B. W., Boston.
 Taggard, Mrs. B. W., Boston.
 Tappan, Miss M. A., Boston.
 Tappan, Mrs. William, Boston.
 Temple, Thomas F., Boston.
 Thaxter, Joseph B., Hingham.
 Thayer, Miss Adele G., Boston.
 Thayer, Miss A. G., Andover.
 Thayer, Rev. George A., Cincinnati.
 Thomas, H. H., Providence.
 Thorndike, Mrs. Delia D., Boston.
 Thorndike, S. Lothrop, Cambridge.
 Thurston, Benj. F., Providence.
 Tilden, Mrs. M. Louise, Milton.
 Tingley, S. H., Providence.
 Tolman, Joseph C., Hanover.
 Torrey, Miss A. D., Boston.
 Troup, John E., Providence.
 Turner, Miss Abby W., Boston.
 Turner, Miss Alice M., Boston.
 Turner, Miss Ellen J., Boston.
 Turner, Mrs. M. A., Providence.
 Underwood, F. H., Boston.
 Upton, George B., Boston.
 Villard, Mrs. Henry, New York.
 Wales, George W., Boston.
 Wales, Miss Mary Ann, Boston.
 Wales, Thomas B., Boston.
 Ward, Rev. Julius H., Boston.
 Ware, Charles E., M.D., Boston.
 Ware, Mrs. Charles E., Boston.
 Ware, Miss M. L., Boston.
 Warren, J. G., Providence.
 Warren, S. D., Boston.
 Warren, Mrs. Wm. W., Boston.
 Washburn, Hon. J. D., Worcester.
 Weeks, A. G., Boston.
 Welch, E. R., Boston.
 Weld, Otis E., Boston.
 Weld, R. H., Boston.
 Weld, Mrs. W. F., Philadelphia.
 Weld, W. G., Boston.
 Wesson, J. L., Boston.
 Wheeler, Nathaniel, Bridgewater,
 Conn.
 Wheelwright, A. C., Boston.
 Wheelwright, John W., Boston.
 White, B. C., Boston.
 White, C. J., Cambridge.
 White, Charles T., Boston.
 White, G. A., Boston.
 White, Joseph A., Framingham.
 Whitford, George W., Providence.
 Whiting, Ebenezer, Boston.
 Whitman, Sarah W., Boston.
 Whitney, Edward, Belmont.
 Whitney, E., Boston.
 Whitney, H. A., Boston.
 Whitney, H. M., Boston.

- Whitney, Mrs., Boston.
Whitney, Miss, Boston.
Wigglesworth, Miss Ann, Boston.
Wigglesworth, Edward, M.D., Boston.
Wigglesworth, Thomas, Boston.
Wightman, W. B., Providence.
Wilder, Hon. Marshall P., Dorchester.
Williams, George W. A., Boston.
Winslow, Mrs. George, Roxbury.
- Winsor, J. B., Providence.
Winthrop, Hon. Robert C., Boston.
Winthrop, Mrs. Robert C., Boston.
Winthrop, Mrs. Thomas L., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Woods, Henry, Boston.
Worthington, Roland, Roxbury.
Young, Mrs. B. L., Boston.
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

SOUTH BOSTON, Oct. 13, 1886.

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. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director, and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The suggestions of the auditors of the treasurer's accounts with regard to changes to be made in some of the details of keeping the books of the institution, were read and discussed, and the matter was referred to a special committee,

consisting of Messrs. S. Lothrop Thorndike, Joseph B. Glover and James Sturgis, with full powers.

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 — John Cummings.

Treasurer — Edward Jackson.

Secretary — M. Anagnos.

Trustees — Joseph B. Glover, J. Theodore Heard, M. D., Andrew P. Peabody, D. D., Edward N. Perkins, Henry S. Russell, Samuel M. Quincy, James Sturgis and George W. Wales.

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

M. ANAGNOS,

Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 1, 1886.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen and ladies: — We respectfully present to you, and, through you, to the legislature of Massachusetts, the *fifty-fifth* annual report, showing the progress and condition of the institution under our charge for the financial year ending Sept. 30, 1886.

Fuller details are appended in the report of the director.

1. The year has been very prosperous, the number of pupils increasing rapidly, indeed to such an extent that all the buildings are almost overcrowded.

The health of the household has been exceedingly good. During the summer vacation one of the pupils died, in the country, of malarial fever, which he contracted the previous year in his native place in Rhode Island. Also, one of the first ten pupils of Dr. Howe, Miss Caroline A. Sawyer, for

many years the faithful janitress of the main building of the institution, died from the effects of an accident, at the age of 66 years.

The total number of blind persons connected with the institution is 180 ; of these 146 are pupils, and 34 teachers, workmen and employés. A year before, the pupils numbered 141. The number of applicants for admission this term has been larger than ever.

2. THE SCHOOL —

which is the main object of the institution — continues to improve upon its methods, or, at least, to carry them out more thoroughly, and with more and more satisfactory results. It seems unnecessary to repeat, in only stronger words, what was said in our last year's report of the many-sidedness and wisdom of the plan of education — physical, intellectual and moral ; of its careful adaptation to each individual bent, capacity and temperament, as well as to the whole idea of perfect womanhood and manhood ; of the excellence of the instruction in every department of a very comprehensive curriculum of studies, each gaining zest by the continual relief from all monotony of subjects and of exercises ; or of the marked fidelity and patience of a superior and successful corps of teachers. Every intelligent, right-minded visitor of the school rooms must have been convinced of this.

3. COMMENCEMENT EXERCISES.

But the most interesting and persuasive demonstrations have appeared in the annual commencement exercises of the graduating classes, which have been held for several years in the presence of the whole school, and of overflowing and enthusiastic audiences — never more so than at the last occasion of the kind, at Tremont Temple, June 1, of the present year. We let the *Christian Register* (June 10) describe it.

“The sympathy was partly of delight and ever fresh surprise, partly, too, of sadness. But the sadness seemed to be wholly on the part of tender-hearted listeners and spectators, and, to a great extent, superfluous, imaginative, and not at all on that of the bright-looking objects of the sympathy. They, older or younger, appeared too happy in the many-sided exercise of all their faculties, both intellectual and physical and moral, and in the delightful consciousness of a continually widening progressive culture, all pervaded by a rhythmical-æsthetic sense and spirit even to realize their deprivation of the sense of sight. Somehow, their whole bodies seemed to see; else, how could they find their way, with such unerring accuracy, through all the complicated evolutions of their gymnastic exercises and the military drill, never overstepping dangerous limits, and marching off the platform with free step, heads erect, without once stumbling on the stairs?”

“Dr. Samuel Eliot, president of the corporation, presided with his usual grace and tact, first introducing Governor Robinson, who expressed a warm appreciation of the school and what it had accomplished. (Before this, however, Händel’s Fifth Concerto had been finely played upon the

organ by one of the graduating pupils, Mr. Charles H. Prescott. It was too good to be made a mere accompaniment to all the talk and bustle of a crowd coming in.)

“Next, the band of the pupils (brass, with clarinets) gave a spirited performance of the ‘Bridal Chorus,’ with introduction, from ‘Lohengrin.’ Then, a young lady graduate, Miss Evalyn A. Tatreau, in a clear voice and good accent, spoke briefly of the ‘Laws of Mechanics,’ which she illustrated by the sewing-machine before her; and no one was any the less convinced of her thorough acquaintance with the instrument, or of her skill in using it, by the slight difficulty which she had in threading the needle, owing to nervousness and to the fact that the machine was a new one, brought there for good looks. A double quartet for male voices — a hunting chorus — was sung with fine effect. It was from a manuscript opera by Mr. H. Strachauer, of which the libretto, founded on Campbell’s short ballad of ‘Glenara,’ was one of the last literary works of Julia R. Anagnos, the gifted and lamented wife of the director of the institution.

“This was followed by the always remarkable exercise in geography, — this time by four little boys, whose sure and rapid recognition and description and replacing of different countries, taken from dissecting maps, called forth continual applause; and then specimens of reading by the touch by two girls, one of whom, very young, a pupil only since September, showed wonderful aptitude, including a very clear and eloquent delivery in her simple way. A solo for the clarinet, quite a difficult and varied cavatina, played with fine, smooth tone and artistic phrasing by Clarence W. Basford, brought Part I. to a close.

“Without a pause, Part II. followed (for great care was taken this time to keep the exercises within a reasonable length, and so successfully that scarcely any left the hall so long as anything remained upon the programme). It was ushered in with martial music on the piano, when a brave squad of noble

youths marched in, clad in simple uniform, and went through the manual of musket-handling and all the common military movements with perfect promptness and precision. Their 'colonel' and instructor had great reason to be proud of them. There were also dumb-bell exercises by a fine-looking set of young boys, all with good heads and good physique, all bright and animated, which showed a unity of time and movement which it would seem hardly possible to teach to pupils without sight. Girls followed (in tasteful, simple uniform, as were the boys; and this æsthetic phase of the business both parties seemed to enjoy as keenly as if they had their eyes) in very graceful rhythmic exercises, with long silvered tubes or wands.

"And then came the most interesting part of all. Before eight little tables sat six little boys and six little girls, who modelled figures (a windmill, a lighthouse, the beacon on old Beacon Hill, a ship, a pen, etc.), illustrating 'Early Boston in Clay.' The charm and quaintness of the show, the quick, bright way in which each little one held up and explained his work, drew laughter even to tears. And, meanwhile, a most eloquent, persuasive appeal in behalf of the kindergarten school for little sightless children, of a tenderer age than these, was addressed to the audience by Hon. Leverett Saltonstall. Then, if ever, were the sympathies of twenty-five hundred people warmed to a pitch that would respond to any such appeal. What if the benevolent-looking trustees on the platform had been provided with contribution-boxes, and had walked round canvassing the crowd in person? Would they not have reaped a harvest? For that would have been striking while the iron was hot.

"After a fine duo for two cornets, beautifully executed by C. H. Prescott and C. T. Gleason, came the only address by a graduate, the valedictory, by Miss Annie M. Sullivan, of which we have not room to say a tithe of what we would. It was in an altogether earnest, sincere, thoughtful spirit, full of wise

suggestions, and spoken in tones that vibrated with true feeling and with genuine refinement; a fit prelude to the touching, wise remarks of Dr. Eliot, before presenting the diplomas to the eight graduates of the day, whose names are: Alice Viola Carleton, Lillie May Fletcher, Charles Timothy Gleason, Charles Harrison Prescott, Daniel Scott, Annie Mansfield Sullivan, Evalyn Annie Tatreau and Arthur Leon Warren. God crown their honest aspirations with success!

“Another extract from ‘Glenara,’ a brilliant finale sung in chorus by all the voices, worthily closed the memorable exhibition of the ways in which the blind are taught to see, and with an inner sight that more than makes up for the loss of any single outward sense.”

4. TEACHERS AND OFFICERS.

With two exceptions, the services of all the officers and teachers have been re-engaged for the coming year. The school loses two teachers in Miss Anna S. Low and Miss Mary C. Moore. The former resigned in May, to accept a more lucrative position elsewhere; while the latter was obliged to retire from the work of the school—it is hoped only temporarily—by utter need of rest and recreation after the arduous labors of nine consecutive years. Both of these vacancies have been filled.

5. POST-GRADUATE COURSE.

The success of the school is so far most encouraging. Yet, in the opinion of the director, founded on the best of reasons, our educational ladder is still incomplete. Two most important rounds, the

lowest and the uppermost, are wanting. The kindergarten is intended to supply the one. The other may be called a *post-graduate course*, for the advantage of deserving graduates of our school, who have shown a marked talent and a capacity for higher attainment in some important branch of study or of art,—say music. We would secure for them such “finishing lessons” as would outrun the period of our school course, and enable them to enjoy the lessons, counsels and examples of the most distinguished masters and professors within reach in each department. This board has already authorized the taking of the first steps, in a tentative and gradual way, beginning modestly, for the organization of such a course. It is confidently hoped that wealthy friends of education and the blind, will be found willing and happy to endow a few *scholarships* with this view. It is not a mere desideratum, but an absolute necessity, in order to complete the system of the education of the blind.

We have the pleasure to add, that the eminent artist, Prof. Carl Baermann, has, after careful examination of their capacities, consented to give lessons to two of last year’s graduates on the pianoforte.

6. THE KINDERGARTEN FOR THE BLIND.

This is by no means yet an outworn subject of appeal. Newspapers, public halls and private parlors, and indeed the minds and sympathies of

the most charitable and thoughtful of the whole community, have for several years been full of it. Much has certainly been given, and much done, towards the realization of the plan. Still the need continues. Great interest has been manifested by old and young, by rich and poor, and even by the children. At a children's fair in Swampscott, a few months since, the sum of \$672.66 was obtained for the cause. And the blind children of our school, eagerly, in many humble ways, have clubbed together their small means, giving concerts, holding fairs, to do their part for the salvation and fair education of their sightless younger brothers and sisters, so that they may not be past recovery, both morally and mentally, before they have attained the age that fits them to become pupils of this institution. During the last winter and spring, several most attractive entertainments were given at large private houses, by a number of our foremost authors and musical artists, by which the project was brought to the direct notice of the more favored and benevolent of our community. The result pecuniarily was very handsome (\$915.00).

As the case now stands, the new building (first of a contemplated group of several), on the beautiful grounds secured at Roxbury, is rapidly reaching completion, and will be ready for occupancy in about three months. But the funds so liberally subscribed for the purchase of the land

and for the building are entirely exhausted; and a debt of about \$12,000 will be incurred for finishing and furnishing the house, and for the employment of a corps of teachers and attendants.

The infant school will be organized about the first of January with a dozen or fifteen little pupils; and there is not a penny left in our treasury for its support! Funds are absolutely needed for carrying on the work whose importance, desirableness and absolute necessity are fully conceded, and whose promise is enthusiastically hailed by all good men and women who have the interests of education and the young at heart. If the enterprise, which has been so sanctioned by the general God-speed, and which has striven upward to so promising a height of realization, shall now, after all, be allowed to fail for want of the material means which so abound in many rich and kindly hands, there will be much time lost before there will be the courage to begin anew to climb up from the bottom of the mountain. So far the effort has succeeded well; but it must be *crowned* with success. The kindergarten for the blind must be made an accomplished fact, beyond the possibility of any further doubt or drawback. We must all put our hands to the wheel *now*—now that the chance is good—and lift it to the height of safe and permanent accomplishment.

7. THE FINANCES

are in a healthy condition. Strict economy is practised, and careful oversight in the matter of expenses is exercised by the auditors.

Grateful acknowledgments are due both to Judge Chas. Allen for including our school in the list of the institutions which he designated as the recipients of certain funds left by the late Mrs. Valeria G. Stone, to be applied to charitable purposes, and to the trustees of the estate, Rev. William H. Wilcox, D. D., and Hon. Alpheus Hardy, for paying our share (\$5,000) to our treasurer at once.

The treasurer's exhibit may be summarized as follows:—

Cash on hand Oct. 1, 1885,	\$2,056 55
Total receipts from all sources during the year (including collections of payable notes),	136,176 56
	<hr/>
	\$138,233 11
Total expenditures and investments,	101,905 66
	<hr/>
Balance.	\$36,327 45

8. PRINTING FOR THE BLIND.

The work has continued with its accustomed vigor. Among the books issued in raised type during the past year are Sir Walter Scott's "Talisman" in two volumes; a complete edition of the New Testament, in three volumes; and the first

two volumes of Charles Dickens's "David Copperfield."

Improvements are constantly making in the printing office, and a new press has been built for it, which gives better satisfaction than any other machine of the kind.

9. THE WORKSHOP FOR ADULTS.

The results here are about the same as in the preceding year. The department is not self-supporting. Nor does it afford sufficient employment for a large number of blind persons who are eager to earn their bread by the sweat of their brow. It is not pleasant to have to make the same report, substantially, year after year. Success is certainly deserved. The work is warranted to be very satisfactory, both as regards material and labor. An increase of patronage is again most earnestly solicited.

10. DEATH OF MEMBERS.

During the past year, as in almost every year, this corporation has suffered serious losses in its list of members. Among those who have been removed from us by death we have to count such honored names as Henry P. Kidder, Hon. Amos A. Lawrence, and Charles C. Perkins, all of Boston; also Mrs. Frederic H. Bradlee, George L. Clatlin, Providence; Mrs. Rebecca Conant, Amherst, N. H., Jacob Dunnell, Pawtucket, R. I., R. J. Fellows, New Haven, Conn., Benjamin F.

Greene, Central Falls, R. I., Rt. Rev. T. F. Hendricken, Providence, Edward Lawrence, Charlestown, George C. Richardson, William W. Tucker, and John E. Wetherbee.

But the irreparable loss which comes immediately home to the school, the institution, and to all of us, — particularly to the school, and to its teachers and its pupils personally, — is that of one who grew up with this school, and who gave her energies and her rich resources of mind and character to its advancement and to the welfare of the blind, — the oldest child and daughter of its noble founder, — the admirable wife, and the best human inspiration and support of Dr. Howe's successor in the arduous work, which he still carries on with all his heroic zeal and energy in spite of this bereavement, as if she yet, invisibly, were with him. From her childhood her sympathies were irresistibly drawn to her father's philanthropic enterprise; and she became year by year, though not officially, a more and more valuable assistant. She inherited philanthropy, and in her hands the talents were increased. She not only contributed to the instruction, teaching languages, reading choicest literature to classes of the pupils, conversing with them, and in a very quickening way, on serious and improving topics; but she was in an important sense the confidential friend of many of the girls particularly, and also of the boys. They derived high aim, direction and encouragement from her.

She did all she could to make their life here happy, employing to this end those rare social gifts which she had enriched, refined, enlarged by an unremitting process of self-culture in the least selfish sense. Hers was a large and generous nature. Her love of truth amounted to a passion. Her sympathies were very broad and catholic. And she was honored and beloved in life, as she is now lamented, by all who came within her sphere.

All which is respectfully submitted by

FREDERICK L. AMES,
 FRANCIS BROOKS,
 JOHN S. DWIGHT,
 JOSEPH B. GLOVER,
 J. THEODORE HEARD,
 ANDREW P. PEABODY,
 EDWARD N. PERKINS,
 SAMUEL M. QUINCY,
 HENRY S. RUSSELL,
 JAMES STURGIS,
 THOMAS F. TEMPLE,
 GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTOR.

“ Though varying wishes, hopes and fears,
 Fever'd the progress of these years.
 Yet now, days, weeks and months but seem
 The recollection of a dream.”

SCOTT.

TO THE BOARD OF TRUSTEES.

Gentlemen:— In conformity with a regulation of your board, which requires of the director an annual account of the condition and progress of the school, and of the advancement of its objects, and the administration of its internal concerns, I have the honor to submit the following report:—

During the past year a high degree of success has been attained in every department of the institution.

The usual course of physical training, of literary studies, of music, and of handicrafts, has been pursued uninterruptedly, and has borne good fruit.

A spirit of marked devotion to the objects for which the establishment was founded, has animated the teachers and officers in the discharge of their

respective duties, and perfect freedom from friction has prevailed in the management of the affairs of the household.

The pupils have pursued their studies and occupations with diligence and faithful industry, have exhibited commendable deference and obedience towards those who have had the care of them, and have shown much harmony and good will in their intercourse with each other.

The school has been preparing the youth of both sexes to free themselves from the incubus of dependence, which weighs so heavily upon them, and to vindicate that capacity for perfect development, which is their birth-right, in common with all other classes of children.

The continuance of public esteem has been proved by the increasing number of visitors, and the friends of the establishment have manifested in various ways their interest in its beneficiaries and their confidence in its management.

There has scarcely ever been a time when the institution had larger and more pressing work to do in behalf of the blind of New England, and it should be strengthened and enabled to go forward, not only unincumbered, but with increased energy and resources. Its graduates have gained a place in the regard of the community which promises a yet more prosperous and beneficent future.

NUMBER OF INMATES.

“ And better thence again, and better still,
In infinite progression.”

THOMSON.

On the 1st of October, 1885, the total number of blind persons connected with the institution in its various departments as pupils, teachers, employés, and workmen and women, was 172. Since then, 30 have been admitted and 22 have been discharged, making the present total number 180.

Of these, 158 are in the school proper and 22 in the workshop for adults.

The first class includes 146 boys and girls, enrolled as pupils, 10 teachers and other officers, and 2 domestics. Of the pupils there are now 141 in attendance, 5 being temporarily absent on account of ill-health or from other causes.

The number in actual attendance has been greater than ever before; it is indeed larger than would be desirable in institutions organized upon the usual plan. In ours the evil effects of the congregation of so many defectives are less perceptible, because they are divided into five distinct families, live in separate dwellings, and come together in classes only for purposes of instruction, as ordinary children go to day school.

There has been a steady increase of applicants for admission during the past year, and I am sorry to say that, although the cottages for girls are

crowded to their utmost capacity, there are still several eligible candidates waiting to fill any vacancies which may soon occur, and that it will not be very long ere the boys' department will be in the same predicament.

The problem of procuring sufficient accommodations for all children of suitable age, so that we may be able to receive them readily and without loss of valuable time, is more serious and perplexing now than ever before, and demands speedy solution. Considering the matter in all its present bearings and future prospects, I cannot but think that the most feasible and satisfactory way to overcome the difficulty would be to erect a building, or buildings, on our new estate in Roxbury without delay, and provide therein room and the means of instruction and training for all girls and boys who are under fourteen years of age.

HEALTH OF THE HOUSEHOLD.

“ From toil he wins his spirits light,
 From busy day the peaceful night :
 Rich, from the very want of wealth,
 In heaven's best treasures, peace and health.”

GRAY.

The measure of health with which this school has been always blessed, and which has been frequently mentioned in former reports as remarkable and as a cause of devout thankfulness, has

been enjoyed during the past year to its fullest extent.

No epidemic or contagious disease of an alarming kind has prevailed among the members of the household, and no death has invaded our circle in the institution itself; yet, to use the words of the poet,

“We cannot hold destruction’s hand,”

and we have to record a sad instance of mortality which has occurred during the summer vacation in the country. A much-prized pupil was sent out of town as soon as the school term closed, at the expense of a most benevolent lady, with the hope that the tone of his debilitated system might be restored under good care and healthful surroundings. James H. Gallan, one of the beneficiaries from the state of Rhode Island, died in South Chelmsford of intermittent malarial fever, which he contracted about a year ago in Pawtucket—the place of his residence—and from which he suffered more or less ever after. He was a lad of considerable parts, but with a constitution lacking in strength and vitality. His amiable disposition, modest demeanor, goodness of heart, correct deportment and manly aspirations had endeared him to all with whom he had come in contact, and his loss was severely felt by both teachers and scholars.

Not less affecting was the end of Miss Caroline

Augusta Sawyer, one of the earliest pupils of the institution, whose familiar footstep and voice ceased very suddenly to be heard within its walls. On Friday, March 19th, she complained of feeling ill, but could not be persuaded to stay in her chamber. She went to breakfast as usual that morning, and as she came out from the dining-room, fell fainting in the entrance hall and fractured a hip bone. The following day she was removed by Dr. Homans to the Massachusetts General Hospital for treatment, where she passed away peacefully on Tuesday, March 23d. Her death was the direct result of the accident. Miss Sawyer was born in Sterling, Mass., Aug. 2, 1819. On the 18th of March, 1833, she joined the little group of nine sightless children whom Dr. Howe had just gathered under the roof of his father's house in Pleasant street as the nucleus of the school. After graduating, she continued to serve the establishment, in her humble way, with great zeal, striking fidelity, inimitable loyalty and exemplary honesty. She was a person of uncommon sincerity and marked individuality. Pure-minded, clear-headed, straightforward, intelligent in conversation, diligent in her work, vivacious in temper and wonderfully simple in manner, she was regarded with great affection by a large circle of friends and acquaintances. Beneath her silver locks was thriving a golden heart. Within her frail frame was nourished an upright conscience

From her time-worn features radiated a smile so full of tenderness and genial sympathy that it was more contagious than the laugh of youth. Her good old age was like the evergreens of the forest that tower above the sheeting snows in the midst of winter frosts; though bending with their load of icicles, they are yet robed in a foliage that never fades. Miss Sawyer was most happy and joyous in the performance of her duties under the roof of the institution. Of the many fine qualities which adorned her character, her profound gratitude for the educational advantages provided for the blind and the true filial love which she entertained toward their illustrious benefactor, were the noblest. Her heart was filled with delight at every new improvement or increase of opportunities and facilities for the instruction and training of sightless children, and the kindergarten project was uppermost in her feelings and thoughts. The fiftieth anniversary of her connection with the establishment was celebrated three years ago in a most fitting manner. Cordial congratulations and numerous tokens of appreciation and good will were presented to her on the occasion by relatives, friends and associates, and she received them with becoming modesty and child-like pleasure. Miss Sawyer's death was deeply lamented by many persons who were warmly attached to her; but to none could it have caused so sharp a pain as it did to me. Coming immediately after the dreadful

blow which had fallen upon me so suddenly — a blow that deprived me of the most precious treasure which I possessed on earth — it left a terrible impression upon my mind, and I cannot ever think of the sad events which have come to pass in rapid succession without recalling to memory the following well-known lines of Moore, which seem to bear upon my case with peculiar fitness : —

“ When I remember all
 The friends, so link'd together
 I've seen around me fall,
 Like leaves in wintry weather ;
 I feel like one who treads alone
 Some banquet-hall deserted,
 Whose lights are fled, whose garlands dead,
 And all but he departed.”

AIM OF THE EDUCATION OF THE BLIND.

“ The fair mind in the fair body will be the fairest and loveliest of all sights to him who has the seeing eyes.”

PLATO.

Of all the nations of antiquity the Greeks occupy the most prominent position in the history of pedagogy. They held a very exalted idea of manly excellence, and aimed at the attainment of a high degree of development. “ To produce harmony and symmetry and grace in every faculty of mind and body, was their notion of education.” says Charles Kingsley ; and his statement is fully con-

firmed by the writings of the two most mighty philosophers the world has ever seen. Plato and Aristotle have thrown into relief this conception and urged its realization. The Athenian law-giver, Solon, has placed physical and intellectual training upon the same footing. These were made parts of a whole system, inseparable from each other. The children were required to attend by turns the school for gymnastics and that for grammar. The mind was considered, however, as the seat of the higher aspirations, and its cultivation received due attention not only in the *academia* and the *lyceum*, but everywhere. It was indeed in the *palaestra* that Socrates found his readiest hearers, and dispensed his abstrusest lore. Can we imagine a dialogue such as the *Theaetetus* or *Phaedo* being held in a cricket-ground with the players waiting for their innings?

Above all other races, the Greeks strove to produce a strong and beautiful nature by lopping and pruning and trimming the branches which it sends out on all sides into the circumambient air: and they achieved unparalleled success; and placed the civilized world under great and permanent obligations. The higher spiritual life and æsthetic refinement of all nations have been nurtured under their influence. Though the stream of culture has broadened and deepened since the glory of the Hellenic republics waned, receiving in particular the mighty tributaries of modern science and in-

vention, it must yet trace its origin to the renowned cities of Athens and Sparta. They have left us a rich heritage in the domains of thought and government. They have transmitted to us the records of heroic deeds of patriotism that have never been surpassed. In architecture and sculpture they have furnished models and inspiration for all time; and in the most important departments of literature, — in poetry, history, oratory and philosophy, — they have produced works of exalted genius and perpetual worth. No doubt many are the causes which have contributed to the fertile growth of such extraordinary fruits; but the principal among them may be justly ascribed to the pedagogy of the Greeks, whose ideal sprang from a passion for beauty and harmony, and a joyous sense of well-being.

As of old, so in the present age the end of education is complete human development. This is attained by leading the several sides of a child's nature to a harmonious realization of their highest possibilities. The finished result is a noble manhood and womanhood, whose elements are a healthy body, a clear and well-informed intellect, sensibilities quickly susceptible to every right feeling, and a steady will, the volitions of which are determined by reason and an enlightened conscience.

The foundation upon which the weight of modern education rests, is the doctrine of inter-dependence of body and mind, — the creed, that to work

the latter is also to set in action a number of the organs of the former; that "not a feeling can arise, not a thought pass, without a set of concurring processes of the physical frame." This belief is the child of the scientific spirit embodied in the new physiology and psychology, and was engendered through the labors of Harvey and Haller, Müller and Weber, Helmholtz and Wundt. Prof. Huxley gives utterance to the views of a large circle of scientific thinkers when he says: "That man, I think, has had a liberal education who has been trained in his youth that his body is the ready servant of his will, and does with ease and pleasure all the work it is capable of; whose intellect is a clear, cold logic-engine, with all its parts of equal strength, and in smooth working order, ready, like a steam-engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature, and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of nature or of art, to hate all vileness, and to respect others as himself."

In its essential principles, the education of the blind does not differ from that of the seeing. It is the same both in theory and practice. It aims

at developing a strong intellect in a healthy frame, improving and counteracting so far as possible such physical imperfections and psychological peculiarities as arise from the void of sight; at building in their minds a new dome of thought high enough to enable them to supersede all material obstructions, and to open to them new vistas of intellectual joy and moral excellence; and at imparting to them that special training and practical knowledge, which are required for the performance of the various labors and duties of life.

A cursory review of what has been accomplished in the various departments of the institution during the past year will show, that physical, intellectual, moral, æsthetic and technical education have been marching abreast, and that high motives and noble aspirations have been kindled and fostered in the pupils as the impelling force to arouse to self-activity, thus enabling them to conquer the difficulties and surmount the obstacles that lie in their path and hinder their progress.

DEPARTMENT OF PHYSICAL CULTURE.

“ To cure the mind’s wrong bias, spleen,
 Some recommend the bowling green,
 Some hilly walks. — all, exercise ;
 Fling but a stone, the giant dies.”

GREEK.

That physical culture constitutes the foundation upon which an efficient system of education should

be based, and that too much attention can scarcely be bestowed upon it, a few words will suffice to prove.

A sound and vigorous body is indispensable to a healthy and powerful mind. It is the main instrument in all achievements of great importance and supreme value. It is to the intellectual faculties and ethical nature what the roots, the trunk and the branches of a tree are to its leaves, blossoms and fruit, — the source of their development, as well as the *sine qua non* condition on which it depends.

For reasons relating partly to the sedentary habits and sluggish inactivity which the loss of sight superinduces in its victims, but mainly to the organic diseases which destroy or impair the visual sense, the blind as a class are poor in stamina and inferior in physique. Compared with seeing children and youth, they lack vitality and endurance. The fine animal, which Emerson considers as the first requisite in every efficient man, seems to have become extinct in their ranks. It is very rare to find among them a person with an erect frame, a well developed thorax, and that clear, glowing countenance, which is not only an essential ingredient of beauty, but a sure sign of health.

On the other hand, puny forms, pale faces, nerveless looks, lateral curvatures of the spine, crooked backs, projecting necks, uncouth habits of reeling backward and forward, hollow chests and slouch-

ing shoulders abound among them. Nor do these physical blemishes and peculiarities exist without corresponding intellectual imperfections. Indolence, inertia, want of mental alertness and concentration, laxity of memory, restiveness under discipline, weariness of study, as well as numberless moral evils, are quite often allied to them.

But these and numerous other ills of a similar kind are not merely accidental nor simply the result of ignorance and neglect. As a general rule they are visible symptoms of some latent disorder or constitutional weakness. They can be traced to physical causes. In some instances, they indicate unerringly, that the nervous force is at a low ebb, and that debility and insidious scrofulous affections are at work, consuming the vitality and sapping the foundations of the material organism.

Hence it is of prime importance, that these defects should be remedied so far as possible, and the machine put in good working order before we can reasonably hope to render the brain a garden of knowledge and the heart a nursery of goodness and noble aspirations. In order to make thorough scholars, efficient musicians, skilful mechanics, nay, men and women fitted for life, and able to perform its ordinary duties, we must first and above all build securely the pedestal upon which the statue of their education and professional training is to be raised. Without this, all attempts to pursue

“ Paths of renown and climb ascents of fame ”

will prove abortive. No one can scale the lofty summits of Helicon and seek admission to the abodes of Apollo and the muses without being endowed with a sound body, clad in beauty and strength,

“ With health in every vein.

And reason throned upon his brow.”

It is no more possible to nurture high thoughts, fine taste and great inspirations in an enervated and sickly frame, than it is to make fair plants grow and thrive in a stony and barren ground.

In view of these facts, and in compliance with the principles which lie at the foundation of our scheme of education, physical culture has continued to constitute an integral part of the work of our school, and has received unswerving attention.

During the past year our gymnasium has been refitted and provided with a variety of new apparatus, which not only add to its attractions, but increase its efficiency.

The course of bodily training therein pursued has been prosecuted with uncommon energy, and no pains have been spared on the part of those in charge to improve and systematize a regular, intelligent, and, to some degree, scientific series of exercises, consisting of free gymnastics, calisthenics and military drill. These exercises are calculated

to enlarge and strengthen the various muscles of the trunk, neck, arms and legs; to expand the chest so as to facilitate the play of the lungs; to render the joints supple, and to impart to the pupils grace, ease, and steadiness of carriage, combined with vigor, elasticity and quickness of movement.

Experience and daily observation enable me to state, that the favorable results of a strict adherence to our system of physical training are strikingly noticeable in the health and symmetrical growth, as well as in the appearance, gait, manners and disposition of our pupils.

Thus our efforts in this direction have met with their legitimate reward.

I take sincere pleasure in availing myself of this opportunity to acknowledge publicly, that the good work already accomplished in this department is a living and lasting monument to the industry, devotion, patience, ingenuity and judicious efforts of both Col. John H. Wright and Miss Della Bennett. Their trust in the salutary effects of physical culture is unwearying, and it would be scarcely possible to find two more earnest and faithful laborers in the circle of its promoters than they are.

But beneficent and valuable as gymnastics and calisthenics under shelter are, exercise taken out of doors in the blaze of broad day is infinitely more so. Everything that grows requires this light of day. The esculent that sprouts in the cellar has

no vigor, no greenness, no flavor: it needs the air and the sunshine to give it these. Fishes that are found in the pools of caves, where the beams of the gold lamp of heaven never penetrate, are destitute of eyesight. It is the light and warmth of the sun that cheer, embellish and bless.

Blind children more than all others should be made to spend a part of every hour in the open air. They should be urged to join in sports on the play-ground in all kinds of weather. In the words of Horace, —

“ They must sharp cold and scorching heat despise,
And most tempt danger where most danger lies.”

If we would make them hardy and fearless, we must require them to go abroad as often as possible, and amuse themselves together in playing; in defying wind and weather, romping in the fine dry snow, —

“ Smoothing and twirling the hoary locks of winter.”

Instead of keeping them in the house all day near steam-pipes and heaters, we must let them face the keen edge of a north wind, when the mercury is near or below zero; and, instead of minding a little shivering and complaining when they return, cheer up their spirits and send them out again. In this way we will teach them, that they are not born to live in a nursery, nor to brood over the radiator;

but to range abroad, as free as the snow and the air, and to gain warmth from exercise. As Humphrey says, the youth who turns not back from the howling wintry blast, nor withers under the blaze of summer, nor magnifies "mole-hills into mountains," but whose daring mind, exulting, scales the eagle's airy crag, that youth is ready to undertake anything that is prudent and lawful within the range of possibility. Who would think of planting the mountain oak in a greenhouse, or of rearing the cedar of Lebanon in a lady's flower-pot? Who does not know, that in order to attain their mighty strength and majestic forms, these trees must freely enjoy the rain and the sunshine, and must feel the rocking of the tempest?

LITERARY DÉPARTMENT.

"As the uncultured prairie bears a harvest
 Heavy and rank, yet worthless to the world. —
 So mind and heart, uncultured, run to waste ;
 The noblest natures serving but to show
 A denser growth of passion's deadly fruit."

Mrs. HALE.

Although unable to chronicle any uncommon event or special measure of improvement in this department, I can say with truth, that its rightful purposes have been prosecuted with a fair degree of success.

The school is a sort of intellectual gymnasium, where the muscles of the mind and the tissues of

the brain are thoroughly and systematically exercised and developed.

The various studies included in our curriculum have been selected with much care and due deliberation, and are pursued not as ends but as means of mental discipline.

All methods which tend to inflate the pupils' vanity, and to give them an over-estimate of their attainments, have been studiously avoided as harmful and injurious.

As often as occasion has seemed to require it, the subsoil plough of reform has been pushed so deep as to turn up the weeds of empiricism by the roots. But no changes of any kind have ever been effected for the sake of novelty or from a flippant pride in being in the van of progress.

Efficiency and thoroughness have been held to be of paramount importance, and they have not been allowed to suffer from any consideration. The pupils have not been taught in great masses by machine methods. They have been divided into small classes and have received a certain amount of individual instruction in a simple and natural way. The fossilized spelling-books, the antiquated geographies, the obsolete grammars, and all that endless hash of *à priori* deductions and of confused statements and misty definitions, with which the minds of children are invariably nauseated, have been gradually discarded and supplanted by the methods of Pestalozzi and Froebel.

The change has proved to be very wholesome, and the influence of a diet of *things* prescribed by the former in the place of words, and a little vigorous practice of *doing* in lieu of empty talking, induced by the system of the latter, have been truly magical.

Miss Mary C. Moore, formerly one of the leading teachers in the girls' department, has prepared at my request the brief statement given below. This is a clearer exposition and affords a better description than any that I can write, of the scientific and objective methods of instruction which prevail to a very great extent in our school, as well as of the adaptation of the kindergarten system to the development of several studies. It tells also of the introduction of an element of vital importance,—that of training the pupils to make from plastic materials many of the models and tangible illustrations which are used in class work. As these innovations had their origin and growth in the department where Miss Moore taught, she is specially qualified to speak about them. Here are her words:—

“About six years ago, a regular course of instruction in natural science was instituted in the girls' department of this school, and now we may say it is fairly established.

The work in the kindergarten classes trains the children to habits of observation, and furnishes them with material whereby they can represent forms of life. On leaving the kindergarten the first subject in order is zoölogy, afterward

comes botany, and later physiology. With some knowledge of life in general, the pupil is ready to study that most intricate and wonderful organism, the human body, and to be led to draw up for himself a code of laws upon which his health, usefulness and happiness largely depend.

The work in zoölogy begins with the vertebrates, on the principle that the mind goes naturally from the known to the unknown. Stuffed specimens of the higher vertebrates are good practicable subjects for the study of the exterior appearance of such animals.

Some of the internal organs can easily be discerned by touch, when a fresh specimen has been carefully prepared by the teacher. Thanks to the new art of tanning animals, the relation of the parts will hereafter be detected very easily by touch; meanwhile models and clay are useful. Of course there is no difficulty whatever with skeletons.

When the class is ready for the invertebrates more difficulties present themselves; yet with great care and patience on the part of the pupil, and a judicious selection of specimens on the part of the teacher, our children have been able to find the leading characteristics of a large number of types, indeed of nearly all above the protozoa.

At times when a microscope is indispensable to the seeing student, the instructor may give directions for modelling the magnified object in clay. I remember an insect copied in clay by direction of the teacher from a drawing. A block was made first, and upon it were placed little models of the different parts of the insect, greatly enlarged, but nearly correct as to form and absolutely right as to position.

This is but a single instance. The children are required to make models from direction or memory very often, and no second bidding is necessary, for they delight in exercising their power to *do*, and in thus learning by *doing*.

The instruction in botany proceeds on the same general principles as those which govern the work in zoölogy. Speci-

mens are placed in the hands of the student for observation, and he describes what he finds in language, written and spoken, and in clay. The morphology of the parts of a flower can be represented very prettily and the subject much simplified by use of clay.

It is really wonderful how many delicate things our pupils are able to observe themselves! Fingers, lips, and tongue are used unsparingly. In the spring, the children keep close watch of the very few representatives of the vegetable kingdom that our little patch of ground affords, and happy is the little girl who finds the first chick-weed blossom

Physiology has been a favorite subject, and I doubt not, that its popularity is due principally to the thorough preparation for its study, given in the kindergarten, botany and zoölogy classes.

The plan of work is this:—Attention is called throughout the course to the body as a living organism. The anatomy of an organ or system of organs is studied with models, of which the institution has a beautiful and abundant supply. The relation of structure to function is always brought out, and when simple experiments demonstrating the working of any parts are requisite, they are performed, first by the teacher and afterwards, if practicable, by the pupil. From their knowledge of anatomy and physiology the scholars are led to formulate laws of health.

Throughout this course, clay is used freely. We know that a girl understands the articulation of the skull and vertebral column when she can take a bit of clay and show it.

Other branches of natural science are taught in the same way. I may say in passing, that one of the members of a class in physics made from memory a model of a steam-engine in which all the essential parts were shown.

Too much stress cannot be laid on the value of manual training; for blind children, contrary to the suppositions of people who are not acquainted with them, keep their hands

idle until they have been taught to use them, and many are obliged to overcome a dislike for handling things or be forever dependent on what A, B or C may choose to tell them.

Natural science gives just this training in a very pleasant way, and it would be invaluable for that alone if for nothing else. But it does much more. It places its students in communion with nature that humbly and reverently they may learn of her.

In the gradual evolution of the science course there have been many things to learn, and we might have been struggling in the dark till this day had we not been blessed with a most generous and efficient friend, Prof. Alpheus Hyatt; for from him and from his teachings the very life of the work has come.

We regard what has been done as an earnest of better things to be, when the kindergarten shall have given to little children such elementary training as will fit them for more advanced work in the institution.

A profound faith in the divine light within the human soul is an essential qualification for a teacher of the blind. There are especial limitations undoubtedly, but it is not for us to say what can and what cannot be done by any human being. Our duty is to give these children every opportunity to develop all their powers. The results are beyond our ken."

But efficient and productive of excellent results as our system of instruction and training is in other respects, its most significant feature is its positive and constructive tendency in relation to the development of character. Character, character, always character! To this we pay close and unremitting attention, for it is "higher than intellect" and a sort of life-preserver. It is the keynote to a useful and successful career. All

attainments, endeavors and hopes, unless they be sustained and nourished by it, will be but as the baseless fabric of a vision. George Washington considered the character of an honest man as the "most enviable of all titles." Milton observed, that "he that has light within his own clear breast, may sit in the centre and enjoy bright day." Pope said, that "worth makes the man, and want of it the fellow;" and in the words of Shakespeare, —

" Good name, in man and woman,
Is the immediate jewel of their souls."

At the end of the last term one of the most talented teachers ever employed in the institution, Miss Mary C. Moore, expressed the wish that she might not be considered as a candidate for reëlection, provided her retirement would not cause any inconvenience in our arrangements. She was induced to take this step for the purpose of obtaining some rest and recreation, which, in the case of so earnest and conscientious a worker, were much needed. The request seemed so just and reasonable, and was presented in such a considerate manner, that it was granted in the same spirit in which it was made.

Miss Moore is a person of marked abilities. She possesses rare qualities of both head and heart. The pages of these reports bear testimony to her literary culture and professional attain-

ments. Those who know her well cannot fail to appreciate fully her merit, and to be deeply impressed with the graces of her character and the charm of her virtues. Fidelity to principle, refined modesty, loyal devotion to the cause of the blind, cheerful readiness to sacrifice herself in the interest of her pupils and associates, gentle urbanity, serene dignity, generous recognition of what is good and honorable in others, kindness towards all and malice towards none, these are the principal ornaments that adorn her noble life. In parting with so admirable an assistant we cannot help feeling the separation very keenly; but, at the same time, we are pleased to be able to cherish the thought, that our loss is a great gain to a child with imperfect sight, whose education has been entrusted to her, and who is as near and dear to us as any that we have under our immediate charge.

To supply the vacancies left in the corps of teachers by the resignation of Miss Moore and that of Miss Anna S. Low, which was accepted last June, we have engaged the services of Miss Sarah J. Whalen of Rochester, N. Y., and Miss Fanny S. Marrett of Standish, Maine. Both these new appointees have entered upon their duties with an earnest appreciation of their importance, and are eager to succeed in the sphere of their ministrations.

MUSIC DEPARTMENT.

“ Oh! thou, whose soft bewitching lyre
 Can lull the sting of pain to rest ;
 Oh! thou, whose warbling notes inspire
 The pensive muse with visions blest ;
 Sweet music! let thy melting airs
 Soften my sorrows, and soothe my cares !

Sweet music! when thy notes we hear,
 Some dear remembrance oft they bring
 Of friends beloved no longer near,
 And days that flew on rapture's wing ;
 Hours of delight that long are past,
 And dreams of joy too bright to last ! ”

The work assigned to this department has been carried forward very successfully, and it affords me great pleasure to be able to give a most favorable account of its condition.

The number of pupils who received instruction in music during the past year was one hundred and thirteen. Of these, eighty-eight studied the pianoforte ; ten, the cabinet and church organs ; six, the violin ; seven, the clarinet ; one, the flute ; nineteen, brass instruments ; eighty-one, practised singing in classes, of which we have five ; twenty-five received private lessons in vocal training ; and thirty-eight studied harmony, divided into seven separate classes, averaging five members each.

When the pupil first begins the study of music, he receives simple instructions in theory as well as

in the practice of instruments, so that step by step his mind is led onward, almost imperceptibly, into the marvels of harmony and composition.

The means and facilities afforded by the institution for the best musical instruction, and the ample opportunities it offers for practice, can hardly be surpassed anywhere. Yet, cognizant of the fact that the standard of music is advancing very rapidly throughout the country, and that the success of those of our students who intend making it their profession for life depends in no small measure upon the thoroughness of their equipment, we strive to improve the department dedicated to this art in every possible way, and to keep it in the line of progress.

A new parlor grand pianoforte has been recently procured, and our collection of musical instruments of different kinds has been replenished and received several needed additions.

Besides the uncommon advantages which our students enjoy at the institution itself, they are most liberally favored with external opportunities of a high order for the cultivation and refinement of their musical taste and the development of their artistic sense. Through the unfailing kindness and boundless generosity of the leading musical societies of Boston, of the proprietors of theatres, the managers of public entertainments, and also of the most eminent musicians of the city — whose names will be given in full

elsewhere — our scholars have been permitted to attend the finest concerts, rehearsals, operas, oratorios, recitals, and the like, and have also been delighted with many excellent performances given in our own hall.

The advantages afforded by music are fully appreciated by the pupils, and they apply themselves to it with great zeal; but their progress is very unequal. "*Non omnia possunt omnes.*" As there are those among them who have a rare aptitude for the art and advance rapidly in it, so there are others, who, destitute of the wings of talent, make slow acquisitions by hard labor. But in the latter cases the gain, when attained, is more valuable perhaps than in the former.

We avail ourselves of every possible opportunity to impress upon the minds of both teachers and students of this department the important fact, that a complete musical education includes not only the necessary qualifications in the art itself, but also a high degree of physical, intellectual and moral culture. These are among the indispensable factors that go to make up a true artist. Nothing of permanent value can be accomplished without them. How can a pianist or a singer attain distinction in his specialty without healthy and well-formed hands and vocal organs? How can the works of Händel and Bach, of Beethoven and Mendelssohn, of Chopin and Schumann, be

satisfactorily interpreted by an imbecile in matters of thought, imagination and judgment? How can the subject of harmony be fully understood by one not conversant with the science of sound and with the evolution and history of music? How is it possible to obtain a perfect technique — vocal, manual, or pedal — without the knowledge of anatomy, or to explore the labyrinth of emotions, sensibilities, sensations and sentiments without the guidance of mental philosophy? Supreme excellence in art is one of the choicest flowers which grow and thrive in the fertile soil of harmonious development. Hence, as Goethe expresses it, let us look up to the “sublime business, the cultivation of all the faculties.”

“Zum erhabenen Geschäfte
Zu der Bildung aller Kräfte.”

TUNING DEPARTMENT.

“For now to sorrow I must tune my song.”

MILTON.

One of the main objects of our system of education is to enable the recipients of its benefits to become active members of human society, imbued with a sense of dignity and armed for the struggle of life.

The results of the past year, as well as those of the preceding ones justify us in affirming, that the

tuning department is contributing its full share to this end.

The course of instruction and training therein pursued is full and systematic. It embraces both the principles and practice of the art of tuning.

The rooms devoted to this department are supplied with models of actions furnished by the leading manufacturers in the country, and with the necessary apparatus, appliances, tools and implements. This equipment affords ample means and facilities for the study of musical acoustics and the development of mechanical aptitude.

Our system of training is broad, practical and efficient. First the scholars receive regular and progressive lessons in the theory of scales, harmonics, beats and temperaments. Then, aided by the use of models and the dissection of old instruments, they acquire a thorough knowledge of the construction of the pianoforte and of all its parts and the details of the workings of its internal mechanism. Finally they are taught to do all the minor repairs, such as replacing broken strings, adjusting the hammers when they are out of position, regulating the jacks, mending fractured stems or putting new ones in their stead, and the like.

I have repeatedly stated in my previous reports, that the blind develop, in consequence of their deprivation, a remarkable power of distinguishing the pitch and quality of sounds; that, as a result

of this ability, they acquire great proficiency in the art of tuning pianofortes; that in this calling they labor under no disadvantage whatsoever, and therefore are exceedingly successful; and that their work is in many respects more thoroughly and satisfactorily done than that of most of their seeing competitors. I desire to repeat the assertion here with all the emphasis which proceeds from full conviction; for it does not rest upon mere *à priori* reasoning, but is warranted by experience gathered in the field of observation and confirmed by an array of undisputed facts. The increased patronage which is extended to our tuners by some of the very best and most intelligent families of Boston and the neighboring towns, and the unqualified recommendations with which many of the leading music teachers and prominent artists favor our work, are not the least proofs of its excellence.

The institution owns an assortment of forty-six, grand, square and upright pianofortes, which are in constant use every day from morning until evening. Our advanced students in tuning are entrusted with the care of these instruments. In keeping them in good working order, they have a fair opportunity to gain sufficient confidence and experience in their art before undertaking to exercise it outside.

But our graduates must bear it in mind always, that their business standing in the community or

their career of usefulness is not determined solely by superior qualifications in their chosen calling and complete mastery of its details. Far from it. On the contrary, their worth is often estimated by their conduct, discretion, tact, general intelligence and personal appearance. To be rude, coarse, uncouth or overbearing, is an insuperable bar to their advancement. Hence, in addition to high professional attainments, a tidy dress, habits of neatness, polite manners, sensible conversation, and sterling honesty in all dealings are indispensable to the success of a tuner. To him no less than to a music teacher the following words of Emerson may be applied with peculiar force: —

“ What boots it thy virtue,
 What profit thy parts,
 While one thing thou lackest —
 The art of all arts?
 The only credentials,
 Passport to success,
 Opens castle and parlor,
 Address, man, address.”

The friends of the blind will be glad to know that the contract giving the pianofortes of the public schools of Boston, 134 in number, into the charge of the tuners of this institution, has been renewed for another year on the same terms as the last. This is the tenth time, that the work of the blind has received the unanimous verdict of “ well

done" from the committee on supplies of the school board, and we render heartfelt thanks and grateful acknowledgments to its members therefor.

The total receipts for tuning during the past year amount to \$1,900.

To Messrs. Hook and Hastings we are greatly indebted for the gift of a model of the action of a full-sized pipe organ, by means of which our scholars are able to obtain an accurate knowledge of the complicated mechanism of this instrument.

TECHNICAL DEPARTMENT.

“Μοχθεῖν βροτοῖσιν ἀνάγκη.”

EURIPIDES.

Work is of inestimable value to mankind. It is the sire of wealth and the comrade of virtue. Its praises have been sung alike in verse and prose, and its worth as a source of human happiness and as the solid foundation of general prosperity and social safety and progress is almost universally admitted.

Euripides, the last of the illustrious trio of the tragic poets of Athens, says, that “toil is a necessity for all men,” and the experience of the world bears testimony to the verity of his words. Carlyle observes, that “labor, wide as the earth, has its summit in heaven.” Horace remarks, that nature gives nothing to mortals without it:—

“ Nihil sine magno
Vita labore dedit mortalibus.”

According to a Greek proverb, “love of toil is the father of glory.” Virgil declares, that work conquers everything : —

“ Labor omnia vincit ;”

and Pictet considers the industry of the hands as the best means for the moral perfection of the individual.

Manual training as a means of development has attracted the attention of the great thinkers, philosophers and teachers of every age and nation. Bacon and Comenius, Milton and Hecker, Semler and Pestalozzi, Fellenberg and Froebel, were all stout champions thereof. Both Locke and Pitt advocated ardently the establishment of work schools as the best means of counteracting the spread of pauperism in England. Instruction in the mechanic arts found a most influential supporter in Kant; and the scheme of national education, proposed by Fichte when Germany was prostrate after the conquest by Napoleon, combined labor with learning.

The importance of handicraft is fully recognized in this institution; and the employment of the body as well as of the mind is a very essential part of the education of our pupils. The experi-

ment has been faithfully tried for more than fifty years, and the result has been uniformly favorable. We find that intellectual improvement, instead of being retarded, is decidedly aided by manual training. Resolution and all the preparatives for vigorous and successful application to study are gained. Habits of industry and thrift are formed. Cheerfulness and health are promoted. The tedium of the schoolroom is relieved. Manual dexterity and bodily elasticity are secured. Valuable mechanical knowledge is attained; and in many cases a trade has been acquired, whereby a livelihood might be obtained.

The work in both branches of this department has been conducted with marked earnestness and fidelity, and with equally satisfactory results in each case.

I. Workshop for the Boys.

This shop is designed to impart fitting general training in various crafts, and to prepare the pupils to pursue one or more of the mechanic arts successfully.

Seating cane-bottomed chairs, manufacturing brooms, making mattresses and upholstering parlor furniture have been taught, and lessons in practical prudence and in the conduct of actual business have been given.

Confessedly the number of manual employments for the blind is very limited, and owing to the ex-

tensive use of machinery and the division of labor, is contracting, instead of expanding, year by year. Moreover, the state of the market is so uncertain, and the competition in all industrial products so sharp, that some of our graduates find it very difficult, if not utterly impossible, to work advantageously at the trades, to which they bestowed special attention while at school. To these, as well as to all others who are determined to depend upon their own exertions for their living, but whose experience in their chosen profession is rather discouraging, and suggests the necessity of seeking new resources, I would say, —

“ Go and toil in any vineyard,
Do not fear to do and dare ;
If you want a field of labor,
You can find it anywhere.”

In place of Mr. Walter H. Fiske, who resigned voluntarily last summer, Mr. Eugene C. Howard, a young man of modest mien, but of strict honesty and veracity and of good mechanical ability, has been appointed instructor in mattress-making and upholstery, and I take great pleasure in reporting that he has proved to be a very desirable acquisition to our staff of assistants.

II. Workrooms for the Girls.

Good as the condition of these rooms has always been, it never was better than now. A spirit of refreshing activity pervades the atmosphere, and neatness and order are noticeable in every direction.

Both Miss Abby J. Dillingham, the principal teacher, and Miss Cora L. Davis, her assistant, are deeply interested in the progress of the pupils and are tireless in endeavoring to enlarge the sphere of their usefulness.

The girls are carefully and patiently instructed in the mysteries of stitching, hemming, darning, plain sewing and knitting, both by hand and machine. Those among them who are thoroughly grounded in these elementary branches, are occupied with fine needle and machine work, as well as with crocheting, and making hammocks and a great variety of articles of fancy and worsted work, all of which are easily and profitably disposed of at the weekly exhibitions.

Several of the pupils have been taught the art of making fancy baskets of different shapes, sizes and colors, and have become very proficient in it; but I regret to say that the raw material for this work, — consisting of long strips of shavings of hard wood, — are under the exclusive control of the Indians, and that our supply has already been cut off. Thus we are compelled to

suspend operations in this branch of industry, which seemed to be quite promising both in an educational and a business point of view.

In addition to the special and efficient training which our girls receive daily in the workrooms, they are brought up to believe in the dignity of labor and in the thorough mastery of manual and domestic occupations, which are invariably considered as an essential part of their education. Moreover, those entrusted with their instruction and care do not confine their ministrations to the limits of their specific duties. They extend their influence over the formation of the morals and manners of the scholars, and with the usual lessons in literature, music, handicraft and house economy,

“Sweetness, truth and every grace
With time and use are wont to teach.”

The cottage plan, which is in full operation in the girls' department of our school, affords excellent opportunities for this end. Here fifteen or sixteen pupils sit at the same table and form one circle in family affairs with their teachers and other officers, who are four in number. The close and beautiful relationship that is thus brought about by the tie of domestic and social duties performed in common, and by enjoyments shared with one another, has a most powerful influence.

WORKSHOPS FOR BLIND ADULTS.

“ True industry doth kindle honour's fire.”

SHAKESPEARE.

The cause of the blind has taken strong hold on the hearts of the American people, and it will never be abandoned or neglected. It is deeply rooted in the letter and spirit of the fundamental laws of the different states, and draws the sap of its vitality from a wide-spread sense of justice and fairness. It is as much a matter of certainty, that sufficient provision will be made by the public for the education of defective children as for the instruction of the most favored class.

When we recall to mind, that fifty-seven years ago the good Dr. John Fisher and a small group of sympathizing friends had obtained an act of incorporation from the legislature of Massachusetts for the foundation of the first school for the blind in America, but that for several years they could not raise the necessary funds for organizing and putting it into operation, and then reflect that this continent is now dotted over through its length and breadth with establishments of this kind, there is surely reason for rejoicing.

These institutions are founded upon the solid rock of equity and not upon the piers of pity or charity. They derive the means of their sup-

port from unfailing sources, and constitute important links in the magnificent chain of public education, which encircles and binds together and solidifies the great republic. They have aimed at the attainment of practical results, and have aided the recipients of their advantages to rise above the clouds of ignorance and superstition, and to breathe the air of independence on the heights of activity and social equality. Through the agency of these establishments a great change has been wrought in the general condition of the blind, and a sense of dignity and manliness, arising from consciousness of ability to support themselves, is prevalent among them. Hence the feeling of helplessness and the fear of dependence no longer make the pathway of life dreary to every sightless person.

With all this success and progress, however, there is still a certain proportion of blind adults who cannot maintain themselves by their unassisted labor, and who are tottering under the heavy burden of their affliction. Besides the aged and the infirm, this class embraces those who are trained to diligence and skill and are eager to earn their living by the sweat of their brow, but who are not able to obtain employment or to carry on business; it also includes those who are deprived of the sense of sight by accident or disease at an age when they are no longer fit subjects to be educated at schools for children and youth.

“What shall be done with these classes?” is a serious problem, which occupies many minds in this country and in Europe, and of the various measures which are proposed for its solution, the establishment of special asylums or workshops for both sexes seems to be recommended on all sides as the best means of helping them.

That this plan has great merits so far as its industrial elements are concerned no one denies; but to carry it out in all its eleemosynary features, and use it as a sort of panacea for the cure of all existing difficulties, would work incalculable mischief to the cause of the blind in general, and would strike at the very roots of a system of education and training, which has already contributed so much to their elevation in the scale of humanity.

Considering the question in all its social, ethical, economic and philanthropic aspects, we can reach but one conclusion, namely, that the evil of herding men or women together, and depriving them of the humanizing influences of the family circle, should be strenuously avoided; and that all auxiliary or supplementary institutions intended for the benefit of the blind, should be in the form of commodious and well-equipped workshops, organized in such a manner as would be least open to objections of any kind. They should not be almshouses or retreats for persons weak in body

or mind, or disposed to subsist on the bread of charity and to shun the active occupations of life. The motto, "independence through industry," should not only be inscribed in large letters over the entrance of such institutions, but should also constitute the animus of their organization. Of establishments for eager and willing workers there is evident and imperative need: while there is none for special almshouses for idle paupers which would serve merely as receptacles, where the good and the bad, the vicious and the virtuous, the irrepressible beggars and the self-respecting laborers would have to be mixed up together. The springs of the beneficence of these latter institutions are congealed by the demoralizing influences inherent in their nature. The flaw in them is their tendency to do away with all inducement and necessity for industry. Being nests of indolent drones rather than hives of diligent workers, they are prolific of evils of every description. They put a premium on idleness and improvidence. They relax natural ties, dissolve the amenities of kinship and affection, paralyze all motives of self-respect, remove all incentives to activity, and tend to harden, brutalize and degrade their beneficiaries. In other words, they crush the spirit while they seem to aid the body. The defective material which is so closely massed in them is very apt to produce immoral fermentation, out of which spring petty social

vices. Witness the *Quinze-Vingts*, or retreat for "fifteen score" of blind persons in Paris, and the asylum for about the same number at Naples, both of which are marked by the worst features of such establishments. The inmates are not obliged to work, and no steady employment is provided for them. In the words of Thomson, —

"Their only labor is to kill the time,
And labor dire it is and weary woe."

Helping themselves to the means of subsistence furnished by the public, and no longer spurred to action by the feeling or fear of hunger, they cease all exertion and become parasites on the industry of others. They associate but little with seeing persons. They have few relations and sympathies with the world. They form an unnatural community of infirm adults, and consequently a morbid, most undesirable and unlovely spirit pervades that community. All the moral disadvantages arising from blindness are increased and intensified in their midst to a deplorable extent, and the ethical atmosphere is most unpropitious to the growth of generous and manly virtue. Thus the unfortunate inmates become clannish to the last degree. They are extremely suspicious of seeing persons. They are unamiable, unhappy and not infrequently vicious. When the consular government of France de-

cided to incorporate the school for the young blind with the asylum of *Quinze-Vingts*, Haüy, the "apostle of the blind," considered the association of his pupils with the degraded and depraved men and women who lived in that retreat as the greatest of all the calamities that befell them.

"By nature's laws, immutable and just,
 Enjoyment stops where indolence begins;
 And purposeless, to-morrow, borrowing sloth,
 Itself heaps on its shoulders loads of woe,
 Too heavy to be borne."

With these facts before us, it is neither unjust nor unkind to state, that for persons who are willing to enter such institutions and to live in an atmosphere of demoralization and in a state of inertia, the ordinary town and county poor-houses, with all their imperfections and disadvantages, are much preferable to almshouses intended for a special class. The evils arising from the congregation of a large number of persons similarly afflicted with a common bodily infirmity are, at any rate, not found in the former.

Active occupation and opportunity to be useful constitute the sum and substance of the happiness of the blind; and efforts in their behalf should be concentrated in the direction of opening fields to them, wherein they can exercise their skill and develop a power that

will enable them to minister to the wants of the world and receive the means of their sustenance in return for their labor.

Workshops then and not asylums are needed for the relief of the blind. It is this kind of institution that will lessen the darkness which is set in their path. It is within the walls of such a one that they will find employment for their hands, and comfort for their hearts, and not in vast almshouses built for their benefit, where there will be no work for them to do, no hope for them to cherish, and scarcely anything to reconcile them to life.

There is a serious question, however, as to whether those who are employed in these workshops should be kept under the care and guardianship of the institutions, should be provided with board and lodgings in common establishments, and their expenses covered wholly or in part by their earnings; or whether they should be treated as other grown-up people are, that is, paid in cash all they can earn and left to the wholesome responsibility of taking care of themselves.

Individual opinions, influenced by economy and other side issues, are conflicting on this point; but both reason and experience are unquestionably in favor of the latter plan, which has in itself the great merit of leaving the blind to their own self-control and of making them as far

as possible independent. This scheme, viewed from whatever side, is much simpler and more natural than the other. It is less ostentatious. It dispenses with a great deal of the show and parade of a public eleemosynary institution, and with much of the complexity and perplexity of its management. It has nothing in its organization or its internal arrangements that would tend to create an atmosphere of pauperism, or to sow the seeds of dissatisfaction and grumbling, or to foster the germination of the very evils which it seeks to remedy. Moreover, it relieves the blind in some measure from the disagreeable consciousness of dependence and of being subject to particular observation as members of an asylum; it enables them to feel that they are coming together not to eat charity soup at a common table, but to do their day's work. Thus by means of this plan the great moral evil of having a large community of infirm persons living without the wholesome influence of the social and family circle, would be effectually obviated. They would be scattered about in private houses. In some instances they would be with their kith and kin. In all cases they would keep up relations with seeing people; they would be still of the world. They would not consider the workshop as their home. They would be thrown more completely upon their own exertions, and learn to go alone.

Their love of independence would be gratified. The spur of necessity would be self-acting. There would be little need of urging and coaxing to work. They would be less liable to fall into habits of laziness or idleness, and they would be more easily got rid of if they should do so. The establishment would be a hive of industry, to which only the honest and diligent would resort, and where the gospel of mendicancy could not be preached or recommended successfully. Its moral character would thus be elevated, and its efficiency increased to such an extent as to enable its beneficiaries to vindicate their right to a fair share of labor and of profit.

In summing up my views on the subject I would embody them in the following propositions :—

First.—All auxiliary or supplementary institutions for the blind should be industrial in their character, and should be open to such sightless persons as are able and willing to work at various mechanic arts, or desirous of learning one or more trades whereby they might become self-supporting, and which could afford them facilities for turning their manual training to practical advantage. In other words, these institutions should be workshops pure and simple, and an exact account kept of the amount of work accomplished in them by each individual and of its market value.

Secondly.—They should be located in large cities, so that their industrial products or manufactures may find a ready market, and their business character be developed and sustained through the patronage and encouragement of the community. This fact is so important in itself, that it outweighs all apparent and real advantages which a farm in the country might offer.

Thirdly.—The management of these institutions should not be hitched to the chariot of a party or religious denomination, and their organization should be such as to keep them entirely free from political influence and favoritism, or from ecclesiastical bias and taint. For this purpose the establishments should be placed by law under the absolute and exclusive control of corporations or associations, consisting of the most benevolent, high-minded and public-spirited citizens, who should be invested with full powers to elect annually a board of five or seven trustees and to add to their own membership from time to time. No remuneration of any kind should be allowed either to the members and officers of the corporation or to the trustees.

Fourthly.—The capacity of these workshops should not exceed the limits required for the accommodation of all eligible applicants residing within a reasonable distance from them, and the means for their support should not be supplied from the state or city treasury, but should be

raised by free gifts and voluntary contributions from benevolent men and women.

Fifthly.—Inducements sufficient to make them willing to undertake the direction of the affairs of these establishments should be offered to men of high character, culture, executive ability, and more than average intelligence and physical strength; and reasonable freedom should be granted to them in shaping their policy and in selecting their assistants and subordinates.

Sixthly.—If it is necessary for these institutions to provide homes for some of the apprentices while they are learning their trades, and who in consequence have no means for their own support, then it would be by far the best plan to board them in the neighborhood of the workshop for a strictly limited period of time, and not to bring them together under one roof.

Seventhly.—It should be not only the policy, but the duty and business of these institutions to encourage all blind persons who can work quietly at home to do so, providing employment for them, furnishing them with stock at wholesale cost, and disposing of their produce at the best possible market price.

Lastly.—Instead of spending large sums of money for the purchase of grounds and for vast piles of bricks and mortar, these institutions should have a permanent fund invested, the interest of which should be devoted to eking out.

the wages of men and women who can earn nearly but not quite enough to support themselves.

Want of time and strength has rendered it impossible for me to treat this most important subject *in extenso* and to elaborate it in all its bearings; but the above sketch, imperfect though it be, contains the main principles upon which supplementary institutions should be organized. In endeavoring to solve so serious a problem, affecting the general welfare and the social and moral standing of a whole class of people, we must not be influenced in our decisions by the distressing condition of a few individuals, whose lack of industry and of mental and bodily strength renders them pitiable objects of compassion. As a matter of course, people of this sort are inclined to live on charity in any place regardless of its character, and to accept assistance in whatever form it is given to them. But the great majority of the blind, especially those who were born and brought up in this country, are deeply imbued with that spirit of freedom and independence which is the legitimate outcome of its institutions, and therefore shrink from the thought of receiving alms or of being gathered together and cared for in large poorhouses. They are disposed to struggle resolutely and against fearful odds for an honest livelihood. They ask only for the means of earn-

ing a crust and of obtaining a corner in which to eat it; and to this end they are eager to work hard, and early and late.

In bringing these remarks to a close I cannot refrain from stating, that, in dealing with questions relating to the amelioration of the present condition of the blind and to their future welfare, we must never depart from the following cardinal principles:—

First.—Instead of congregating them together, thus making of them a class apart, we should conform to the sound principle of dispersing them as much as possible through general society, mingling them with others and subjecting them to the ordinary influences of life.

Secondly.—There should be a strict and absolute separation of sexes whether in schools or in workshops. Surely, little need be said to prove the necessity of this. A marked hereditary tendency to any physical infirmity is more than liable to transmission. Science and statistics leave not a shadow of doubt on this point. This being true, it is a stern moral duty to use every precaution against a perpetuation of such tendency through successive generations. Marriage in cases where one of the parties has such hereditary predisposition is generally unwise, often far from right; intermarriage between two persons so predisposed is invariably wrong, very wrong. This consideration should decide the matter and

lead to the adoption of measures which will secure the separation of the sexes, not by fences and walls alone, but by a distance of several miles, if possible. I am aware that this is a most unpopular doctrine to preach; it is an odious one to enforce in practice: but no one fully impressed with respect for the immutable laws of nature, can hesitate between thus incurring undeserved odium and permitting the existence of a system, which an enlightened posterity will no doubt condemn as an abomination.

Respectfully submitted by

M. ANAGNOS.

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, minerals 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. Henry Lee Higginson we are under great and continued obligations for thirty-two season tickets to the series of twenty-four symphony concerts, and for forty season tickets to a series of four popular symphony concerts.

To an anonymous lady friend for three tickets to one popular symphony concert.

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager of the Boston Theatre, for a pass admitting parties of about fifty in number to ten operas.

To the Händel and Haydn Society, through its secretary, Mr. E. B. Hagar, for twenty-eight tickets to the oratorio of Elijah.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts. To an anonymous friend for two tickets to the same.

To the Boylston Club, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. Charles W. Stone, for twenty tickets to each of four concerts.

To the late Mr. C. C. Perkins, for five tickets; and to anonymous friends for ten tickets to the same.

To the Euterpe, through its president, the late Mr. C. C. Perkins, for an average of six tickets to each of four concerts. To an anonymous friend for three tickets to the same.

To Madame Helen Hopekirk, for a pass to six pianoforte recitals.

To Mr. Arthur Foote, for six tickets to one recital.

To Mr. Charles A. Ellis, for a pass to Mr. Carl Faelten's three pianoforte recitals.

To Mr. John A. Preston, for twelve tickets to one pianoforte recital.

To Mr. Charles A. Clark, for twenty-eight tickets to one pianoforte recital.

To Mrs. Julia Ward Howe, for two tickets to August Hylsted's concert.

To Frau Anna Steiniger-Clark, for ten tickets to each of six Beethoven concerts.

To Miss Annie M. Keith, for four tickets to one pianoforte recital.

To Miss Anna M. Dunlap, for eight tickets to one concert.

To Mr. F. J. Campbell, for an average of seventy-five tickets to two concerts.

To Dr. E. Tourjée, for tickets to the quarterly concerts of the New England Conservatory.

To the ladies of the First Baptist Church, for forty tickets to one concert in Association Hall.

To the St. John's M. E. Church, for a general invitation to their concerts and lectures.

To Rev. J. J. Lewis, pastor of the Broadway Universalist Church, for a general invitation to their concerts and lectures.

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

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

To Dr. L. J. Fenderson, reader, Mrs. Ella Cleveland Fenderson, vocalist, assisted by Mr. George J. Parker and others, for one concert.

To Mr. Southwick, for one reading.

To Mr. E. B. Perry, for one pianoforte recital.

To Mr. Charles A. Clark, assisted by Miss Marion Osgood, violinist, for one concert.

To Mrs. William H. Sherwood, for one pianoforte recital.

To Miss C. Culbertson, for one pianoforte recital.

To Mr. Charles A. Bond, assisted by Miss Alta Pease and others, for one concert,

To Capt. C. A. Jackson, for one lecture.

III. — Acknowledgments for Books, Minerals, Specimens, etc.

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

To Hon. Spencer F. Baird, Mr. Clement Ryder, Mrs. L. M. Prescott and the society for providing religious 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,	. . . . .	“ “
The Christian Register,	. . . . .	“ “
The Musical Record,	. . . . .	“ “
The Musical Herald,	. . . . .	“ “
The Folio,	. . . . .	“ “
Littell's Living Age,	. . . . .	“ “
Unitarian Review,	. . . . .	“ “
The Watchman,	. . . . .	“ “
The Golden Rule,	. . . . .	“ “
Zion's Herald,	. . . . .	“ “
The Missionary Herald,	. . . . .	“ “
The Well-Spring,	. . . . .	“ “
The Salem Register,	. . . . .	<i>Salem, Mass.</i>
The Century,	. . . . .	<i>New York, N. Y.</i>
St. Nicholas,	. . . . .	“ “
The Journal of Speculative Philosophy,	. . . . .	“ “
The Christian Union,	. . . . .	“ “
Church's Musical Journal,	. . . . .	<i>Cincinnati, O.</i>
Goodson Gazette,	<i>Va. Inst. for Deaf-Mutes and Blind.</i>	
Tablet,	<i>West Va.</i>	“ “ “ “
Good Health,	. . . . .	<i>Battle Creek, Mich.</i>
L'Amico dei Ciechi,	. . . . .	<i>Florence, Italy.</i>
Valentin Haüy, a French monthly,	. . . . .	<i>Paris, France.</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.

M. ANAGNOS.

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE
BLIND FOR THE YEAR ENDING SEPTEMBER 30, 1886.

I.—INCOME.		I.—EXPENSES.	
State of Massachusetts, annual appropriation,	\$30,000 00	Maintenance,	\$43,813 23
Board and tuition, State of Maine (two years),	9,850 00	Work department, men's shop,	2,714 38
" " of New Hampshire,	3,600 00	Tuning department,	953 90
" " of Vermont,	2,100 00	Hire of treasurer's clerk and collection of check,	150 25
" " of Connecticut,	4,650 00	Taxes, insurance and repairs on property from which	
" " of Rhode Island,	5,175 00	income is received,	738 94
" " private pupils,	855 96	Rent of office,	250 00
From tuning,	\$56,210 96	Expenses of printing office,	5,462 48
" admission fees,	1,900 00	Harris beneficiaries,	\$54,083 18
" boys' shop,	84 35	Kindergarten grading and building,	937 50
" sundry small items,	34 00	Bills to be refunded,	21,903 15
Interest on mortgage notes,	671 53		389 21
" " balances in N. E. Trust Co.,	11,174 69		
" " South Boston Railroad note,	412 50		
" " Eastern Railroad bonds,	252 34		
" " Ottawa & Burlington Railroad bonds,	240 00		
" " Boston & Lowell Railroad bonds,	300 00		
" " Chicago, Milwaukee & St. Paul bonds,	50 00		
" " Kansas City, St. Jo. & Council Bluffs bds.,	300 00		
" " Chicago, Burlington & Quincy bonds,	350 00		
" " Chicago, Burlington & Northern bonds,	1,080 00		
" " Chicago, Burlington & Northern bonds,	5 98		
dividends, Fitchburg Railroad,	260 00		
" " Providence Railroad,	240 00		
" " Chicago, Burlington & Quincy Railroad,	528 00		
rents, 11 Oxford street,	448 73		
" " South Boston,	1,569 00		
" " Roxbury,	828 58		
work department, men's shop,	2,846 31		
sale of books in embossed print,	4,447 73		
	840 14		
<i>Amount carried forward,</i>	\$82,228 53	<i>Amount carried forward,</i>	\$77,283 04

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS, ETC. — Concluded.

<i>Amount brought forward,</i>			\$82,228 53	<i>Amount brought forward,</i>		\$77,283 04
<p style="text-align: center;">II.—RECEIPTS, EXCLUSIVE OF INCOME.</p>						
From Legacies, General Fund, Mrs. Valeria G. Stone,		\$5,000 00		Assessments on Chicago, Burlington & Northern R.R.,	\$444 00	
“ “ Printing Fund, Miss M. E. Davis,		400 00		Five Chicago, Burlington & Northern R.R. bonds,	5,278 75	
“ “ Donations, General Fund,		6 30				5,062 75
“ “ Printing Fund,		501 00				
“ “ Kindergarten Fund,		16,126 39	22,033 69	Cash balance Oct 1, 1886,		30,327 45
<p style="text-align: center;">III.—COLLECTIONS AND SALE OF STOCKS.</p>						
From notes collected,			13,000 00			
Cash balance Oct. 1, 1885,			2,011 02			
Total,			\$119,273 24	Total,		\$119,273 24

ANALYSIS OF THE MAINTENANCE ACCOUNT.

Meat, 31,082 lbs.,	\$3,021 45
Fish, 5,254 lbs.,	205 42
Butter, 5,513 lbs.,	1,386 31
Rice, sago, etc.,	32 24
Bread, flour, and meal,	1,526 17
Potatoes and other vegetables,	704 72
Fruit,	459 97
Milk, 30,644 qts.,	1,617 20
Sugar, 9,150 lbs.,	627 51
Tea and coffee, 682 lbs.,	211 55
Grceries,	819 54
Gas and oil,	531 59
Coal and wood,	2,037 86
Sundry articles of consumption,	348 02
Wages and domestic service,	4,476 02
Salaries, superintendence and instruction,	16,908 86
Outside aid,	192 16
Medicine and medical aid,	21 94
Furniture and bedding,	1,306 31
Clothing and mending,	44 04
Stable,	383 60
Musical instruments,	353 62
Boys' shop,	44 55
Books, stationery and apparatus,	1,481 79
Construction and repairs,	4,459 04
Taxes and insurance,	356 42
Travelling expenses,	156 49
Sundries,	98 84
	<hr/>
	\$43,813 23

WORK DEPARTMENT, Oct. 1, 1886.

STATEMENT.

Amount due Perkins Institution from first date, . . .		\$49,133 70
Amount of receipts over expenditures for the year		
1886,		1,733 35
		\$47,400 35
Cash received during the year 1886,		\$16,968 24
Salaries and wages paid blind people, . . .		\$3,461 72
" " seeing people,		2,438 95
Amount paid for stock, rents and sundries, . . .		9,334 22
		15,234 89
		\$1,733 35
Stock on hand Oct. 1, 1885,		\$9,039 92
" " Oct. 1, 1886,		\$5,501 62
Debts due Oct. 1, 1886,		1,925 76
		7,427 38
		1,612 54
		\$120 81

PRINTING FUND STATEMENT OCT. 1, 1886.

<i>Receipts.</i>		<i>Expenses.</i>	
Proportion of income of invested funds,	\$5,132 75	Labor,	\$1,832 29
Sale of books,	840 14	Stock,	159 72
Donations,	501 00	Machinery,	1,163 73
Legacy,	400 00	Electrotyping,	1,356 20
		Binding,	485 25
		Type,	91 38
		Books,	106 58
		Board of printers,	200 00
		Cleaning, gas, freight, etc.,	67 33
		Balance to be added to fund,	5,462 48
			2,411 41
			<u>\$7,873 89</u>

KINDERGARTEN FUND STATEMENT OCT. 1, 1886.

<i>Receipts.</i>		<i>Expenses.</i>	
Proportion of income of invested funds,	\$1,152 80	Building and grading,	\$21,903 15
Donations,	16,126 39	Due general fund, Oct., 1885,	136 88
Sale of investment,	15,000 00	Balance,	22,040 03
			10,239 16
			<u>\$32,279 19</u>

The following account exhibits the state of the property as embraced in the books of the institution, Sept. 30, 1886:

<i>Real Estate yielding Income.</i>		
House No. 11 Oxford street,	\$5,500 00	
Three houses on Fifth street,	9,000 00	
House No. 537 Fourth street,	4,500 00	
Three houses, corner Day and Perkins streets, Roxbury,	8,460 00	
Real estate used for school purposes, So. Boston,		\$27,460 00
Real estate used for school purposes, Roxbury,		240,200 00
Unimproved land in So. Boston,		44,320 33
Mortgage notes,		8,500 00
So. Boston R. R. Co., note,		203,000 00
		7,500 00
<i>Railroad Stock.</i>		
Boston & Providence, 30 shares, value,	\$5,490 00	
Fitchburg, 52 shares, value,	7,280 00	
Chicago, Burlington & Quincy, value,	10,000 00	
Chicago, Burlington & Northern, value,	250 00	
		23,020 00
<i>Railroad Bonds.</i>		
Eastern R. R. 6s, 4 at \$1000, value,	\$5,400 00	
Boston & Lowell, 5s, 1, "	1,000 00	
Chicago, Burlington & Quincy, 4s, 27 at \$1,000, value,	27,000 00	
Chicago, Burlington & Northern, 5s, 5 at \$1,000, value,	5,500 00	
Chicago, Milwaukee & St. Paul, 6s, 5 at \$1,000, value,	6,000 00	
Ottawa & Burlington, 6s, 5 at \$1,000, value,	5,500 00	
Kansas City, St. Joseph & Council Bluffs, 7s, 5 at \$1,000,	6,150 00	
		56,550 00
Cash,		36,327 45
Household furniture,		15,000 00
Provisions and supplies,		968 04
Wood and coal,		2,222 00
Work Department.		
Stock and bills,		7,427 38
Musical Department, viz.:		
One large organ,	\$5,000 00	
Four small organs,	450 00	
Forty-five pianos,	11,000 00	
Brass instruments,	700 00	
Violins,	35 00	
Musical library,	600 00	
		17,785 00
<i>Amount carried forward,</i>		\$690,280 20

<i>Amount brought forward,</i>		\$690,280 20
Printing Department, viz.:		
Stock and machinery,	\$2,800 00	
Books,	9,400 00	
Stereotype plates,	7,607 00	
		19,807 00
School furniture and apparatus,		7,900 00
Library of books in common type,	\$2,900 00	
“ “ raised type,	9,000 00	
		11,900 00
Boys' shop,		118 75
Stable and tools,		804 17
		\$730,810 12

The foregoing property represents the following funds and balances and is answerable for the same.

General fund, investments, real estate,	\$19,000	
General fund, investments, stocks and mortgages,	96,745	
		\$115,745 00
General fund, cash,		23,676 88
Harris fund, investments,		80,000 00
Printing fund, investments,		113,325 00
“ “ cash,		2,411 41
Kindergarten fund, real estate yielding income,		8,460 00
Kindergarten fund, cash,		10,239 16
		\$353,857 45
Buildings, unimproved real estate and personal property, in use for the institution, So. Boston,		332,632 34
Buildings, unimproved real estate and personal property, in use for the institution, Roxbury,		44,320 33
		\$730,810 12
Total amount of property belonging to Kindergarten,		\$63,019 49
Total amount of property belonging to Institution proper,		667,790 63
		\$730,810 12

KINDERGARTEN FUND.

LIST OF CONTRIBUTORS.

From September 30, 1885, to October 1, 1886.

Amount acknowledged in the last annual report,	\$41,469 12
Henry B. Rogers,	1,000 00
A friend,	1,000 00
Shepherd Brooks,	500 00
Mrs. J. H. Wolcott (fourth contribution),	300 00
Miss Louisa M. Alcott,	125 00
Dr. Samuel Eliot,	100 00
Miss Mary Jane Aldrich,	100 00
Mrs. M. R. Richardson,	100 00
Miss Abby W. May (third contribution),	100 00
A Christmas offering,	100 00
C. W. Amory (second contribution),	100 00
R. T. Parker,	100 00
J. N. Fiske,	100 00
W.,	100 00
Proceeds of fair held by Miss Bacon and her Sunday-school class of First Religions Society, Roxbury,	80 00
Amos A. Lawrence,	50 00
Mrs. G. G. Lowell (second contribution),	50 00
Danbury, Conn., through Nellie Hancock,	41 00
G. H. Quiney (second contribution),	25 00
Mrs. W. F. Weld,	25 00
Miss Laura Norcross (second contribution),	25 00
<i>Amount carried forward,</i>	\$48,590 12

<i>Amount brought forward,</i>	. . . . .	\$48,590 12
R. Sullivan (second contribution),	. . . . .	25 00
Miss A. D. Torrey,	. . . . .	20 00
S.,	. . . . .	20 00
Children of Misses Garland and Weston's kindergarten,	. . . . .	17 37
Mrs. C. P. Curtis,	. . . . .	15 00
Sunday-school class Dr. Briggs' church, Cambridgeport,	. . . . .	12 00
Through Miss C. B. Rogers,	. . . . .	10 00
Mrs. Julia Ward Howe,	. . . . .	10 00
Sunday School First Congregational Church, Danvers,	. . . . .	10 00
Miss C. Wood,	. . . . .	10 00
Sunday School Unitarian Church, Littleton, Mass.,		7 00
Mrs. E. Pickering,	. . . . .	5 00
Sunday School St. James Church,	. . . . .	3 00
Entertainment by little boys of Perkins Institution,		2 45
A friend of the little ones,	. . . . .	2 00
Through Laura Bridgman,	. . . . .	1 50
A friend,	. . . . .	1 00
Through M. L.,	. . . . .	1 00
Sunday-school teacher. San Diego, Cal.,	. . . . .	1 00
Through Miss L. D. Swinerton,	. . . . .	1 00
Through J. V.,	. . . . .	50
Miss Mary Ann Wales (third contribution),	. . . . .	1,000 00
Mrs. Porter, proceeds of three entertainments,	. . . . .	915 00
Mrs. William Appleton (second contribution),	. . . . .	500 00
Mrs. Gardner Brewer,	. . . . .	500 00
Mrs. Francis Brooks, profits on sale of "Heidi,"	. . . . .	192 05
Cash,	. . . . .	100 00
Proceeds of pupils' exhibitions at Perkins Institution, Feb. 22,	. . . . .	75 31
<i>Amount carried forward,</i>	. . . . .	\$52,047 30

<i>Amount brought forward,</i>	. . . . .	\$52,047 30
H. Bradlee Fenno, Edward N. Fenno, jr., Thomas G. Stevenson, R. H. Stevenson, jr., and George H. Blake,		50 55
J. R. Hall,		50 00
E. P.,		50 00
Miss Ellen G. Cary,		50 00
F. V. Balch,		50 00
T. E. U.,		50 00
Mrs. J. B. S. Jackson, for current expenses (third contribution),		50 00
Mrs. Nancy M. Field, Monson, Mass.,		50 00
Mrs. J. Parkinson,		25 00
Mrs. Horace Gray (second contribution),		25 00
Mrs. S. E. Guild,		25 00
Miss Lucy Lowell (\$10 annual, second contribu- tion),		25 00
Miss Abby W. Pearson,		25 00
E. D. Chamberlin,		25 00
William Montgoinery (second contribution),		25 00
L. W. D.,		25 00
M. M. D.,		25 00
H.,		25 00
Mrs. Mason's Sunday-school class, Harvard Church, Brookline,		25 00
Mrs. Mary C. Charles (second contribution),		25 00
Harvard Sunday-school Infant class, Brookline,		12 00
H. W.,		10 00
Mrs. C. C. Chadwick (second contribution),		10 00
Children of Boylston Chapel private school (second contribution),		8 00
George Whitney,		5 00
Lewis B. Bailey,		5 00
<i>Amount carried forward,</i>	. . . . .	\$52,797 85

<i>Amount brought forward,</i>	. . . . .	\$52,797 85
Mrs. Chickering's School at Dorchester, additional,		1 00
Mrs. D. Wallis Morrison, New Rochelle, N.Y.,		1 00
A sympathizer,		1 00
Three little girls,		30
A friend,		5,000 00
Proceeds of children's fair at Swampscott,		672 66
The Misses Worthington, part proceeds of a fair held by them,		388 88
Mrs. J. H. Wolcott (fifth contribution),		300 00
Mrs. J. Templeman Coolidge (second contribution),		200 00
Mrs. Francis Brooks, sale of "Heidi,"		200 00
William Perkins,		100 00
Mrs. Henry Brackett,		100 00
Mrs. John L. Gardner, in memory of Mrs. J. R. Anagnos,		100 00
Mrs. Nancy S. Davis and Mrs. M. Louise Tilden, in memory of Miss Caroline A. Sawyer,		100 00
Proceeds of pupils' concerts in Vermont,		60 00
First Congregational Society in New Bedford,		50 00
C. M. L.,		50 00
Henry Whitney Bellows, Katy Putnam Peabody, Robert Peabody Bellows, Ellen Derby Bellows, and Mary Derby Peabody,		44 06
Third Congregational Church, Cambridge,		32 85
Six young girls, through Mrs. Margaret F. King,		30 00
Children of Miss Perkins' Kindergarten. Amherst, Mass.,		28 60
Mrs. U. H. Crocker,		25 00
Miss E. Ballard,		25 00
Mrs. Edward J. Holmes,		25 00
Mrs. Clitheroe Dean James,		25 00
<i>Amount carried forward,</i>	. . . . .	\$60,358 20

<i>Amount brought forward,</i>	. . . . .	\$60,358 20
Benjamin Dean,	. . . . .	25 00
Mrs. E. Wigglesworth,	. . . . .	20 00
Unitarian Sunday School, First Parish, Beverly,	. . . . .	15 00
From sale of "Star Drifts," through Miss M. H. Hill,	. . . . .	14 73
South Congregational Church, South Framingham,	. . . . .	12 00
Phenix, R. I., Kindergarten (second contribution),	. . . . .	10 84
Mrs. F. H. Swan,	. . . . .	10 00
Mrs. Robert Swan (third contribution),	. . . . .	10 00
Mrs. R. M. White,	. . . . .	10 00
Mrs. Annie W. Sweetser's Kindergarten, West Newton,	. . . . .	10 00
A friend, through J. S. D.,	. . . . .	10 00
Proceeds of fair by Carrie B. Phippen and Edith M. Colburn,	. . . . .	9 75
Miss Brackett's infant class, in the First Church (third contribution),	. . . . .	9 50
Henrietta Heinzen and Miriam Tower,	. . . . .	7 50
Miss Harriet S. Parsons,	. . . . .	5 50
Cash,	. . . . .	5 00
Mrs. K. A. Baxter,	. . . . .	5 00
J. R. Corthell,	. . . . .	5 00
Mrs. E. E. Pratt,	. . . . .	5 00
Through Laura Bridgman,	. . . . .	5 00
Mrs. J. H. Meredith,	. . . . .	5 00
Miss Lucy H. Symonds' Kindergarten,	. . . . .	3 07
Florence Stanley and Grace Clapp,	. . . . .	3 00
Through Miss B.,	. . . . .	2 25
Mrs. E. I. Welch, Lyndon, Vt.,	. . . . .	2 00
William E. Howarth,	. . . . .	2 00
A member of the Second Congregational Church, Dorchester,	. . . . .	2 00
<i>Amount carried forward,</i>	. . . . .	\$60,582 34

<i>Amount brought forward,</i>	. . . . .	\$60,582 34
Brookfield Sunday School, through Miss S. M. M.,		2 00
Mrs. J. C. Roberts,	. . . . .	2 00
Minnie Tupper and Fanny Johnson,	. . . . .	1 34
Mrs. Holbrook's Sunday-school class, First Church,		1 25
Miss Baxter,	. . . . .	1 00
School at Beverly,	. . . . .	1 00
Cash,	. . . . .	1 00
Little children of Miss Gray's and Miss Gordon's Kindergarten, Cortes street,	. . . . .	1 00
Miss Sallie Wilbur, Acushnet, Mass.,	. . . . .	1 00
Florence Kindergarten,	. . . . .	60
Cash,	. . . . .	50
Mrs. Bethmann's Kindergarten (second contribu- tion),	. . . . .	48
Total,	. . . . .	\$60,595 51

We are also indebted to Miss Sarah E. Nickerson for a steel engraving for the kindergarten.

All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, treasurer, No. 178 Devonshire street, Boston, or to the director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.

LIST OF EMBOSSED BOOKS,

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Book of Proverbs,	1	\$2 00
Book of Psalms,	1	3 00
New Testament,	3	7 50
Book of Common Prayer,	1	4 00
Baxter's Call,	1	2 50
Hymns for the Blind,	1	2 00
Pilgrim's Progress,	1	4 00
Natural Theology,	1	4 00
Life of Melancthon,	1	1 00
Selections from the Works of Swedenborg,	1	—
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	25
Memoir of Dr. Samuel G. Howe,	1	3 00
Howe's Cyclopadia,	8	32 00
Combe's Constitution of Man,	1	4 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Philosophy of Natural History,	1	3 00
Geometrical Diagrams,	1	1 00
Huxley's Science Primers, Introductory,	1	2 00
Higginson's Young Folks' History of the United States,	1	3 50
Constitution of the United States,	1	40
Dickens's Child's History of England,	2	6 00
Freeman's History of Europe,	1	2 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
Guyot's Geography,	1	4 00
Scribner's Geographical Reader,	1	2 50
American Prose,	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos,	1	50
Dickens's Christmas Carol, with Extracts from Pickwick,	1	3 00
Dickens's David Copperfield, 1st and 2d vols.,	—	6 00
" " " 3d and 4th vols. in press,	—	—
Dickens's Old Curiosity Shop,	3	12 00
Emerson's Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's Silas Marner,	1	3 50
Goldsmith's Vicar of Wakefield,	1	3 00
Hawthorne's Scarlet Letter,	2	5 00
Hawthorne's Tanglewood Tales,	2	4 00
Scott's Quentin Durward,	2	6 00
Scott's Talisman,	2	6 00
The Deacon's Week,	1	25
The Last Days of Pompeii, by Edward Bulwer Lytton,	3	9 00
Bryant's Poems,	1	3 00
Byron's Hebrew Melodies and Childe Harold,	1	3 00
Poetry of Byron, selected by Matthew Arnold,	1	3 00

LIST OF EMBOSSED BOOKS — *Concluded.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Holmes's Poems,	1	\$3 00
Longfellow's Evangeline,	1	2 00
Longfellow's Evangeline and other Poems,	1	3 00
Lowell's Poems,	1	3 00
Milton's Paradise Lost,	2	5 00
Pope's Essay on Man and other Poems,	1	2 50
Scott's Lay of the Last Minstrel and 37 other Poems,	1	3 00
Shakespeare's Hamlet and Julius Cæsar,	1	4 00
Shakespeare's King Henry Fifth,	1	2 00
Shakespeare's Romeo and Juliet,	1	2 00
Tennyson's In Memoriam and other Poems,	1	3 00
Whittier's Poems,	1	3 00
Longfellow's Birthday, by Julia R. Anagnos,	1	25
Commemoration Ode, by H. W. Stratton,	1	10
JUVENILE BOOKS.		
Script and point alphabet sheets per hundred,	-	5 00
An Eclectic Primer,	1	40
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
Youth's Library, vol. 1st,	1	1 25
Youth's Library, vol. 2d,	1	1 25
Youth's Library, vol. 3d,	1	1 25
Youth's Library, vol. 4th,	1	1 25
Youth's Library, vol. 5th,	1	1 25
Youth's Library, vol. 6th,	1	1 25
Youth's Library, vol. 7th,	1	1 25
Youth's Library, vol. 8th,	1	1 25
Andersen's Stories and Tales,	1	3 00
Bible Stories in Bible Language, by Emilie Poulsson,	1	3 00
Children's Fairy Book, by M. Anagnos,	1	2 50
Eliot's Six Arabian Nights,	1	3 00
Heidi: translated from the German by Mrs. Brooks,	2	5 00
Kingsley's Greek Heroes,	1	2 50
Lodge's Twelve Popular Tales,	1	2 00
What Katy Did, by Susan Coolidge,	1	2 50
MUSIC.		
Key to Braille's Musical Notation,	1	35
Arban's Method for the Cornet and Sax-Horn,	1	1 00
Opus 261, by Czerny,	1	1 00
Musical Characters used by the Seeing,	1	35
Flying Leaf, by Spindler (in press).		
Twelfth Andante and Waltz, by Charles Bach (in press).		

N. B. The prices in the above list are set down per SET, not per volume.

LIST OF APPLIANCES AND TANGIBLE APPARATUS,

MADE AT THE PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

GEOGRAPHY.

I. — Wall Maps.

- | | |
|--|------------------------|
| 1. The Hemispheres, | size, 42 by 52 inches. |
| 2. United States, Mexico and Canada, | “ “ “ |
| 3. North America, | “ “ “ |
| 4. South America, | “ “ “ |
| 5. Europe, | “ “ “ |
| 6. Asia, | “ “ “ |
| 7. Africa, | “ “ “ |
| 8. The World on Mercator's Projection, | “ “ “ |

Each \$35, or the set, \$280.

II. — Dissected Maps.

- | | |
|----------------------------------|------------------------|
| 1. Eastern Hemisphere, | size, 30 by 36 inches. |
| 2. Western Hemisphere, | “ “ “ |
| 3. North America, | “ “ “ |
| 4. United States, | “ “ “ |
| 5. South America, | “ “ “ |
| 6. Europe, | “ “ “ |
| 7. Asia, | “ “ “ |
| 8. Africa, | “ “ “ |

Each \$23, or the set, \$184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability and beauty, far superior to all thus far made in Europe or in this country.

“The New England Journal of Education” says, “They are very strong, present a fine, bright surface, and are an ornament to any school-room.”

III. — Pin-Maps.

Cushions for pin-maps and diagrams, . . . each, \$0 75

ARITHMETIC.

Ciphering-boards made of brass strips, nickel-plated, each, \$4 25
 Ciphering-types, nickel-plated, per hundred, . . . “ 1 00

WRITING.

Grooved writing-cards, each, \$0 05
 Braille tablets, with metallic bed, . . . “ 1 50
 Braille French tablets, with cloth bed, . . . “ 1 00
 Braille new tablets, with cloth bed, . . . “ 1 00
 Braille Daisy tablets, “ 5 00

TERMS OF ADMISSION.

“Candidates for admission must be over nine and under nineteen years of age, and none others shall be admitted.”— *Extract from the by-laws.*

Blind children and youth between the ages above prescribed and of sound mind and good moral character, can be admitted to the school by paying \$300 per annum. Those among them who belong to the state of Massachusetts and whose parents or guardians are not able to pay the whole or a portion of this sum, can be admitted gratuitously by application to the governor for a warrant.

The following is a good form, though any other will do : —

“ *To His Excellency, the Governor.*

“SIR: — My son (or daughter, or nephew, or niece, as the case may be), named — and aged —, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission. Very respectfully, _____.”

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate, signed by some regular physician, in this form : —

“I certify that, in my opinion, — — has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease.

(Signed) _____.”

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

Blind children and youth residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the governor, or the "Secretary of State," in their respective states, can obtain warrants for free admission.

The sum of \$300 above specified covers all expenses (except for clothing), namely, board, lodging, washing, tuition, and the use of books and musical instruments. The pupils must furnish their own clothing, and pay their own fares to and from the institution.

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years.

The friends of the pupils can visit them whenever they choose.

The use of tobacco, either in smoking or otherwise, is strictly prohibited in the institution.

Persons applying for admission of children must fill out certain blanks, copies of which will be forwarded to any address on application.

For further information address M. ANAGNOS, DIRECTOR, PERKINS INSTITUTION FOR THE BLIND, *South Boston, Mass.*

APPENDIX.

PROCEEDINGS

OF THE

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
FOR THE BLIND.

“ Invest me with a graduate's gown,
 'Midst shouts of all beholders,
My head with ample square-cap crown,
 And deck with hood my shoulders.”

SMART.

The greatest event in the yearly history of the Perkins Institution occurs on its commencement day. A year of hard study, of earnest endeavor, opening with a dim outlook and leading along a somewhat misty pathway, has at length been crowned with success as, on the fairest of June days, the school publicly presents a brief *résumé* of its work and receives the kindly plaudits and congratulations of its benefactors and friends.

In compiling this report of the exercises, we have culled freely from the very full accounts given by the press.

The following circular, announcing the programme to be given, and including a concise statement relative to the kindergarten enterprise, — which now claims an equal interest with the school proper, — was fully and favorably noted in all the prominent newspapers of the city :—

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
BOSTON, May 10, 1886.

The commencement exercises of this school will be held at Tremont Temple, on Tuesday, June 1, at 3 p. m. Samuel

Eliot, LL. D., will preside ; His Excellency, Governor Robinson, will give a brief opening address, and the Hon. Leverett Saltonstall will speak on the kindergarten project.

You are most cordially invited to honor the occasion with your presence.

The seats on the floor and in the first balcony of the Temple will be reserved for the choice of the members of the corporation, and the friends and patrons of the institution, to whom this invitation is sent, until Saturday, May 22. Tickets are ready for delivery, and those who may be desirous of obtaining them are requested to send me a postal card indicating the number wished for. It will give me very great pleasure to forward them at once.

The seats will be reserved until 3 o'clock, punctually, when standing persons will be permitted to occupy all vacant places.

No tickets are required for the second balcony of the Temple, to which the public are cordially invited.

M. ANAGNOS.

The second step for the establishment of a kindergarten, — which is most imperatively needed for little sightless children, and without which the system of the education of the blind has no solid foundation to rest upon, — has already been taken. A new, commodious brick building, large enough to accommodate from thirty-five to forty persons, is in the process of erection on the estate purchased last year in Roxbury, corner of Day and Perkins streets, and preparations are being made for the opening of the infant institution next autumn.

The funds in the treasury will be entirely exhausted, however, when the walls and the roof of the new structure are completed, and there will be not one cent left either for finishing its interior and providing the necessary furniture and domestic appliances, or for carrying on the work. To this

important fact the attention of the benevolent and philanthropic members of our community is most respectfully called. They should bear it in mind, that upon their kind consideration and generous aid the support, progress and success of the enterprise are wholly dependent.

Both annual subscriptions for current expenses, and contributions for an endowment fund large enough to place the establishment on a permanent basis, are earnestly solicited, and will be thankfully received and duly acknowledged by

EDWARD JACKSON, *Treasurer,*
No 178 Devonshire street, Boston, Mass.

P R O G R A M M E .

PART I.

1. ORGAN. Fifth Concerto, *Handel.*
 CHARLES H. PRESCOTT.
2. BRIEF OPENING ADDRESS.
 HIS EXCELLENCY GOVERNOR ROBINSON.
3. BAND. "Lohengrin." Introduction and Bridal Chorus,
Wagner, arr. by J. B. Claus.
4. LAWS OF MECHANICS, Illustrated by Sewing Machine.
 MISS EVALYN A. TATREAU.
5. DOUBLE QUARTETTE for Male Voices, from "Glenara,"
H. Strachauer.
 [Libretto by JULIA R. ANAGNOS.]
6. EXERCISE IN GEOGRAPHY.
 BY FOUR LITTLE BOYS.
7. READING BY THE TOUCH.
 JULIA ROESKE AND M. EUNICE FRENCH.
8. SOLO FOR CLARINET. Cavatina, op. 82, . . . *M. Bergson.*
 CLARENCE W. BASFORD.

PART II.

1. GYMNASTICS, Military Drill and Calisthenics.
2. CHORUS for Female Voices, "Song of the Triton," . . . *Molloy.*
3. THE KINDERGARTEN. "Early Boston in Clay."
Remarks on the Kindergarten, by HON. LEVERETT SALTONSTALL.
4. GRAND DUO for two Cornets. "Fliege du Vöglein,"
Franz Abt, arr. by Guill. Popp.
C. H. PRESCOTT and C. T. GLEASON.
5. VALEDICTORY.
MISS ANNIE M. SULLIVAN.
6. AWARD OF DIPLOMAS.
BY DR. SAMUEL ELIOT.
7. CHORUS. Finale from "Glenara," . . . *H. Strachauer.*

 NAMES OF GRADUATES.

ALICE VIOLA CARLETON.	DANIEL SCOTT.
LILLIE MAY FLETCHER.	ANNIE MANSFIELD SULLIVAN.
CHARLES TIMOTHY GLEASON.	EVALYN ANNIE TATREAU.
CHARLES HARRISON PRESCOTT.	ARTHUR LEON WARREN.

The ever-widening interest in this school was shown by the early and earnest demand for seats, which was never greater than on the present occasion. To the disappointment of multitudes of applicants, every available space for standing, as well as sitting, was secured many days before the festival. The assemblage was composed of people of the highest social standing, and who represented the most advanced educational interest in the community.

The programme promised a feast of exceptional interest in the fulness and variety of its musical and literary numbers, interspersed with other brief exercises of the usual pleasing character.

Among the distinguished persons who occupied seats upon the platform were His Excellency, Governor Robinson, Hon. Leverett Saltonstall, Mrs. Julia Ward Howe, widow of Dr. S. G. Howe, founder of the school, trustees and others. The pupils, officers and teachers were also seated on the platform, and prominent among them was Laura Bridgman, whose finger conversation with a friend at her side attracted constant attention.

The first number on the programme was an organ selection, Händel's "Fifth Concerto," rendered "with fine technical skill and expression" by one of the graduates, Charles H. Prescott. This was given as an introductory while the audience were assembling.

Dr. Samuel Eliot presided "with his usual grace and tact," and opened the exercises in the following words:—

Ladies and gentlemen:—In behalf of the teachers and pupils of the Perkins Institution and Massachusetts School for the Blind, I welcome you to these graduating exercises. They will begin with an address from one who needs no introduction; but there may be some here who are not aware that he is the real official head of the institution, in virtue of his position as governor of the state, to whose wise liberality and long-continued devotion this school owes much of what, under the providence of God, it has been enabled to accomplish in the fifty-odd years of its existence. I present to you His Excellency, Governor Robinson.

OPENING ADDRESS.

BY HIS EXCELLENCY, GOVERNOR GEORGE D. ROBINSON.

Ladies and gentlemen:—There was a peculiar and sad significance in the opening remarks of Dr. Eliot, wholly unintentional on his part, in the fact that he brings me forward to take the first part in the *graduating* exercises. Of course that indicates that I am pretty nearly through. I *am*, but I do not like to be reminded of it. I better like the title on the first page of the programme, “Commencement Exercises.” *Commencement* is rather more agreeable than *graduation* to one who is in politics. I should say, however, that I find, in this last year of my service, renewed delight in coming here; not alone in standing before you, ladies and gentlemen, and welcoming you, in behalf of the commonwealth, to this delightful and instructive entertainment, for I find still greater pleasure in standing before the pupils of the institution, and giving them today my heartiest wishes. I am glad to see them all here. Their faces are not at all unfamiliar to me, because it has been my pleasure to make them a recent visit at their school, and there to see more of them than we have opportunity for on an occasion like this.

Few institutions in our commonwealth command such cordial attention as the Perkins Institution. In fact, if you observe the writings of those who have come here from foreign lands to visit us, to examine America and her works, you scarcely find one who has not given his testimony about this school. For more than fifty years have people come and gone, bearing tribute to its excellence and its influence. Our own people perhaps do not fully appreciate it. It is not an unusual thing for ourselves to be less acquainted with what lies next to our doors, than is the stranger who visits us. We are less inclined to visit the great fields of renown in our immediate vicinity, than are those who come here for a brief period, and look about to find what will interest and instruct

them. So undoubtedly in proportion to the number of people the Perkins Institution receives as visitors, many are strangers to the state of Massachusetts. There is nothing peculiar in this institution, marking it as outside the educational developments of the state. We have our schools all over the commonwealth,—to such a degree are the people interested in the education and advancement of every child. Therefore it is to be expected, in the present time, that new appliances, new facilities, better opportunities, will be provided for this institution, as well as for all the others. The great advance made in the methods of teaching in the schools throughout this state is within the easy remembrance of many of us. The older men and women now present will run back in quick recollection to the days of their boyhood and girlhood,—to the small number of schools, to the imperfect methods and limited opportunities; and, comparing those privileges with these which are afforded today, they will see wherein, in every possible way, we have given extraordinary effort and encouragement in this direction.

Coming to the front of the platform, the thought passed through my mind: What a variety of scenes I have witnessed in this hall; how many different audiences have I stood before, to say the few or the many words. One day it is the graduation of the Boston Latin School, with the boys' exercises in elocution; another day it is to hear a great orator; another day it is to engage in some festival; another day, to welcome people from all parts of the country, gathered here in fraternal intercourse; and so on without limit; but none of these occasions are more pleasing and interesting than this which brings us here today.

In order to develop most carefully the method of instruction pursued in a school like this, it is found that earlier attempts must be made with the children,—that we should begin with the little ones, and give them facilities which are readily afforded, for children in general, in the primary schools.

Now a limit of age is fixed, and children are only taken into this institution after they have passed that limit. How much better it would be if at once, at the ordinary school age, blind children could be put under instruction, given the advantages of development and culture, trained in little ways, taught by the simplest system, until they should attain a greater advance, when they can enter this institution and take its enlarged course. I understand that a gentleman who has given special attention to this matter,—who is announced in the programme,—will speak more particularly on this question; and I hope, if the effort is made, in Boston and vicinity, to collect the necessary means to establish this kindergarten addition to the resources of the institution, it will meet with that ready and hearty response which always characterizes the efforts of Boston and her people in good works of this kind. It is an institution which receives constantly the support, in large measure, of the state, and that support is most heartily accorded.

Dr. Eliot responded happily that Governor Robinson “deserved to receive the highest political degree to which he might aspire, and should then be made a perpetual under-graduate.” The address of His Excellency was delivered with the earnestness and warmth of feeling which characterize all his utterances, and called forth frequent applause, expressive of a hearty response to his inspiring words. The assurance of his deep interest in the school, personal as well as official, was warmly and gratefully appreciated by all its members.

Following this address the brass band with clarinets gave a “spirited performance” of the “Introduction and Bridal Chorus” from “Lohengrin,” executed with remarkable facility.

The "Laws of Mechanics, illustrated by the Sewing Machine," was a brief, practical essay, given by one of the young lady graduates, Miss Evalyn A. Tatreau, an earnest and diligent student, whose skillful handling of her text, as well as of the instrument, gave but a small proof of her attainments in the various branches of study pursued during her residence at the school. The brief time allowed for the exposition of the subject made it necessary to condense her statements into the following concise form :—

LAWS OF MECHANICS.

ILLUSTRATED BY THE SEWING MACHINE.

BY MISS EVALYN A. TATREAU.

Standing as we do today in the midst of the great results which have been achieved through the constant and untiring labor of man, can we look back over the centuries that have passed since his first appearance on the earth and imagine a period of time more brilliantly illuminated by grand and noble works? The oldest implements that have been found in connection with man, are of stone, such as hatchets and arrow-heads. Implements of this kind in a later age were found polished, showing one step in advance. Very rude this may seem to people living in the nineteenth century; yet it was one drop in the great sea of discoveries and inventions which to-day marks the physical, moral and intellectual growth of the race.

Although the resources of man are great yet they are limited. Force he cannot create; that is of divine origin alone. But by scientific reasoning and planning, together with the labor of his hands, he has constructed objects which concentrate and distribute force. In this way his mental force is transformed into physical.

The concentration and distribution of force we see plainly illustrated in the sewing machine, by means of a rod which connects the treadle with the large wheel. The force which I apply in a vertical direction is carried and concentrated in this wheel. A connection is made between the large and small wheels by the use of a band; through this connection velocity is gained in proportion to the size of the wheels. From the band-wheel the force is sent in two directions, part going to the needle and part to the shuttle lever.

The practical value of the simplest machinery far exceeds that of the complicated, as in all complicated machinery a great amount of force is expended in overcoming friction.

Miss Tatreau's performance was received with enthusiastic applause, and was very generously commended. At its close, Dr. Eliot announced the double quartette from "Glenara," prefacing it with the remark that "a very pathetic as well as artistic interest attaches to this production, as the libretto was written by Mrs. Anagnos, whose loss by death during the past year every inmate and every friend of the institution deplores." This number consisted of a hunting chorus, and was rendered with "fine effect" by eight male voices with piano accompaniment arranged for two performers.

"One of the most interesting numbers on the programme" was then given, — an exercise in geography, "characteristic of this school," — by four little boys, one of whom put together very rapidly and accurately a dissected map of South America; while the others "showed great facility" in recognizing by size and outline, as well as giving facts concerning the various countries represented by the different sections of the maps examined by their small fingers.

“Reading by the touch,” which followed, was pronounced a “truly wonderful” performance, as given by Julia Roeske and Eunice French. The first, a tiny little girl, read some juvenile verses about “a pin” with a clearness and *naïveté* of expression that caught the fancy of the audience at once; and “showed wonderful aptitude,” in view of the fact that she had been a pupil at the school since last September only. Eunice French read with fine expression and intelligence an enjoyable selection from the “Autocrat of the Breakfast Table.”

A “solo for clarinet,” quite a difficult cavatina, was played “with fine expression and skill” by Clarence W. Basford, and this closed the first part of the programme.

The second part opened with the appearance of sixteen boys, dressed in uniform, who gave a series of dumb-bell exercises with remarkable precision, and “showed a unity of time and movement which it would seem hardly possible to teach to pupils without sight.” The sound of their retreating footsteps gave the signal to another set of actors who appeared in the form of eleven little girls, attired in white, and carrying silvery wands with which they performed various rhythmic exercises, “exhibiting grace of motion and an adaptation to physical development,” and guided wholly in their movements by the notes of a piano played by a young pupil. A squad of twelve young men succeeded them upon the stage, advancing with military step and bearing, and clad in simple uniform. They went through the manual of arms and other military exercises with “promptness, exactness and perfect unison of movement.”

The chorus for female voices, Molloy’s “Song of the Triton,” was then given in a manner that showed “well-trained voices of rare power and sweetness.”

WORK OF THE KINDERGARTEN CLASSES.

The most "unique" and "telling" feature of the commencement exercises was presented by six small boys and an equal number of girls, who took their places upon the stage in front of tables prepared for them. Each one then modelled different forms representing "Early Boston in Clay," thus giving a charming illustrated recitation in the history of this noble city before it could boast of a printing press. One little girl made an excellent map of Boston and described its outlines; another, an Indian canoe for crossing the Charles River; and a third modelled a pine tree shilling coined in 1652. The little boys also exhibited and described very good representations of several well-known objects of interest; a windmill like that on Copp's hill, the Boston stone, the beacon, lighthouse, dome of the State House, and a ship in which the first settlers might have immigrated. A tiny girl held up a pen which she had manufactured, as a likeness of the one used by the first white inhabitant of Boston, and which was the companion of the solitude and aid to the study of the Rev. William Blackstone. The story of the Boston Newsletter printed in 1704 was told in connection with a model of a printing press; and the difficult task of making a very small spinning wheel was successfully accomplished by the skilful and industrious fingers of another girl, who explained that the Boston ladies used to spin and make their own cloth instead of buying it from England. Altogether the work of these little ones was so well performed as to prove "an unanswerable argument in favor of the kindergarten," and added intensely to the interest created in its behalf. "Although smiles and praise were everywhere accorded the workers on the platform,

many an eye was wet, and many a heart warm with the desire to aid their little neglected brothers and sisters in misfortune." While this work was in progress the audience listened to a most eloquent, persuasive appeal in behalf of the kindergarten, by the Hon. Leverett Saltonstall, who strongly reënforced the impressions made by the children, — the speaker and his subject having been first introduced to the audience by Dr. Eliot with the following appropriate words : —

Everyone is aware that steps have been taken, over and over again, within the past three or four years, towards the establishment of a kindergarten department in the Massachusetts School for the Blind, and probably everyone is aware of the great necessity for such an addition. But if there are any minds at all in doubt on the subject, if anybody here questions the propriety of the course which the government of this institution has adopted and is still following, I am sure their doubts will yield, and all will become clear to them, as they listen to the Honorable Leverett Saltonstall, who has kindly consented to address you on this subject.

ADDRESS ON THE KINDERGARTEN.

BY HON. LEVERETT SALTONSTALL.

Ladies and gentlemen: — I am asked for a few words about the proposed kindergarten. I feel that I know little on the subject, but am thankful to contribute my small efforts toward the accomplishment of this admirable design.

What form of human affliction calls for our sympathy more than blindness? — especially at this lovely season when God has unfolded before his children the wonders of his creation, appealing to their hearts through all their senses, but especially through that of sight, and calling upon them for gratitude and praise, through every delicate leaf and flower which bursts

from the dry twig, through sun and moon and stars, blue sky and fleecy cloud, through bird and insect, ocean, river, lake and mountain, through unnumbered forms of beauty and of grace, which adorn all nature, but more than all, through the form and expression of those we love and who love us. When then we think of those who are deprived of sight, how can our hearts but be filled with tenderest sympathy?

Think! you who are thus blest with the power to enjoy this feast which is daily spread before you, from the moment when you open your eyes to behold the glorious light of day, till you close them to rest, never a moment but you are experiencing the wondrous blessing of sight.

How, then, can we better estimate our obligation, to aid those of our human brotherhood who are deprived of sight, than by thus summing its blessings and by thinking what the loss of it would be to ourselves?

Having once been a trustee of the Perkins Institution, I cannot but feel the deepest interest in its admirable work. Already famous among similar institutions, it needs only larger endowments and more commodious buildings to spring to the front, and to take the lead.

Fortunate is it in having at its head one who seems to have received from his friend and instructor, the late Dr. Howe, the genius, the heart and the will to carry on the great work which he bequeathed him. Were he not present, I should say more, far more of Mr. Anagnos, of his gentle care and devotion, his self-sacrificing zeal in the cause of the blind. His enthusiasm and confidence in his cause remind me of the same qualities in the late Professor Agassiz, in the cause of science, — both of foreign birth, — the one from the Swiss Republic, that Alpine nursery of freedom; the other, from the classic land of Greece, in his noble career and exalted endeavors, showing that this little kingdom can send to the young republic those who, in the cause of philanthropy, are worthiest successors to her scholars, poets, statesmen and philosophers of old.

You are aware that young children are not admitted to the institution, and that it is for these little ones that Mr. Anagnos wishes to found the kindergarten; for the reason that it is during these tender years that so much can be done to develop the child, and so much of neglect, and far worse, oftentimes of brutal treatment can be avoided; that so much work has now to be devoted to undoing what has been badly done, that the little child, while at its most plastic age, may be, under kind and skilful teachers, and, like the clay which their little hands are now moulding with such intelligence [referring to the children at work on the platform], that they may be taken in hand before their faculties have become hardened and benumbed from neglect.

It is during these early years that the affections as well as the faculties, if rightly directed, are made to bear fruit. And what must be the life of those who have known nothing but neglect, who have been left to sit in idleness and to feel themselves cut off from all the pleasures and pursuits of childhood? How difficult the task to mould into gentle, happy, useful men and women, the children who have been thus treated! Seeing this daily, and becoming more and more impressed with the necessity of overcoming this terrible obstacle in their education, our wise teacher, with his warm heart, conceived the design of founding the kindergarten for the blind.

The money thus far obtained through the zeal which he has kindled in others has been found sufficient for the purchase of a beautiful lot in Roxbury, and for the erection of a plain but substantial building, the lot being large enough to admit of others as they may be required.

But here the project is stopped for the present for want of funds. This cannot, however, long be so. Men and women will rise up who will be fired with the desire to do something to assist this good man in carrying out his noble scheme. Our interest cannot but be enlisted for it, as we look at these

little ones, so earnest and so intelligent in their work, and, indeed, by all that we see and hear at these touching exercises.

Think of what was formerly the fate of the blind, and of the constantly increasing facilities for their education, so that now their resources and accomplishments are sufficient to render them self-supporting and useful members of society.

Through the zeal of gentle, affectionate and devoted teachers, as well as the generosity of those who have provided the means to enable them to annually add to their library (an inestimable fund), the blind are made in great measure to receive their sight, and even the little children seem through their intelligence to have worked in clay, as the Saviour did, a miracle; for I am quite sure that few children blessed with vision could evince more intelligence and skill than they.

Shall we, then, aid Mr. Anagnos in this noble work? Let all who feel their hearts touched by what they see and hear today, try to strengthen his hands, and before another year the kindergarten will be built and equipped, shedding its blessings on fifty or more little blind children who are now unhappily wasting their precious years in pitiful darkness.

A grand duo for two cornets from "Fliege du Vöglein," was then "beautifully executed" by two of the graduates, C. H. Prescott and C. T. Gleason. This was followed by the valedictory of Miss Annie M. Sullivan, who "acquitted herself of the always touching duty of farewell with a felicity of thought and tender grace of expression that raised her efforts far above conventionality."

VALEDICTORY.

BY MISS ANNIE M. SULLIVAN.

Today we are standing face to face with the great problem of life.

We have spent years in the endeavor to acquire the moral and intellectual discipline, by which we are enabled to distinguish truth from falsehood, receive higher and broader views of duty, and apply general principles to the diversified details of life. And now we are going out into the busy world, to take our share in life's burdens, and do our little to make that world better, wiser and happier.

We shall be most likely to succeed in this, if we obey the great law of our being. God has placed us here to grow, to expand, to progress. To a certain extent our growth is unconscious. We receive impressions and arrive at conclusions without any effort on our part; but we also have the power of controlling the course of our lives. We can educate ourselves; we can, by thought and perseverance, develop all the powers and capacities entrusted to us, and build for ourselves true and noble characters. Because we can, we must. It is a duty we owe to ourselves, to our country and to God.

All the wondrous physical, intellectual and moral endowments, with which man is blessed, will, by inevitable law, become useless, unless he uses and improves them. The muscles must be used, or they become unserviceable. The memory, understanding and judgment must be used, or they become feeble and inactive. If a love for truth and beauty and goodness is not cultivated, the mind loses the strength which comes from truth, the refinement which comes from beauty, and the happiness which comes from goodness.

Self-culture is a benefit, not only to the individual, but also to mankind. Every man who improves himself is aiding the progress of society, and every one who stands still, holds it back. The advancement of society always has its commence-

ment in the individual soul. It is by battling with the circumstances, temptations and failures of the world, that the individual reaches his highest possibilities.

The search for knowledge, begun in school, must be continued through life in order to give symmetrical self-culture.

For the abundant opportunities which have been afforded to *us* for broad self-improvement we are deeply grateful.

We thank His Excellency, the Governor, and the legislature of Massachusetts, and the governors and legislatures of the several New England states, for the most generous and efficient aid they have given our school.

We thank our trustees for the zeal and invariable interest which they have shown in all that concerns our well-being.

Director, teachers and matrons: we enter life's battle-field determined to prove our gratitude to you, by lives devoted to duty, true in thought and deed to the noble principles you have taught us.

Schoolmates: though the dear happy years we have spent together are over, yet the ties of friendship, and an enduring love and reverence for our school, and the sacred memory of her whom God has called from her labor of love to be an unseen but constant inspiration to us through life, are bonds of union that time and absence will only strengthen.

Fellow-graduates: duty bids us go forth into active life. Let us go cheerfully, hopefully, and earnestly, and set ourselves to find our especial part. When we have found it, willingly and faithfully perform it; for every obstacle we overcome, every success we achieve tends to bring man closer to God and make life more as he would have it.

The high thoughts, noble purposes and grateful feelings animating the hearts of the young graduates, — whose early-darkened childhood had brightened into happy, hopeful youth under the fostering care of the school, — thus found fitting and true expression in the words of one

of their number, to whom the highest encomiums were lavishly awarded. It was pronounced "a beautifully original production, and the speaker's tender reference to the late Mrs. Anagnos as one who had been a cheering light to the pupils' hearts, and whose spirit would be ever present with them in memory's vision, was received with a sympathetic silence that could be felt by all, and many were moved to tears."

The graduates then came forward, eight in number, and received their diplomas from the hands of Dr. Eliot, who presented them with the following remarks: —

My dear young friends: — After the words that you have just heard from your associate, it is not necessary for me to enlarge upon what she has so well expressed. I am sure you have listened to her with very deep feeling, and that what you have heard will be helpful to you as you go on through life. Without saying more to you in the way of advice, I wish it were in my power to bring anything to you in the way of encouragement, as you stand this afternoon before me, and before this great audience, which has been gathered in profound interest and sympathy for your present and your future. I am sure that the opportunities and privileges which you have enjoyed in the Massachusetts School for the Blind have been of the utmost value to you; and that the training which is unseen but which reaches far out into the visible world, and makes itself felt in all your communion with your fellow-beings, has had the first place in the education which is now brought, not to a close, but to a period in which one phase of it is over and another phase begins. You remember those lovely lines which Mrs. Wordsworth wrote, and which her husband put into one of his poems, where she speaks of

"That inward eye,
Which is the bliss of solitude."

It is the bliss of society also, the bliss of life, and with it you see, we all see, into the great realities of spiritual existence. There is a place waiting for you, for each one of you, among your fellow-men and fellow-women ; and you are needed by them just as much, and in the same proportion, as they are needed by you. As you take the place which God has prepared for you, and which this school has enabled you to fill, you will find, day by day, that there are duties and responsibilities which no other man and no other woman can fulfil but just yourselves.

I have been very much interested, within a few months, in reading a book which I hope you will read, the *Life of Fawcett*, the English statesman, who died a year or two ago, after a long service of consummate usefulness to his country. He was blind from the age of twenty-five, when an accident suddenly cut him off from sight forever in this world ; and this book tells us of his heroism at that moment, how he determined, within ten minutes after the accident, that it should make no difference in his plans of life. True to his resolution, he went on from stage to stage, a professor in the university, a member of parliament, until he became a minister of the crown, the highest dignity to which the political Englishman aspires. He had some great disadvantages. Having become blind when he was twenty-five years old, he lacked the early opportunities for training which you have had, and which quicken your senses to activity and keenness of perception ; and he never gained, as long as he lived, that dexterity which you have acquired, and which you have practised before our eyes this very afternoon : but he had a keen sense of enjoyment in life, and that feeling of dependence upon God, and upon God's will, which strengthened and enlightened him. He always said one and the same thing, whenever he spoke to the blind : " Do what you can, and act as if you were not blind. Take courage and help yourselves." To those who could see, he was as continually saying with regard

to their treatment of him and those situated like him: "Don't patronize, but help us to be independent."

You have been trained to this independence; and all I can say is: May you have the courage to go on and prove it. Never forget, though this terminates your connection with the school as pupils, that you can be its members and helpers in ways you have never had a chance to be until now. Every school, every college in the country counts upon its graduates as its best supporters, to stand by it through good report and evil report, through prosperity and adversity, and this school counts upon you to do the same. It has hosts of friends, but the friends whom it has are continually passing away. Those who have been closest to it are taken from it, and the places that have known them know them no more; but the places which are waiting to know you, will know you, I trust, through long years of happiness and usefulness; and may your usefulness never be nearer to you, or your happiness dearer to you than as they connect themselves with this school. The training you have had here is to perfect itself hereafter and to grow brighter and brighter to the end.

And now, as I give you these diplomas, though it is my hand which places them in yours, and my voice that calls your name, it is not from me, but from your faithful director and his faithful staff of teachers that they come.

The exercises closed with a grand chorus by all the voices, giving another selection from "Glenara," which was chosen by the school, and presented as one more public tribute in which all might join, to the memory of her who had ever been to them "a sunny presence that it needed no retina to perceive."

The performances throughout "were of an intensely interesting character," and though similar ones are repeated year by year, "there has been nothing worn out,

but something ever new in the emphasis of these appeals.”
 “The enthusiasm of the public on the festival days of the blind youth is unflagging, and the applause, repeated again and again, was the warmest assurance that could be given of a very real interest in the work of the institution.”

COMMENTS OF THE PRESS.

The proceedings of the festival were fully reported and most favorably commented upon both by the secular and religious press, and the attention of the public was earnestly called to the work of the institution and its present wants and future needs. Of the numerous articles, which appeared in the editorial columns of leading newspapers on the occasion of our commencement exercises, we copy the following, including one on the kindergarten project: —

BLIND KINDERGARTNERS.

As often as the closing of the year brings the pupils of the Perkins Institution for the Blind to Tremont Temple, the sympathy with this work gathers an eager and enthusiastic audience to witness their exercises and express interest in their doings. Recently, the little kindergartners have added their contributions to the occasion, and yesterday quite outdid themselves in illustrating the early history of Boston in figures and designs made from clay. The dozen children who thus displayed their ability to teach history in object lessons suggest what may be done through the same method when applied to the younger children who are now neglected in their homes, because no adequate provision is made for them in institutions for the blind. These children, from three to five years of age, need to have their minds brightened and quickened in

these earliest years, and the uplifting of the blind can never reach a high degree of attainment until the kindergarten for the young, which Mr. Anagnos has designed, and the trustees of the institution have approved, has been completed and endowed. It is this work which makes its constant appeal, and which yesterday put its claims eloquently forward in the suggestive exercises in which the children of the Perkins Institution engaged, and in the admirable address of Mr. Leverett Saltonstall. Where is the \$15,000 which will enable this projected institution to reach the point where it can begin its operations?—*Boston Herald*, June 2.

One of the most interesting educational anniversary occasions that occur in our city is the commencement of the Perkins Institution and Massachusetts School for the Blind. The exercises for the school year just closed took place in Tremont Temple last Tuesday afternoon, in the presence of a thoroughly sympathetic audience that completely filled the Temple. These occasions are always of a very high order of merit and fraught with pathetic interest, as well as being the cause of wonder and admiration at the perfection to which the instruction of the blind has been brought, and this year was no exception; in some respects the exercises were remarkably interesting, the pupils acquitting themselves in a manner to call out the most hearty enthusiasm from the audience. Dr. Samuel Eliot, president of the corporation, presided, and when he announced the double quartette from "Glenara" — which was beautifully sung by male pupils — he said that a very pathetic as well as artistic interest attaches to this production, as the libretto was written by Mrs. Anagnos, whose loss by death during the past year every inmate and every friend of the institution deploras. The work of a class of the smallest children in the kindergarten line, who modelled in clay several designs suggestive of incidents in the history of

Boston, in the presence of the audience, was a peculiarly interesting feature, and was an unanswerable argument in favor of the kindergarten department which is now being inaugurated, and which it is earnestly hoped will not be allowed to languish for want of funds. During the modelling work, Collector Saltonstall was introduced by Dr. Eliot, and made an eloquent and appreciative address, in the course of which he paid a warm tribute to the qualities of Mr. Anagnos, and said that he was worthy to come from the classic land of Greece. He closed with an urgent appeal for sympathy and support toward the project of the kindergarten school, which was an outgrowth of Mr. Anagnos' heart and zeal and was calculated to give to the work of training the blind children here a completeness scarcely to be found elsewhere in the world. Before the opening of the exercises by the pupils, Dr. Eliot asked Governor Robinson to speak, and he responded in his accustomed manner, paying a glowing tribute to the management and work of the institution. The valedictory, by Miss Annie M. Sullivan, was worthy of special mention, for its felicity of thought and grace of expression. It was emphatically a beautifully original production, and the speaker's tender reference to the late Mrs. Anagnos as one who had been a cheering light to the pupils' hearts, and whose spirit would be ever present with them in memory's vision, was received with a sympathetic silence that could be felt by all, while tears freely rolled down many faces. Dr. Eliot made a feeling and worthy response to this address, and then distributed the diplomas to the following graduates: Alice Viola Carleton, Lillie May Fletcher, Charles Timothy Gleason, Charles Harrison Prescott, Daniel Scott, Annie Mansfield Sullivan, Evalyn Annie Tatreau, Arthur Leon Warren. The exercises closed with the singing of the chorus finale from "Glenara." — *Boston Home Journal*, June 5.

No public exercise held in the city is more attractive than the annual exhibition of the Perkins Institution for the Blind. The repetition of these services for over half a century seems rather to increase than to diminish the interest. Tremont Temple was crowded last Tuesday by an eager and sympathetic company. On the stage, as usual, neatly dressed, sat the pupils — girls and boys, and young ladies and young men. They were as bright and alive to all the incidents of the hour as any of the spectators, giving little evidence of the veil upon their vision except by the motionless gaze in one direction, and when called to enter upon some exercise. Mrs. Julia Ward Howe, so well-known in the literary world, widow of the first director and founder of the institution, was upon the stage. Her dark dress recalled the late sudden and sad decease of her daughter, Mrs. Anagnos, the beloved wife and inspiring companion in his work of the present director of the school. Just behind her, in busy conversation with her hands with her friend, sat Laura Bridgman, the wonderful monument of painstaking, persistent and successful Christian philanthropy in reaching and quickening the mind when nearly every outward sense was closed. The fine brass band of the institution gave admirably performed pieces of music before and during the services. Samuel Eliot, LL. D., president of the corporation, presided, and introduced Governor Robinson in a graceful short address. The Governor is always happy on such occasions. He was playful, sympathetic and suggestive, heartily appreciative of the importance and success of the work accomplished in the school, and earnest in his appeal to the benevolent for the early and generous endowment of the kindergarden branch, now in construction. The exercises of the pupils, the excellent essays of two of the graduates, the illustrations of school work in geography, and of finger reading from the raised-letter volumes, the singing and instrumental music, the calisthenic and military drill, and finally the apt and amusing work of the younger pupils in clay, with their illustrated rec-

itations on the early history of Boston — all met with the warmest expressions of appreciation on the part of the audience. Hon. Leverett Saltonstall made an animated address in advocacy of the new movement to receive these rayless children at an earlier age, and to bestow upon them the advantages of the kindergarten training. Many little fellows and their sisters, lonely enough at home while their companions are at school or at play, are awaiting the opening of this school with eager expectation. Certainly their sympathizing parents and friends are awaiting with impatient interest for the opportunities to be afforded to their afflicted children. The community is now so widely alive to this important undertaking that we cannot doubt but it will at once receive adequate funds for its completion and ample endowment. Four young gentlemen and four young ladies, having completed the course of study at the institution, were graduated, and received at the hands of Dr. Eliot, with tender and appropriate words of encouragement and congratulation, their diplomas. — *Zion's Herald*, June 9.

LIGHT FOR THE BLIND.

“There is a time to every purpose under the heaven,” and the friends of blind children think the time to carry out their purpose of endowing a kindergarten is at hand.

The subject of establishing a kindergarten for the blind children of New England has been before the public for a year or two; and we have frequently alluded to it in these columns, besides printing the *fac simile* of the appeal in its behalf by Laura Bridgman. Other journals have been earnest in their endeavors to help on so good a cause; and, by fairs and entertainments, many friends have materially aided in starting this work. Among the large contributions was the sum of more than \$4,000 from the proceeds of a fair held in the house of Mrs. J. H. Wolcott. Two generous hearts contributed \$5,000

and \$10,000 each; and these gifts were supplemented by smaller sums raised, by means of concerts chiefly, by the pupils of the Perkins Institution for the Blind. In all, enough was raised to begin the enterprise. An estate of six acres in Roxbury was bought, which will afford room not only for the school-rooms and cottages of the kindergarten, but even for the Perkins Institution itself, should the time ever come when the trustees desire to move that school from its hill overlooking the sea to a less crowded quarter.

We have good Scripture authority for saying that a house ought to be founded on a rock, and the new buildings in Roxbury will have that merit; but, unhappily, there proved to be too much rock. In attempting to build, it was found that an "immense mass of ledge" had to be removed. Every property owner who has had occasion to lay gas, water, and sewer pipes through rock-ribbed streets and grounds knows what an addition to the cost of the work these stony barriers make. It was never more manifest than in this case.

The trustees, twelve well-known business men, were ready to obey the advice given in Proverbs, "Prepare thy work without and make it fit for thyself in the field; and *afterward* build thine house." They made ready the field, hoping to finish the house last fall. But the ledge was more than their match, with the limited funds at their command.

St. Luke asks a very pertinent question about architecture: "Which of you, intending to build, . . . sitteth not down first and counteth the cost, whether he have sufficient to finish it? Lest haply, after he hath laid the foundation, and is not able to finish it, all that behold it begin to mock him, saying, This man began to build and was not able to finish."

The friends of the new enterprise did count the cost. The rocks were all blown out on paper before the first fuse was lighted; and it looked very much as though, after they had laid the foundation, they might not be able to finish their modest structure. But by careful husbanding of their re-

sources and by the generosity of the architect, Mr. S. D. Kelley, who contributed plans and specifications, the trustees will be able to finish one building. It will, however, be a good deal like the house that Jack built,—empty, except a bag of malt and a rat,—unless the treasury, which will then be also empty, is refilled. Mr. Anagnos says:—

“There will be scarcely anything left, either for furnishings, musical instruments and apparatus, or for the absolutely necessary expenses for maintenance and tuition. For an endowment fund, which will give security to the permanence of the enterprise and will serve as a vital sap to its growth and fruition, we have not yet a penny.”

The trustees, over their own names, invite aid to complete this work, saying with confidence,—

“The pleasing sight of such an infant institution, palpable and real, will, it is hoped, inspire the generous intentions of many more friends of childhood and the blind.”

They state the necessity for such continued aid most cogently:—

“The purchase money, together with the great expense of removing the ledge and of erecting the first building, will *exhaust the last dollar of the fund already raised*; and liberal subscriptions are still needed to put the establishment in working order and enable the school to live and to expand.”

It seems as though all that were necessary to secure the money was to state the need. The thought of little blind children growing up in eternal night all over this fair New England is pitiful. If science cannot restore to them the light of day, generosity can at least pour a flood of sunshine into their hearts and minds. Formerly there was the excuse that there was no channel through which to give aid to them. The opportunity is here. He doubles his gift who gives promptly.
— *Christian Register*, January 28, 1886.