

Fifteenth annual report of the New York Asylum for Idiots : transmitted to the Legislature, February 9, 1866 / New York State Asylum for Idiots.

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FIFTEENTH
ANNUAL REPORT
OF THE
NEW YORK ASYLUM
FOR
IDIOTS.

TRANSMITTED TO THE LEGISLATURE FEBRUARY 9, 1866.

ALBANY:
C. WENDELL, PRINTER.
1866.

THE

ANNUAL REPORT

OF THE

NEW YORK ASYLUM

FOR

IDIOTS.

TRANSMITTED TO THE LEGISLATURE FEBRUARY 2, 1868.

NEW YORK:
OF WENDT, LINDSEY
1868.

TRUSTEES:

JAMES H. TITUS,
HENRY N. POHLMAN,
ALLEN MUNROE,
HIRAM PUTNAM,

FRANKLIN TOWNSEND,
LYMAN CLARY,
SANFORD E. CHURCH,
E. W. LEAVENWORTH.

State Officers—Ex-officio Trustees,

GOVERNOR FENTON,
FRANCIS C. BARLOW,

THOMAS G. ALVORD,
THOMAS HILLHOUSE,

VICTOR M. RICE.

Permanent Chairman,

HENRY N. POHLMAN.

Secretary and Treasurer,

ALLEN MUNROE.

Executive Committee,

HIRAM PUTNAM,

JAMES H. TITUS,

ALLEN MUNROE.

OFFICERS:

Superintendent,

HERVEY B. WILBUR, M. D.

Matron,

MISS ALVIRA WOOD.

Housekeeper,

MRS. M. E. COOK.

Teachers,

MISS S. P. YOUNG, MISS G. M. WHIPPLE,
MISS KATE W. BROWNING, MISS CHRISTINA ERLUND,
MISS ELIZA PARKER.

Steward,

R. FRISELLE.

State of New York.

No. 79.

IN ASSEMBLY,

February 9, 1866.

FIFTEENTH ANNUAL REPORT OF THE TRUSTEES OF THE NEW YORK ASYLUM FOR IDIOTS. *To the Legislature of the State of New York:*

In compliance with the act establishing the New York Asylum for Idiots, the subscribers, Trustees of the institution, respectfully submit this their

FIFTEENTH ANNUAL REPORT.

The total cash receipts for the fiscal year ending September 30th, 1865, as stated in the Treasurer's Report herewith annexed, are as follows:

RECEIPTS.

Balance in treasury Oct. 1st, 1864.....	\$192 19
To cash from State Treasurer, annual appropriation.....	21,000 00
do do special do	6,000 00
To cash from paying pupils for board, tuition and clothing	4,420 36
To cash from counties for clothing State pupils	1,235 30
	<hr/>
	\$32,847 85

EXPENDITURES.

Provisions and supplies of all kinds.....	\$12,049 58
Salaries of officers and teachers.....	4,520 83
Wages of attendants and servants.....	4,594 99
Furniture and furnishing articles, household linen, &c.	1,998 48
Farm, garden and stable stock, &c.....	950 21
Repairs, improvements and additions	2,240 59
Fuel	2,298 07
Gas	1,202 22

Clothing for pupils	\$1,421 49
School books, stationery, apparatus, &c.	187 55
Printing	62 81
Postage	45 72
Freight and express charges	43 37
Expenses in sending children home (refunded) ..	178 79
Traveling expenses of Trustees and Superintendent.	94 79
Undertaker's bill	30 00
Miscellaneous bills paid by steward	414 67
	<hr/>
	\$32,334 16
	<hr/>

The Asylum was in debt on the 30th of Sept., 1865,
in the following sums :

To Saving's Bank loan	\$1,500 00
Sundry bills for provisions and supplies	2,950 06
Salaries of officers and teachers for quarter	1,045 83
	<hr/>
	\$5,495 89
	<hr/>

The cash assets at same date were as follows :

Due from counties for clothing	\$86 00
do individuals for clothing	140 00
do friends of pay pupils for board and tuition ..	2,189 18
Farm products (to be sold)	150 00
Cash in treasury	513 69
	<hr/>
	\$3,078 87
	<hr/>

This deficit, \$2,417.02, is to be ascribed in the main to the great increase of prices of all the provisions and supplies necessary in the management of such an institution.

A carefully prepared table made up by a comparison of the bills of the Asylum, for the years 1861 and 1865, shows the following results in reference to the percentage of increase of the various expenses for the last year mentioned.

PROVISIONS AND SUPPLIES.

Flour	72	per cent.
Butter	260	do
Beef	58	do
Ham	100	do
Coffee and rice	200	do
Sugar and molasses	100	do
Tea	150	do
Hay and oats	90	do

Fuel	140	per cent.
Gas	55	do
Clothing	100	do
Household linen	200	do
Lumber, nails, paints and oils	80	do
Salaries of officers and teachers	8	do
Wages of attendants and servants	18	do

The entire receipts of the Asylum, from all sources, show an increase of 34 per cent. in 1865 over those of 1861.

It thus appears from the deficit stated above, that the special appropriation of \$6,000 for the years 1864 and 1865, did not suffice to meet the necessities of the Asylum for the years in question, and in that respect disappointed the expectations of the Trustees, when such appropriation was asked for. This renders it necessary, that the Trustees at the present time, should ask for a special appropriation of \$6,000, for existing deficiencies, and that likely to occur the present fiscal year. They are also compelled to ask for the coming year an appropriation of \$24,000.

The number of pupils and other details of the operations of the Asylum, are given in the report of the Superintendent herewith annexed.

During the last year, in the death of Hamilton White, the Trustees have lost one of their most useful and faithful officers, and one who commanded the respect and kind regards of every member of the Board. He has efficiently filled the office of Treasurer for ten years. The vacancy in the Board has been filled by the Governor, in the appointment of Hon. E. W. Leavenworth.

The Trustees again, as in all reports, have the satisfaction of commending the Superintendent and all his subordinates, for their patient and faithful attention to the various concerns and laborious operations of the Asylum.

It will appear from the report of the Trustees to the Legislature, in 1865, that a special committee was appointed under the following resolution:

Resolved, That a special committee of three, acting in consultation with the Superintendent, be appointed to examine this institution in all the details of its operation, giving facts and statistics in connection therewith; to investigate the results of its past efforts, and to consider the necessity of other and increased provision for the large number of idiots known to be in all parts of the State, for whom no public provision has been made; and that the committee report at the next annual meeting of this Board.

The result of these investigations will be found in the report of the Superintendent to the Board. These investigations, in the estimation of the Trustees, fully confirm the wisdom of past legislation upon the subject, and demonstrate the necessity of additional provision for the large number of that class of unfortunates, throughout the State, who are still unprovided for.

R. E. FENTON, *Governor.*

THOMAS G. ALVORD, *Lieut. Gov.*

V. M. RICE, *Supt. Pub. Inst.*

FRANCIS C. BARLOW, *Sec. State.*

THOMAS HILLHOUSE, *Comp.*

JAMES H. TITUS,

HENRY N. POHLMAN,

FRANKLIN TOWNSEND,

HIRAM PUTNAM,

ALLEN MUNROE,

LYMAN CLARY,

E. W. LEAVENWORTH.

REPORT OF THE SUPERINTENDENT.

To the Trustees of the New York Asylum for Idiots :

Gentlemen—The fifteenth annual report of the institution of which I have the immediate charge is herewith respectfully submitted :

I now present a summary of the statistics of the asylum for the past year :

The whole number of pupils in the asylum during that period was 151.

The number in actual attendance for the whole school year and receiving their support exclusively from the State treasury was 115.

The number in actual attendance for school year paying part tuition was 17.

The number paying entire cost of board and instruction was 12.

The actual cost for board and instruction of each pupil has been \$210, or an increase of 44 per cent. on the cost during the year 1861.

That some increase was unavoidable no one can doubt who has had experience in house-keeping for the period including the two years compared. And it may be added, that had there been any increase in the salaries of officers, and had there not been exercised the strictest economy in all other respects, the result would have been still less satisfactory.

During the school year to which this report pertains, that is, from Sept. 1st, 1864, to Sept. 1st, 1865, there were but two deaths among the pupils. One of these was from consumption and the other from pneumonia. It may be remarked that the history of the institution would seem to show that while there is less liability to acute diseases and to the influence of epidemics among its inmates, yet when disease does occur the death-rate is much higher than in ordinary circumstances.

With each recurring vacation some changes occur by the dismissal of old pupils and the reception of new ones.

There are in actual attendance at the date of this report 119 State pupils and 16 pay pupils, making a total of 135. Several pupils who have been accepted have not yet been brought.

At the last annual meeting of your board a special committee was appointed, acting in consultation with the superintendent, to prepare a more full and detailed account of the purpose and scope of the institution, the result of its operations and the needs of the class for whom it was designed, than had usually appeared in the brief annual reports of the board to the Legislature.

That committee, at a meeting held at the asylum in June last, instructed me to embody in my annual report to the board the results of their action, so far as this was possible, and with the facts that have accumulated to this date.

In complying with these instructions, and in view of the purpose that prompted the action of the board, I find it convenient to arrange the topics proposed for the consideration of the committee in a slightly different manner from that suggested in the original resolution. It should also be added that this report will of necessity embrace more or less of the matter contained in reports from the same source during the past fourteen years.

The original legislative action, by which an experimental school for idiots was established in this State, was based upon certain patent facts within the knowledge of every member who voted for the act in question.

These were, briefly stated :

1st. The existence of a large number of idiots in the State, in private families and in alms-houses, whose condition involved great personal discomfort and misery, and also a serious burden and care, whether supported by family efforts or by the public authorities.

2d. That a State policy, settled by long precedent, existed to provide the means of education for the youth of the State to the extent to secure its privileges to every child within its borders without reference to the accidents of birth or fortune, in view not only of his assumed rights in a democratic commonwealth, but also for the supposed protection of the community itself against ignorance as a source of pauperism and crime, and as unfitting one for the duties of citizenship.

3d. That there were certain unfortunate classes in the community that had been left for many years outside the pale of the ordinary educational privileges provided by the State, viz., the deaf-

deaf-mutes, the blind and idiots. They were debarred these privileges through infirmities for which they were not responsible and which they could not overcome. In the progress of society and as the result of the observations and the labors of philanthropists, it had been discovered that the two former of these above named classes could be reached and benefited by special educational means; and with a consistent and commendable promptness there had been an extension of the public provision for education to these classes in very many if not all of the states in the Union. The experience of years had shown the wisdom of this legislation to such a degree as to elicit an almost universal approval in the public mind.

These facts were well known to the members of the Legislature. They were thus prepared to take a new step in the same direction. And as it was now claimed that idiots also as a class were susceptible of development and improvement by appropriate instruction, and therefore that they should be furnished at the hands of the State with similar educational privileges to those enjoyed by the other classes mentioned, the necessary legislation followed.

It should be remembered that two successive legislatures at an earlier day, in 1846 and 1847, had through the persistent efforts of a member of the Senate, Hon. F. F. Backus, nearly perfected bills with the same intent.

The legislative action of 1851 very properly assumed an experimental form. It was important that the public mind should be gradually educated to a proper faith in the measure as one worthy of State patronage, that a good cause might not suffer because the legislation in regard to it had outstripped the public sentiment and intelligence.

Again, because from the very nature of the affliction and the evil sought to be remedied, (some cases being absolutely incurable or unimprovable or unteachable,) it was to be determined how inclusive the plan and scope of an institution for its relief should be. Though institutions for idiots had been in existence for some time, both in Europe and in this country, yet their experience did not afford principles and methods or plan and system so well established by comparison as to bear stereotyping elsewhere.

The fact at the base of the modern efforts in behalf of idiots was their existence as a large class in every civilized community, of all ages and social conditions, and at the same time differing widely in the degree or extent of that mental deficiency which separated them from the general type of humanity. Society has

always been blind to the existence of social evils till their magnitude made a failure to perceive no longer possible, and as consequence, till the work of remedying them must commence by steps partial, indirect and slow.

In the case before us, the very extent and magnitude of the evil precluded anything but partial means for obviating it. In grappling with it as it exists, there were two directions that charity might take. The first one that would suggest itself would be a plan for the proper custodial management of idiots, receiving every variety of subject, just as far as the public might supply the means for such care. This would simply look to surrounding them with the highest degree of comfort which they could appreciate, and yet leaving them supplied only with those conditions essential to a lower form of organic life, viz: warmth, light, nourishment and routine. A mode of life unlike that of the higher animals, inasmuch as the wants of the whole nature are not provided for; a life resembling that of animals, in that the actions are guided by something less than reason, viz: habit.

Another mode that offered, would be to meet the cases as they rose from year to year in any community, and by well-directed efforts at their education lift them above the severer penalties of their lot. This presupposed a susceptibility to instruction which had not previously been imputed to them as a class. This necessarily excluded all cases not of a teachable character, from disease or other cause.

There is another still more radical way, that is, the prevention of idiocy by securing a proper observance of natural laws. This last is impracticable in the imperfect state of our highest forms of civilization. Still something may be accomplished indirectly by enlightening the public mind as to the more common causes which produce idiocy.

The first method was based upon an erroneous idea of the duty of society in the case of idiots. As has been mentioned, public attention had been forced in that direction by the very magnitude of the evil, as seen in the great and increasing number of idiots in the community, and in their deplorable condition in many instances. In this, as in other cases, the public mind is apt to look upon the extreme cases and regard them as types of the whole class. It was seen that these were exposed to outrageous neglect or extreme indulgence, and in the absence of any very marked mental manifestations, regard was had almost exclusively to the unfavorable

physical conditions by which they were surrounded. It was seen that they were suffering perhaps from confinement and severity, hunger and cold, uncleanness and disease, or other forms of physical discomfort. While this was seen, the worst features of what had grown into a systematic degradation were overlooked. The idiot had been left without provision for his mental and moral nature. And though it was well to say to him in this condition, "Be ye warm, be ye fed, be ye clean and be ye comfortable," it was conferring less than half the blessing his nature was capable of.

A more intelligent examination of the evil suggested the other course I have referred to. This was based upon a recognition of the idiot's humanity; that he had a physical system to be exercised to some definite purpose; that he had germs of intelligence to be awakened and developed to some useful end; that he had affections to be warmed into life, to respond to words and acts of kindness by feelings of affection and gratitude.

The experiment in this State was organized to meet this view. As the new institution assumed a permanent form by successive legislative acts, the type of its work remained the same. In looking back upon the experiences of its history, there can be no occasion for its friends to regret that an appropriate education was made the basis of the State's charity.

In recurring to the report issued by your board a few months after the opening of the institution, it will be seen that no undue expectations were encouraged in the public mind. It was only claimed that in the case of idiots the attributes of intelligence, sensibility, and will are not absolutely wanting, but dormant and undeveloped, and therefore that they were susceptible, as a class, to the influences of an appropriate education; that, except when the proper means could not be brought to bear upon any subject by reason of disease or disorganization, the extent of the benefits of such education would be governed by the same condition that hold in the case of ordinary children, namely, the degree of natural endowment, and the amount of time and labor expended in the work; that the condition of idiocy did not remove the subject of it beyond the reach of training and instruction, but only made it necessary to modify the methods pursued. Appropriateness of education in the case of idiots implies development and improvement as related to the subject of it. In relation to society, an increased capacity for useful occupations, a better understanding of their social relations, and a greater power and willingness to

conform to the requirements growing out of the increasing apprehension of those relations. It is based upon a thorough and systematic course of physical training; it includes education of the senses and through the senses, as far as the natural endowment and the time allotted for the course will permit, it is applied to cultivating the affections, developing and strengthening the will, and securing obedience and self-control. Finally, it seeks to break up disagreeable and vicious habits and to substitute the opposite, and to make the power of habit auxiliary to all its other efforts—both as related to immediate and ultimate ends.

In the present report, and with the objects in view proposed by the resolution of the board, I purposed giving some of the practical results of the educational system adopted, leaving the principles and methods by which such results have been attained to appear quite incidentally. There is one fact, however, that it is important should be fully understood. That is, that our course of instruction must, of necessity, cover a range as wide as the diversity of mental deficiency manifested in idiocy. It is very easy to conceive of a mental deficiency that differs but in a slight degree from the manifestations of intelligence in childhood ordinarily; but to one not familiar with the subject, it is, on the contrary, most difficult to realize how little intelligence exists in some human forms, and how great the pains required to awaken those germs of intellect into life. For when we reach a certain stage in the descending scale of idiocy, all the mental phenomena seem to be in direct contrast with those seen in childhood generally. Even the physiological functions are at fault; and when we look at the being imprisoned and hampered, not clothed and served by these parts and members, the case is found to be still worse. Inert and active, torpid and sensitive, dormant and vigilant, and the whole class of antithetical expressions of a similar character scarcely suffice to express the difference between the indwelling spirit that blindly feeds upon itself, and shrinks as it feeds, and another—the very type of normal childhood—argus-eyed and hungry, that spontaneously applies itself to related objects of every kind, and in all directions, with absorbing and digesting power.

So, also, in regard to habit. Only one who has marked and considered by actual observation and thought can understand the distinction between the effect of habit in the idiot of a low degree of intelligence, or with faculties warped, unbalanced, and perverted; and when performing its true function, giving that facility

to the physical, mental, and moral acts of every-day life which make them seem instinctive or intuitive.

It may be well, therefore, to describe a case or two illustrating the first steps in the development of the faculties. And as the infirmity of the will in idiocy is relatively the undermost, I notice this first.

This implies a weakness of the will itself, and also its want of proper control over the other faculties, by which alone its power is or can be manifested. The will, then, is to be strengthened; it is to be made to assume its prerogative as the governing faculty. The efforts to accomplish the second named purpose secure at the same time the first. By the same exercises by which the will acquires supremacy directly it acquires power incidentally. I describe first an extreme case.

E—— P——, a girl of eight years old; tall, slender, and with regular features. There were but few external impressions (if any) that would produce reflex motion in her. One could prick her with a pin, and there would be no withdrawal of the suffering part; she would simply scream and throw out her limbs in vague and purposeless movement. She would allow the ball of her eye to be touched, without winking or betraying any consciousness of the finger, or any effort of the will to avoid the infliction.

She did not stand or sit alone, or even hold up her head; not from a want of muscular power, but from a want of will and intelligence. She spent her time lying on the bed or on the floor, or seated in an arm-chair, constructed with a support in front, on which she leaned, with her hand in her mouth.

She had not reached a point of development where the fear of falling is manifested. When seated or put in an erect position, she dropped, a passive subject of the law of gravitation. I tested this inertia in a harmless way. Placing her in a rocking-chair, I stood behind it and let it fall backwards, only catching it as it nearly reached the floor. Not a muscle moved, not a sound escaped her.

She never exercised her will to grasp or hold anything in her hand. The only evidence of any control over her muscular system was given when angry, by throwing herself backward with a sort of convulsive motion, and perhaps a slight effort at times to get her hand into her mouth.

She did not use her eyes to see, though these organs were perfect. She did not use her ears sufficiently to distinguish tones of affec-

tion from tones of anger. She did not notice the direction of sound. There was, however, a slight appreciation of musical sounds. She had been heard to hum something resembling a familiar air, that her sisters played upon the piano, though there was more of rhythm than melody in the sounds she made. Of course she had no idea of language. She had but little feeling, and none of the active sense of touch.

Her sense of taste had, however, been educated by years of indulgence. She ate only sponge cake, and drank only weak tea; but she craved these at certain periods of the day. The word "ate" does not describe her mode of obtaining nourishment. When the accustomed food was placed at her lips, the mouth opened, but she made no effort to swallow the food. If placed on the tongue, still no effort at mastication. It is pushed to the back of the mouth, and then she sucks it down. Her thirst was satisfied in the same unnatural way.

In describing the steps in the calling forth of voluntary motion and sensation, it should be premised that the human will is influenced or brought in exercise by the occurrence naturally or the presentation of certain motives progressive in their character, commencing with the appetite, at the lowest extreme, and ending with the moral sense, or conscience.

I commenced, then, as every teacher should, in the *known*. In the case of this pupil, the *known* was confined to sensation in the back part of the mouth. With a piece of sponge cake on a fork, I drew gradually, and in successive lessons, the sensation of taste forward on the tongue; then to the lips. Desire, prompted by appetite, followed close at the heels of sensation.

Soon I was able, by touching the lips, the mouth, at its sides and above and below, to make her reach her head forward, to turn it a little from side to side, and up and down, in pursuit of the desired morsel. She also learned to raise and hold erect her head for the same purpose.

Occasionally, when through my impertinence in drawing it away she failed to get it, she drooped backward with a discouraged air. In exercises thus hastily sketched, this much was accomplished: Master and pupil were brought into a conscious relation; sensation was extended; voluntary motion to gratify the appetite was induced.

I wished now to secure voluntary effort in the way of balancing herself, as a preliminary to standing alone. I put down on the

floor in one corner of the room a piece of smooth and varnished oil cloth carpeting. Placing her in an erect position, with her back against the wall, and seating myself in a chair in front of her, I held her up against it with one hand, and with the other kept her knees from bending. Her whole weight was thus thrown upon her unaccustomed limbs. Then, guiding her feet with my feet, I allowed them to slip forward till her position became quite uncomfortable. After a few moments I restored her to a more comfortable position, by pushing back her feet. This was repeated for some time, till to my joy she took the hint, and, to relieve herself, slightly drew back one foot.

In another lesson or two she learned to step backwards continually and regularly, as I allowed her feet to slip forward. I next moved her body a little to one side, till, prompted by the discomfort of the sidelong attitude, and acting upon the gentle hints furnished by my suggesting foot, she recovered an erect position by a sideways movement of her own. I need not follow these exercises further, only to say that she was promoted to a large sized baby jumper, where for brief periods she was left with the alternative of discomfort or some voluntary effort to keep on her legs. With such and similar methods she learned to walk, to stand up and sit down, at my command, and to follow the other pupils in their march to and from the dining room.

I now wished to bring her hand under the control of her will. Holding her wrist, I placed in her soft palm (for she made no effort to grasp anything), various objects hot and cold, smooth and rough, light and heavy. She at last knew she had a hand. After awhile I succeeded in inducing an effort (voluntary, remember), on her part, not to grasp the object, but to drop it by a slight motion. This I encouraged till she positively dropped it. In time, I thought that she perceived a connection between the dropping of the body and the noise and jar as it fell at her feet, assisted perhaps by my simultaneous exclamation. Acting upon this, and with the impelling influence of my stronger will, which she now began to appreciate, I at last secured the end I had in view, and she held whatever I gave her. I should mention that heavy bodies are held more readily than light ones.

J. F., a boy of eleven years of age, type of quite a class of cases that have been in the asylum. He could stand and walk, but did not use his hands even to feed himself. He did not hear a sound apparently, though we fired pistols at his ears, and tried him with

all sorts of surprises in the way of sound. He saw only food. When I led him to the edge of a pond or stream of water, he would walk in in perfect unconsciousness of any danger. Nor had he acquired the experience of the burnt child. He had, however, a strong appetite, an intense thirst, and a marked fear of falling. He insisted, when brought to a pair of stairs, in going up "on all fours." I commenced by giving him no water but what he carried to his mouth in a drinking cup. Holding a sharp-tined fork in his hand, I allowed him no food but what he assisted in taking and carrying to his mouth by his own voluntary effort. This continued for weeks—the amount of my assistance diminishing each day till he accomplished it alone. Incidentally his vision had been brought into exercise, though, in the main, he groped with his fork in picking up his food.

I now placed him upon a ladder, one step up. He clung timidly to the rounds. I carefully drew him down till he found himself safely on the floor. This I repeated till he learned, stimulated by fear, to do what I at first did for him. Then I placed him higher up and he came carefully down, looking as well as feeling for the rounds, with both hands and feet. I had, meanwhile, cultivated his vision by means hereafter to be described; and now standing in front of him, I had him take a pole or dumb-bell as often as I handed it to him. Next I dropped it into his hand. Then I threw it at him. He failed to catch it, it struck him, and he received an unpleasant jar. In time to avoid the jar, he stopped it with one hand, and at last succeeded in catching it. I now commenced with exercises in imitation—motion of the arms. Here the exercise of his will was to take a new direction. The power obtained by the lessons in voluntary motion was to be used over the perceptive faculties in watching the motions of the teacher; in other words, in attention, the will directing the intelligence and the senses. And as these lessons passed into gymnastics proper, we had, in his case, efforts of the will to control the muscular system, and also efforts of the will directing the intelligence as it perceived the manner and the mode of the acts to be imitated.

Through the whole of the educational course adopted in the institution, the development of the will, or the awakening of a self-determining and self-originating power receives constant attention, even when the efforts of instruction are apparently tending in another direction. And it may be well, in this connection, to note two points related to this subject. First, there is an existing

natural order in the agencies which excite volition, which is to be observed and followed in the efforts to develop and strengthen that highest form of will—the human will. The law of life, in its lowest stage, is rhythmical or intermitting action, modified to a limited degree by physiological habits. The stimulus to this action is what I may call functional satisfaction—*i. e.*, the complete fulfillment of the function of the individual organ, or the aggregated organs constituting the particular organism. The law of life, in the higher form, is determinate action and repose, variously alternating and modified by mental as well as bodily habits. The incitements to these higher activities are primary, and are to be accounted as operating behind volition. They may, therefore, be classed as motives by which the will is developed and strengthened. These are, summarily stated, the muscular feelings, the appetites, the desire or tendency to exercise, the gratification of the senses, curiosity, the affections, and finally intellectual and moral considerations. And as in any education, the exercise of the will of the pupil is the first requisite, it may be remarked that the lower the point at which distinct educational means are resorted to, the lower will be the character of the incentives to be used. And viewing these from another point, one may add that upon the degree of intelligence of the pupil will depend the predominance of the impelling or the persuading influences adopted.

There is a second order that deserves the attention of the educator, and that is the succession in which the various powers and faculties are subordinated to the will. It can only be mentioned briefly that the will first obtains power over the muscular system, then in the use of the senses. The exercises by which this is accomplished give it a power to undertake the task of acquiring supremacy over the mental acts. This attained, it can now attempt to master and rule the appetites and passions.

The next point to be noticed is the education of the senses. It may be mentioned that there are certain movements in the human infant preceding voluntary motion which are instinctive. This was essential to the preservation of life. So there is a passive sensation which is instinctive, which in the child precedes active or voluntary sensation. This also was indispensable. In animals we have certain perceptions connected with sensation that are usually termed instinctive. In man these invariably consequent perceptions are very few in number, and are called intuitive. Of course these intuitive perceptions can only occur after the channels of sensa-

tion are fairly opened, after the senses have become able by more or less of exercise to transmit the impressions from without.

Education begins where instinct ceases, when intuition ends. This point differs in different animals, perhaps in different individuals of the same species.

Among idiots (which are anomalous cases,) are not unfrequently found individuals in whom there is a partial or entire disuse of senses that may be said to be instrumentally perfect.

In the first case cited, the sense of taste had been educated. The sense of smell was quite dormant. Odors pleasant and odors pungent made no impression upon the olfactory nerve. The sense of touch existed only passively. There was a slight appreciation of musical sounds.

There was, however, no apparent vision. Eyes had she, but she did not see. The pupil of the eye did not respond readily to different degrees of light by dilation and contraction. She did not at first seem to notice sudden changes from light to darkness. I have repeatedly and during quite a period of time, in the presence of numerous witnesses, touched the ball of her eye without her seeming to be much disturbed by it; at all events without her making any efforts to guard against the approach of my finger. It was, however, slightly sensitive through the nerves of general sensation. The only way to meet this obstacle seemed to be to excite the special function of this organ through its general sensation. And I did succeed, I hardly know how, but doubtless analogously, as the active sense of touch is awakened through appeals made to its passive form, feeling. I discovered in this as in several other cases, that there seemed to be a pleasure derived from flitting some object before the eyes and in front of a bright light, the continual interruption of the solar rays falling upon the torpid organ. Something of the kind may be seen in a blind asylum among the pupils that can just distinguish light from darkness.

It is something akin, perhaps, to the sensation one may feel by pressing gently on the closed eyelids. From the first step just mentioned I proceeded with sudden changes from light to darkness, with sudden passes made towards her eyes with my hand till I at last secured the use of the organ to the extent, at least, of receiving ordinary visual impressions from near objects. During these exercises I should mention that I closed the ears in some way to shut up the other main inlet to the brain. In the second case to which attention was directed another fact was noticed. I had

educated his eye and his will till he followed in imitative acts the motions of my arms when standing directly in front of him and very near him. I then found that I had to go through a second educational process to have him follow my motions when removed to a little distance. I had to teach him, in other words, the adjustment of the visual instrument both for distances and direction.

There was another boy, eight years old, an idiot of low grade, but with restless and persistent habits. All his sensations were dull except that of sight—that had been cultivated by a variety of playthings, and especially by the bright covered and gilt-edged books that adorned his mother's center-table.

He selected with great discrimination the brightest and best. He was supposed to be entirely deaf, and was so recorded in the State census. He was deaf to all noisy surprises and experiments contrived to elicit some manifestations of hearing if any he had.

With his hands tied behind him and his eyes blind-folded, his restless spirit impatient of confinement and wanting news from the world without, soon yielded to the persistent efforts of his teacher to communicate with him through the organs of hearing. Soon he turned his head from side to side when spoken to, first at one ear and then at the other. Soon he learned to follow his teacher by the sound of his voice, and ultimately acquired the full use of the sense of hearing. Without more illustrative examples a few of the methods for further development in the same direction may be given.

In one of the school-rooms there is a contrivance of this kind. The room can be made by shutters entirely dark. In these shutters are arranged slides—moving one of these lets in a startling ray of light upon the darkness; moving others light enters through apertures of various forms, thus encircling portions of space with outlines sharp as the difference between light and darkness can cut them. Moving others the light is transmitted through glass of different colors, so that distinctions of color may be discriminated through successive presentations of unlike hues, not only of the openings themselves but in the various objects bathed in the admitted light. It is a dull eye and a torpid brain that will not heed such appeals. In this room some simple exercises are introduced requiring attention. In this room the first steps in language are taken—simple commands, the names of familiar objects, their own name, exercises in articulation; the commencement of lessons in form, size, color and position; exercises in imitation, in taste,

and feeling incidentally. All of these are interspersed with appropriate gymnastic exercises.

In the next school-room are introduced further exercises in form, size, position and color. The first idea of numbers is communicated, or counting as far as it can be carried without teaching the arbitrary names of the numerals; rude drawing, which furnishes always a practical evidence that the idea of form is acquired; exercises that develop distinctions of form and color combined; color and size; color and position; color, form and size, &c., &c. Distinctions of sound—loud and soft, high and low, direction of sounds, musical sounds, sounds as modified in speech, articulation. Distinction of weight, relative and absolute.

The properties of objects are next made the subjects of instruction, their qualities and their more obvious relations.

The next point to be mentioned is the development of language. In the case with idiots as with ordinary children the comprehension of language precedes by some time the gift of speech.

The first object of language in our system of instruction is to supply a means of communication between teacher and pupils, who, though hearing well, have positively no ideas of language, not even knowing their own names when called. In other words, they have not as yet noticed distinctions of sound as containing any meaning. There are many others higher in the scale of intelligence, who have ideas of language to a greater or less extent, but yet have never attempted to utter an articulate sound. There is a still larger class who attempt to speak, but speak indistinctly. In fact, in an institution for idiots, there will not commonly be found many cases where there is distinctness of utterance or a use of language beyond sentences of the simplest construction.

These same conditions may be seen generally in the case of infants, in their progress towards the complete gift of speech. But while in the one case it is attained by intuitive efforts, in the other it is reached by the officious labors of the teacher.

At the outset then there are preliminary exercises awakening perceptions of distinctions of sounds, and directing the attention of the pupil to the mouth and vocal organs of the master. Just when the idea of language dawns upon such a pupil, or, in fact, upon any young child, it is difficult to determine. At all events, one of the first evidences of an appreciation of a power in language, is in learning one's own name. Words of command are next taken—like "stand up," "sit down!" the command being translated into the natural language by the gesture of the teacher, assisted

by corresponding motions of the class. The aids are gradually diminished till obedience follows the voice alone. The commands "give me," "march," "halt," are then taught, the attention of the pupil all the while being directed to the teacher's voice by various devices, loud tones and soft, &c., &c.

Two articles (familiar to the pupil, like a plate and spoon) may now be placed on a table, and the effort made to lead the pupil to notice the difference in the names. This accomplished, the further progress in acquiring names is certain. Names of simple qualities come next. In fact, the order in which language should be taught should correspond precisely with the order of development of ideas. The idea of language, and some progress in it having been attained, attention is now directed to actual speech.

In the case of idiots, we have to contend with a variety of abnormal manifestations. To meet these difficulties, we commence with exercises in imitation, and also exercises by which the muscles of the lips and tongue are brought under the control of the will. Now come exercises in articulation proper. In these we begin with the sounds that experience teaches us are the truly elementary with children learning to speak. These do not correspond, in point of order, with what are called elementary sounds in the phonetic charts. We are compelled to follow the order of nature in attempts to teach a proper utterance, as in all other matters, if we hope for success. We apply a few simple rules laid down by Dr. Seguin, in his work on the training of idiots :

"1. That the lessons in speech should commence with consonants and not with vowels.

"2. That the syllables composed of a consonant with a vowel following should be articulated first.

"3. That the labials should precede all others.

"4. That single syllables are less easily articulated than repeated syllables."

He fortifies these practical rules by the following suggestions :

"The vowel sounds as emitted by the child are inarticulate. Infants always commence by uttering pa, ma, bo, &c., and not ap, am, ob, &c.

"The motions of the lips are more readily seen than any other used in speech. The connection between the brain and lips is more early established. Infants repeat all their syllables."

The imitation of the simple sounds by the pupils once acquired, we proceed with slow steps through all the sounds of the lan-

guage. The principle is to begin with sounds most natural and easy of emission, and most palpable to eye and ear.

The method of imparting to pupils a knowledge of written language, or the ability to read, may now be briefly described. And first to clear the work from some of the impediments with which it is too commonly loaded.

Reading does not include, necessarily, a knowledge of the arbitrary names of the letters of the English alphabet, nor of any phonetic signs. It does not include exercises on the various sounds of the letters, what are called the elementary sounds of the language. It does not include instruction in emphasis or inflection. It does not include the acquisition of useful knowledge. Reading is simply the ability to receive ideas, through the printed or written conventional signs of words.

It has been mentioned already that gesture, or the natural signs for ideas, precedes the knowledge of spoken language, which is in the main arbitrary; and also that we availed ourselves of this precedence in the early lessons in language. So in learning the printed or written character, which is conventional, we have recourse, as introductory, to what Lord Bacon has called one of the congruous signs of things—*i. e.*, pictures or hieroglyphics.

The pupil has already acquired some ideas of form and color. He is now taught to see in pictures the objects there represented. There are thus associated together the object itself, its pictorial representation and its verbal name.

The appreciation of this relation assists the child to grasp the idea of the next step, which is adding the printed or graphic sign as the representation of an object. This step, it will be noticed, is no more abrupt than the first one, by which the name is acquired. We commence thus, with words representing simple objects, associated with pictures, without any reference to their number of syllables, the mode of spelling, or the pupil's ability to utter them distinctly. We take two words, printed on separate cards, of very different aspect, say *eye* and *wheel-barrow*; we trust to the child's vivid perception of the marked distinction between the two to assist his memory in associating with each the object it represents, its image and verbal sign.

From this starting point, and in the same way, we proceed to teach numerous other names of objects; then words expressive of the simpler qualities of objects, as *good* and *bad*, &c.; next words denoting action; and so on through the different parts of speech,

This is continued till the number of words begins to burden the child's memory, or he begins to be confused by drawing resemblances in words. Now we change our tactics. We have thus far relied upon differences of form in the sign to assist us in our efforts. We now call the pupils' attention to certain resemblances that exist between some of the words that have fallen under their observation. We show in what the resemblance consists and in what the difference. Then we add other words of the same character, till we form a class. Then analogous classes. By this means the pupil is brought to know the force, practically, of the several letters, in words of three letters, without ever having been taught the names of the letters or their elementary sounds. This last, it will be observed, they have acquired in the main of themselves. It will be perceived that, when the principle of classification is brought to our aid, the pupil has already a stock of individual words, well memorized by the intuitive methods of association, with which to connect his new acquisitions in proper categories. He has probably learned, meanwhile, quite unconsciously, to distinguish the different letters by sight. We do not give the pupils the capitals till they are quite advanced in reading. The process need not be traced further. This will depend somewhat upon the views or habits of the teacher and the obstacles presented by the peculiar mental constitution of the pupil or the individual members of the class.

In reading these accounts of the first steps, and some of the methods of instruction practiced in the Asylum, and also the description of cases that are to follow, it should be remembered that all the training and instruction, whether peculiar or adopted from other systems, is subordinated to the ultimate aim of the course. That end is to give them a capacity and a willingness for some form of useful occupation. This, with the limited range of their faculties and powers, will contribute more than anything else to their comfort and happiness in life; for occupation, in their case, is valuable, not only for its productiveness, but because it substitutes a normal direction and a spontaneous exercise of the various human faculties with which they are endowed, for a blind subserviency to mere habit, or the misdirection of these same powers, by appetite and passion.

Thus all the exercises of our gymnasium point towards increased strength and dexterity; all the exercises of the school room aim at mental development in a practical direction, or in the sphere of

what may be called every day knowledge; all the moral training to secure obedience and self-control, affection and habitual good will in all the relations of after life; all the observances of the household to giving them the greatest possible resemblance in deportment and habits to those of their own age who are well endowed.

I have dwelt longer upon these initial steps in the process of training and educating idiots than I intended. I have also enumerated more of the peculiar methods of instruction adopted in the institution than I proposed.

Some of the experiences related are exceptional ones. The fact is, the lower the degree of idiocy the fewer the number of cases presented. Practically, therefore, the labors of the teacher of idiots is of a different character from those described in the first two or three cases, and better indicated by the methods and appliances of instruction briefly described. The same general principles of education that obtain elsewhere are in the main to be applied in an asylum for idiots, but with such modification of application as the peculiar nature of idiocy demands. The rule that guides in the modification may be thus stated: By just so far as the mind of the pupil fails in the normal and spontaneous action necessary for growth and acquisition, by so much must the instruction afforded by the teacher be active, stimulating and ministrative.

Let the reader then conceive of the incline of education, at its lower end, reaching in point of age and topic below the customary period and subjects of definite and conscious instruction, including the every day knowledge of childhood as well as the elementary topics of conventional acquisition. Let him think what would be required of a nursery-governess in the case of ordinary children, if in such cases anything like systematic training were necessary, and then he will be in some degree prepared to understand what the practical labors of a teacher of idiots include.

The starting point will be low down; the steps short; the progress slow; one thing at a time; the subject of the lesson within the range of sensation; defined, illustrated and fixed in the memory by contrast and resemblance, changing with the circumstances and moods of the hour, the goal within easy reach, and the motive for the learner simple, suitable and immediate.

When, then, these conditions, essential to a proper education, are complied with, it may be affirmed that the results will be as

uniform as in any other systems of education. Provision has been made for a true organic growth.

In view of this, it was said in one of the former reports of the institution "that a thoughtful consideration of the probabilities, as well as an examination of the actual results, will convince any candid person that there need be no apprehension that the benefits conferred here, in the case of the great body of the pupils, will be limited in their influence by the period of the parties' sojourn in the institution. The same fruitlessness might as well be predicated of the common school in relation to pupils of ordinary endowments.

"All the exercises and pursuits, of whatever nature, adopted in the institution, are disciplinary in their character. They are means, not ends. Present results are entirely subordinated to permanent and future influences upon the individuals and the class submitted to them. It should be remembered that wherever mind exists it is subject to fixed and general mental laws. And so, starting from the lowest point in our series of educational means, it may be affirmed that our gymnastic exercises bring forth muscular strength, dexterity and a power of attention, which can only be lost by the grossest after-mismanagement. The senses once educated, and the perceptions extended in their sphere of operations can hardly be returned to a state of torpor and disuse. The intellectual faculties once awakened, and nourished and strengthened by appropriate aliment, can scarcely relapse into their former feebleness and inactivity. The will, when once aroused and nerved by exercise to attempt and also to secure control over the other faculties and powers, can, by no means, be remanded to a condition of inability and inertness. So, too, the affections, when once warmed into life and cultivated by the presentation of properly related objects, can hardly fail forever after to respond when suitably touched. The moral sense, when once developed and recognized as a ruling motive of action, can surely not lose all power over the future life of the individual.

"And when, as the practical resultant of all these, obedience and capability have taken the place of inertia and incapacity, and correct habits have been substituted for the reverse by the years of pupilage, need we fear the recurrence of the latter except under such a gross after-mismanagement as we may demand of the friends or the public, that they shall be exempted from."

In looking at the actual results of the experience of this institution, we may classify them as immediate and ultimate.

In the former class may be included a general statement of the improvement manifested in the present number of pupils, and a more detailed account of the progress made in a few individual cases. The relief afforded the friends of the more troublesome cases, by their removal to the Asylum, can not be adequately described. It can only partially be inferred from the general statement of their condition, and seeing how incapable they are of taking care of themselves, of conforming to any proper standard of decency, of any enjoyment except the lowest, of intelligent obedience to the will of others; in short, of knowing or using their own powers and faculties, or of understanding their relations to the world.

The latter class will include brief notices of a few pupils who have left the Asylum after a longer or shorter residence in it, and of the effect of its discipline and tuition on their after condition. In making a selection for this latter purpose, I am controlled in part by a desire to present cases that shall be representative of the classes, that are found in such an institution as this, and in part by the fact that the range of my knowledge of the after history of pupils is somewhat limited by the difficulties of communicating with their relatives and friends on account of a change of residence. Furthermore, it should be observed, perhaps, that the institution, though established fourteen years ago, has had its present number of pupils but a portion of that period; so that the number of graduates (borrowing the term used in other institutions) is comparatively very small.

There are now in the institution one hundred and thirty-eight pupils, of whom fifty are females. Of these some twenty are in what may be called the nursery department. This department includes the lowest grade of children. It includes also the incurable cases; that is to say, all who, from epilepsy, from organic disease of the brain, or other diseased condition, should be termed patients rather than pupils, and who are clearly out of place in an educational institution. The remainder appear in the school-room at the opening exercises every morning. And the general condition of the present number of pupils is a fair type of the whole pupils that have been inmates of the Asylum for longer or shorter periods since its establishment.

Their condition on entering, and progress since, may be sug-

gested rather than described by noting a few features. The average age of the present number of pupils, on entering, was ten years and a half. The register of the Asylum furnishes the following particulars of their then condition. This is made up from the descriptions given by their friends, usually confirmed by the testimony of the family physician:

Thirty-three had never spoken a word, only three of whom were deaf in the least. Forty were reported as speaking only a few words, and these indistinctly. Thirty-four were said to speak. The remaining thirty had the power of speech in varying degrees between the last two classes. Of the whole number but sixteen could count ten, and of these only three or four had any idea of adding even the simplest numbers. Six had received instruction and could read a little. As many more knew a part of their letters, though efforts had been made in perhaps a fourth of the cases to teach them to read. It should have been mentioned of those who could speak, but few began to speak at the usual age. Nineteen knew very little more of language than their own names. Sixty-two could not dress or undress themselves, while sixteen could do so partially. Sixty-two were reported as not cleanly in their habits.

Besides the evidence of their incapacity furnished by the statement in relation to their ability to dress and undress themselves, it may be mentioned that of the fifty girls only six knew how to sew at all. About the same number had had a little experience in household occupations. Of the boys, only two or three had ever done even the simplest work before coming to the Asylum. Among this number of pupils were to be seen a great variety of disagreeable, mischievous and even dangerous habits.

If the reader will compare the above details with the degree of intelligence and capacity manifested by children of average intelligence at even three years old, it will assist in comprehending the work necessary to accomplish the results now to be described.

In relation then to the comprehension of language it can only be said generally that there has been positive progress in almost every case, in some instances in a very marked degree.

In the matter of speech some absolutely mute have begun to speak; and of those who spoke at all, under the special training in articulation to which they have been subjected, and also as the result of increased intelligence, improvement has been an invariable

ble result, varying in degree and form, depending upon the defect of speech in each case.

More control has been acquired over the muscles concerned in articulation; better success has been gained in the imitation of sounds; more distinctness of utterance; a greater variety of words and inflections and a wider range of expression.

Fifty-two of the pupils now read daily in the elementary reading books; eleven others read lessons on the Webb's series of reading cards; thirty-six more are exercised with printed words, which is the first step in our method of teaching reading.

In the aggregate, ninety-nine are learning to read, sixty-one write words and sentences on the black-board or in writing-books, and thirty-three others make letters on the black-board; a few are capable of writing home. All in writing have been previously exercised in drawing on the black-board. In fact, the black boards are the most important part of our school apparatus. They are to be seen everywhere in the school-rooms. As soon as a child can be made to draw a line from one point to another on the board under the guidance of his teacher, however feeble and indirect at the outset, his education in drawing is considered begun.

In the matter of numbers the present condition of the pupils shows considerable progress. The instruction in this branch is of the most practical character. Ideas of number and the relations of number are presented in connection with certain objects at the outset, but in time with the more advanced pupils the attempt is made to lead them beyond the region of concrete into that of abstract number.

The first class consists of eleven pupils—these add, subtract, multiply and are beginning to divide, both in exercises in written arithmetic and in simple mental operations. And attention is called to the fact that experience here dictates the priority of written to mental exercises in our scheme of instruction.

A second class of the same number of pupils are in addition; thirty-nine others can count, and most of these are beginning to add small numbers. With the more intelligent portion of the pupils in connection with this branch some practical instruction is given in making change and in telling the time of day by the clock; while in the other direction there are still lower exercises than the ordinary method of learning to count. Thus many of the children receive their first idea of number by arranging beads of two different colors on a string. This is carried up to a certain

point before the names of the numerals are learned. It may be mentioned in this connection as a matter of scientific interest that in a few instances the ability to string alternately beads of different colors as far as twenty or thirty was manifested before the names of the numerals or any other known mode of aiding the memory had been acquired.

Twenty-five have some knowledge of geography. And lest in this connection any one should get the idea that here certainly a subject was presented above the demands of a system of instruction for idiots, whether for discipline and development or for practical use as an acquisition, a word of explanation is necessary. The exercises in geography like all the others in our school-room are designed for the purpose of enlarging the range of the knowledge of the pupils chiefly in relation to the objects with which they have to deal, or that are likely to have some practical relation to their lives after leaving the institution. Such a geography is, even to the minds with which our methods have to deal, a living geography. The world which it describes has its center and starting-point in the school-room itself or some point in the playgrounds where the teacher may take his pupils. At the outset it concerns the objects within their own horizon and their relative position to each other. It takes cognizance of the features of the home landscape with all its diversities, and as modified by the sun in its apparent daily and annual course. When these topics have become part and parcel of the pupil's stock of knowledge, when the pupil has acquired the power of seeing in the pictorial representation or outline the natural objects for which they stand, and when such lessons have answered their purpose in securing mental growth and strength, then the teacher ventures beyond the range of present vision. Scenes elsewhere are brought to the mind. By the aid of imagination the neighboring hill swells into the distant mountain, the brook near by into the far off river, the little mill-pond into the various larger divisions of water. Such a geography treats of the divisions of land and water, the points of compass, the source of animal and vegetable productions and incidentally their uses, and the modes of travel and transit from one part of the world to another. While it is designed also to cultivate a memory based upon the principles of suitable association, and to secure a proper habit of memorizing it, it has the further merit (if it fails in these purposes) of awakening the attention of

our pupils, interesting them for the time being, and developing their faculties in a natural and healthy way.

Of about eighty who could not dress or undress themselves at all or only partially, forty-one are now able to dress themselves entirely, and sixteen more have made a decided gain in this respect. Of the sixty-two described as not cleanly in their habits, forty-five are now reported as much improved, and the most of these are entirely cleanly. Finally in the matter of habit, more improvement has resulted from the training and management of the institution than in every other respect. The most marked and disagreeable features in the common observation of idiocy are the result of habits engendered mainly by the want of occupation. Of course in an institution where the immediate scope and aim is to provide for every waking hour of the pupil something to do, demanding some form of mental action lower or higher, or at least a change of sensations, and some mode of self-determination weaker or stronger, and the main ultimate object to give capacity for some useful employment, such habits either disappear entirely or are favorably modified, almost without any direct or conscious effort of the teacher to that end.

Furthermore, in as much as in the attempt to improve the condition of idiots, the great counterforce met with is habit in its various forms, it is a great point by substitution or otherwise to get this power enlisted on the side of the teacher. In the life of any human being, there is a constant antagonism between the power of habit and an intelligent and constant self-determination in view of surrounding and contingent circumstances. The lower the degree of intelligence, the greater the tendency to fall in with the current of circumstances, and to be borne passively along with it, rather than to struggle against it in the line of a definite purpose. It devolves, therefore, upon the teacher, for his own immediate and daily ends, to seek to turn the course of his pupil's habits in the right direction. And in relation to the after life of the pupils, it is still more important that they should be started in their life-path, so as to be constantly impelled and controlled as far as possible by correct habits.

Looking at the pupils in the aggregate, the most striking change is to be seen in their capacity for industrial occupations. It will be borne in mind, in this connection, that the average age of the pupils, when admitted, is but a little more than ten years.

Of the fifty girls, thirty-two are now in the daily sewing classes, some of whom are quite skillful with the needle. Several of these also can knit. Two are engaged constantly in the laundry. Nineteen have daily duties in household matters, assisting in making the beds and in the dining rooms. In fact, in the five children's dining rooms, all the work of setting the tables and washing the dishes, is done by the little girls under the eye of a single attendant. Others assist in making the beds and in the care of the smaller children.

The labor of the boys shows to still better advantage. A dozen of the boys occupy a farm-house on the premises. These, with some eight or ten more from the institution, are employed the whole day in the summer months in every variety of farm work. They assist in the care of the stable and in the garden work. Their labor has a positive value that tells in the reduction of the annual cost of the support of the institution. During the past year, the entire productions of the farm and garden scarcely represent the amount of labor accomplished by these boys. For though two or three men were employed, yet their labor would not have sufficed even for the work expended upon the improvements in grading, building a new road through the grounds, and excavating for a bank wall extended during the year. All the operations of the farm and garden are managed with reference to imparting a knowledge of a variety of manual operations, and at the same time conducting them in such a way as to be educational. The boys above referred to are in school during the winter season, perhaps having even then light duties about the establishment. A class of smaller boys, under the constant direction and supervision of an attendant, alternate morning and afternoon, in some of the simpler forms of farm work. They gather stones in heaps, or are engaged in filling, with their shovels and barrows, a swamp from an adjoining hillock. Other classes in the same way, alternate in work of a little higher grade; weeding, hoeing, watering the plants and fruit-gathering, under the partial supervision of the gardener. As fast as possible, they are given a little responsibility of the work, that they may learn to be diligent, even when working by themselves.

The following descriptions are given in a popular form, with no attempt at any scientific arrangement. The general order of the register is followed in describing the conditions of the pupil on entering. The register itself gives other particulars which would

be of interest, in looking at the subject from a scientific point of view. The present condition or the progress of the pupils in the school room, is made up from observations furnished by the teachers. Much in these descriptions, for brevity's sake, is left to be inferred by the reader. Thus, when it is said of any pupil that he is capable of writing, without assistance, a tolerable letter to his friends at home, it is hardly necessary to say that he can read, or has certain other acquirements that must have preceded the ability spoken of. The work is to such an extent a work of education, that in preparing the descriptions if any one class of persons more than another were had in mind, it was of course those engaged in teaching.

CASE No. 1.—S. C., a boy of seven years old, came to the institution in 1858. At two years old he had what the doctor called rickets; but was feeble prior to that. A case of congenital idiocy. He was filthy in his habits—was nearly seven years old before he began to walk—could not feed himself or dress or undress himself. He did not notice anything scarcely till five years old, and not till six years old did he begin to be amused by other children, or have any idea of language. When he entered the Asylum he understood a few simple commands, and tried to articulate a few words, such as papa, mamma, no. He did not know the names of the commonest objects in the house or school-room. He was quite obstinate and mischievous and fond of striking and pinching other children. When tried by the test of the apparatus in our lowest school-room he could not distinguish forms or colors, had no idea of numbers, and saw no resemblance in pictures to objects they represented, and of course took no pleasure in them. He amused himself with anything that made a noise.

He was placed in the lowest class, where he learned the names of familiar objects, and to distinguish forms and colors. Promoted to a class of higher grade, he was taught some notions of numbers. He was then introduced to pictures as the representatives of objects, with some exercises in imitation of lines and forms with chalk on the blackboard; then came printed words, or the conventional signs of objects. He is now among the more advanced pupils. He is still small of stature, but with considerable physical activity. He is cleanly in his habits, eats properly, dresses and undresses himself, and is the errand boy about the house of the attendant who has the charge of the class in which he is. His articulation is not yet perfect, though he uses sentences like a child of ten years

old. He reads understandingly in any of the reading books of the school ; listens attentively when childrens' stories are read by the teacher. He answers intelligently and promptly when questioned in regard to common matters in the object class—enjoys music, sings and keeps good time while marching, and follows the motions of the teacher readily in the gymnastic exercises. He writes in a neat hand any simple sentence on the blackboard or slate ; can count and add with rapidity, and is anxious to do examples on his slate ; imitates nicely simple drawings on the blackboard, and has committed the multiplication table to memory by listening to the recitation of the more advanced pupils. He likes to be made useful in any way consistent with his strength, and will undoubtedly, when older and stronger, be capable of ordinary farm work.

CASE No 2.—B. S., a girl of eight years old, of German parentage. She was of average size, but walked with a loitering gait and bent over like an old woman. She had peculiar looking eyes, the natural defect increased perhaps by the effect of long-continued scrofulous disease. She came from an orphan asylum where efforts to teach her had been made in vain. She understood a few words only, both in English and German. She could speak quite a number of words, but did not connect them in sentences at all. She could distinguish a few colors, but without knowing their names. She had never learned to count, and had no idea of the alphabet or of the object of reading. She, however, noticed pictures. She was good tempered, affectionate and easily managed. She had some marked peculiarities. She was always sluggish and sleepy, and would start suddenly when spoken to, as if frightened. She appropriated everything to herself that fell in her way, loading her pockets with the spoils. This was done innocently from not having much idea of ownership. She could not dress herself, nor eat in a proper way. She was untidy in her habits. At the outset her progress was very slow. She has now been in the Asylum seven years. She walks quicker and with more firmness. She is lively in her ways, and enjoys playing with her companions. She can dress herself and eats properly. She has a strong desire to look well and is careful of her clothes. She speaks with much more distinctness and rapidity and uses quite a variety of words. Though very clumsy in the use of a crayon at first, owing to the want of control over her hands, she now writes quite neatly on the blackboard or slate, any short sentence, and imitates very well simple drawings on the blackboard. She reads in a clear tone any

of the lessons in her elementary reading book. She listens with pleasure when any one is reading aloud and gives quite intelligent answers to questions on common things in the object classes. She counts readily and can add small numbers; will tell the time of day; name the days of the week, the months, &c. She can sew on any plain work and knits a little. There is no doubt that when she gets older and stronger she will be quite capable and willing to perform other household occupations.

CASE No. 3.—A. D., a boy of six years old, came to the Asylum in December, 1862. Small of his age. He began to walk later than usual, and walked very awkwardly. He was clumsy and awkward in other respects. He could not dress and undress himself, but would try to put on and take off his clothes. He understood simple language that was addressed to him, but only said a few words, and those indistinctly. Had never been at school. Knew a few of the letters by name, but without any idea of their use. He was good tempered and obedient. With three years of training and instruction, his progress has been such as to entirely satisfy his teachers. He walks much better, and can dress and wash himself, and does these offices every morning. There has been great improvement in his manner of feeding himself; now he does this very properly. He understands any ordinary conversation. Speaks quite fluently and distinctly. He reads readily the lessons in a primary school reader, and also written sentences on the blackboard. He writes, but not rapidly, owing to his not having yet acquired full control of the muscles of the hand. His progress in numbers has been very rapid. He is able to add, subtract, multiply and divide any small numbers. Shows much intelligence in the object classes, when replying to the questions of his teachers or asking his own. Listens with interest to the reading exercises of the school room. At this point mention may be made of one of the features of our school system. A certain period is set apart each day for reading in some interesting book to the children, or such portion of them as are likely to feel any interest in the subject. In the hand of a skillful teacher, who can adapt the language of the text to the apprehension of the pupils, and who allows and encourages them to ask questions or suggest answers to questions asked by others, this is a valuable exercise. It can be made to cover a wide range of instruction, in a manner most successfully to awaken and increase their power of attention. When at home during his last vacation, this boy attended for a

little while a district school. Since his return to the Asylum his parents have written a letter, from which the following sentences are extracted: "A. had a very pleasant time while at home. We think him greatly improved, and feel repaid for the many anxious hours we have spent since he left home. We saw great improvement in his behavior and in his learning. We think if he can stay at the Asylum till he gets started in one or two more branches, he can then be taught at a district school. His friends think very well of the Asylum."

CASE No. 4.—K. P., a girl of nine years old. Short and fat, and sluggish in her motions. She was cleanly in her habits, and could partially dress herself. She understood any simple language addressed to her, and spoke, but with a very deliberate utterance. She had never been at school; had never had any instruction, and could not count; knew none of her letters. She was very inattentive, and was mentally sluggish. She was good natured, but cried easily, and with very small provocation. She had not been taught to sew or be useful in any respect. In mental development, in her companionships, and in all her associations, she was as a child of five years old, and had been treated as such by those who had the care of her. She has now been in the Asylum three years. The first efforts in her education were directed to breaking up that physical and mental sluggishness that was a marked feature in her case. She was submitted to a course of gymnastic exercises, to make her quicken her movements. So in the first lessons of the school room, effort was made to secure prompt attention, prompt answers to questions, and general mental activity. Under this treatment her peculiarities are disappearing. She is fond of more active sports and of amusements requiring more intelligence. She has learned to read in an elementary reading book. She can write simple sentences, constructing them as she writes. She listens intelligently to the verbal instruction of her teacher and to the stories read in the school. She takes an interested part in the object lessons; but in the more practical instructions of the institution she has made still greater progress. She sews quite neatly, and can knit. She sweeps and sets the tables and washes dishes, and does all well. She is not only industrious and willing in household matters, but shows good judgment in them, often exercising quite a care over those less capable. In short, no one can see her now, and compare her present with her former condition and capacity, without being

satisfied that the object of the special instruction in her case has been entirely successful, and that she will ultimately be returned to her friends, as relates to the purposes and enjoyments of life, a new being.

CASE NO. 5.—L. W., a girl of nine years old; well formed, but with a head of somewhat peculiar shape. She was very bashful, and hung her head in an awkward way when spoken to. She understood any common language addressed to her, and could talk a little. She had been at a poor-house school, and knew two or three letters. She was fond of pictures. She had no idea, however, that printed words stood for objects of any kind, and therefore did not understand the object of learning to read, and had no interest in learning her letters. It was a similar fact existing in the case of the few pupils admitted, who had been at school before, that suggested the adoption of the method used in the Asylum for teaching reading. The very first lesson in the course contains the germ of the idea of the object of learning to read; for the pupil must first of all recognize a given printed word as the sign or representative of a certain object he already knows, and the name of which he knows. And this idea expands with and lends an interest to every step in the progress of learning to read, and thus answers the highest requirement of any method of instruction. And with this method, the order of presenting words can be made to conform to the relative order in importance of the classes of words in the pupil's vocabulary—thus, names of objects, then of qualities, then words denoting action, the modes of action, and finally the connecting links of language. This pupil could not count at all, and had never attempted to make a written character. She was violent in her temper, and very obstinate naturally, and bad management had confirmed and strengthened these natural tendencies. In her habits she was not always cleanly; and her general appearance indicated a low degree of intelligence, and an ugly temper. After being a while under instruction, her whole appearance and character changed for the better. She grew attentive, and learned with as much rapidity as any pupil in the Asylum. Interested in the exercises of the school room, and encouraged and gratified by the progress she made and the praise of her teachers, she had little time and less disposition to manifest her disagreeable traits. She learned to read and write well, and acquired a good knowledge of numbers. She left school at the end of five years, and has for two years past worked constantly in

the laundry of the Asylum, displaying considerable intelligence and energy. She is still somewhat bashful, and not always good tempered; but she is in every respect a different being from what she was when received into the Asylum. In the intervals of her work, on Sunday and at other times, she takes pleasure in a book. She learned to sew and knit, and became quite capable in various household occupations. She likes to be well dressed, and notices the dress of others.

CASE No. 6.—E. C., a girl of twelve years old, subject to chorea from birth, also deaf and dumb. Had a pleasant face when the muscles were quiet. Began to walk at three years old, but walked when admitted with a rolling motion. Understood signs to some extent. Was very amiable and obedient. Of course, in this case, the instruction was entirely through the eye, and the advantages in such a case, in this institution, will not bear comparison at all with those of an institution for deaf mutes. Her chorea and her mental deficiency, precluded her admission to such a one. She remained in the Asylum six years, improving steadily all the while, and left it able to write, to read a little, and with some knowledge of the relations of numbers. In household matters she acquired no small degree of proficiency, though when she came she had very little control of her hands. She could sew and knit, work figures in colored worsteds from a pattern. She was very useful in the dining rooms and in other household matters. Though quite anxious to return to school, she was retained at home at the last vacation, because in the judgment of her friends, the object of her having been sent to the Asylum had been fully accomplished.

CASE No. 7.—M. C., a girl of ten years old, sister of the foregoing. Came to the institution a year later, the mother being induced to send this her only remaining child, by the marked improvement witnessed in the case of the oldest. She resembled the older sister, but her infirmities were less marked. Her chorea was very slight; her walk better; she had more control of her muscular system generally; she was only slightly deaf, and this fact would have given her a great advantage in mental development over her sister, only she was one of the class of cases where there is what may be called a deafness in the perceptive ear. She did not notice sounds unless very loud, or unless her attention was first attracted in some other way. With this peculiarity, she of course had a very limited comprehension of language, unless

accompanied by gestures or signs. She said but a few words and these quite indistinctly, and with the same want of modulation and slight timidity of utterance, commonly noticed in those who have become deaf. She knew nothing of housework, and could sew but very little. As she was the youngest child in the family, she had been waited upon and petted in no small degree; and, whether as cause or effect, she manifested great childishness of manner. Her disposition was amiable. She has now been five years in the Asylum. Her nervous manner and motions have in a great measure disappeared. She listens as well as hears better. She has learned to comprehend language. She reads quite well in the elementary reading books of the school room, and she comprehends the meaning of the printed page, not directly through the medium of the eye, as in the case of deaf mutes, but indirectly, as the printed words are the signs of spoken words, of which she knows the meaning. She can and does talk connectedly and sensibly upon matters within the range of her intelligence and knowledge; a slight lisp being the only defect in her speech. She can enumerate and read numbers as high as thousands; can add, subtract, multiply and divide large numbers with ease. She writes very well, imitating her copies with much exactness. She exhibits considerable taste in drawing, and her drawing books, in the opinion of her teacher, would compare favorably with those of advanced classes in our common schools. This mental progress had to be made at the outset, under the difficulty of contending against a sense of hearing practically closed. Out of school hours she has received and responded most favorably to the instructions that fall within the duties of the matron. She now requires no help in dressing and undressing, and assists in the care of the children. Her hair and teeth and dress are properly and neatly cared for by herself. She makes herself very useful in washing dishes, sweeping, making beds, &c., &c. At the table she conducts herself in a quiet and lady-like manner, and when invited out to tea (at the table of the Superintendent), she manifests considerable tact in watching and following the observances of the table. She is very handy with her needle; she can sew and knit as well certainly as most girls of her age. She has learned several kinds of fancy work, and can reproduce a pattern with worsteds upon card-board or canvass, without help of any kind. Her judgment and her industry is such, in work of any kind, that she can be trusted to plan and do an entire piece of work without direc-

tion or supervision. She is in short capable and faithful, obedient and amiable. The results in her case are still more satisfactory than in that of her sister. At the end of the present year, she will be returned to her family, able to assist efficiently in household matters, able to take pleasure for the remainder of her life in the reading and writing and other school acquirements she has learned here, and a source of comfort to her friends.

CASE No. 8.—C. M., a boy six years old, came to the institution in January, 1862. Has been absent some nine months of the period intervening between that date and the present time. He had convulsions from eight months till two and one-half years old, and for nearly a year almost daily. These left him with paralysis of one side. He did not sit alone till more than a year old, and did not attempt to walk till more than two years old. He walked very clumsily, often falling, when he entered the Asylum. He could not dress or undress himself. His want of intelligence was clearly to be seen in his countenance, in his carriage and in his very hair, even to a casual observer. He understood only the simplest language addressed to him, such as the ordinary commands and instructions addressed to a young child in the household. He began to try to speak at two years old, but could say only a few words, and those indistinctly and in an imitative way. He did not discriminate the most simple forms and colors; he had no idea of numbers, and though brought up under intelligent parents, who attempted to teach him, nothing had been accomplished by their efforts. He was said to be good tempered and obedient under the judicious management he had had at home; but he was quite prone to mischievous acts, such as pinching and striking his companions. There were, however, very soon, indications to the experienced eyes of those connected with the Asylum that he was a promising pupil. From the moment he entered it may be said that scarcely a day has passed without his making some progress. In one or two instances the annual vacation has been anticipated in his case, because of the danger of over-taxing the energies of a too willing pupil. When he returned from his last vacation, his mother, at my request, sent me a statement of his comparative condition on entering and at the present time, from which I extract the following: "Since his residence at the Asylum his health has improved; his countenance looks more fresh than formerly. When he entered the institution he fell down very easily, and often when walking; he was awkward in

the use of his arms and hands, and there was a stiffness of the fingers. He now walks with much more firmness, and has acquired a very good degree of control over the muscular system, as is manifested in writing, &c. His bodily activity, or constant physical restlessness, has given place to mental activity. He now likes to play with other children; formerly he usually preferred to amuse himself alone. He now wishes to wait upon himself in all matters. We think that he is much more gentlemanly at table, and he now selects such food as he prefers, and tells us when he is satisfied. We formerly were obliged to guess what he wanted and how much. He can dress and undress himself almost entirely, and while at home during vacation has been accustomed to prepare himself for church with but little assistance. He washes himself before meals without being prompted, and, when he first came from school, combed his hair and brushed his teeth regularly. There is much improvement in respect to personal cleanliness. He now has considerable regard for dress, and wants to dress as much like others as possible, and notices untidiness in others. He now seems to understand nearly all we say to him respecting plain every day matters. When he entered the institution he could hardly speak a word distinctly, but now he speaks most words quite plainly, each day using a greater variety of words. He now converses upon almost as great a variety of subjects, as any child of his age and experience. His memory is more retentive. He remembers and relates many incidents which have occurred since he was last home, in relation to his teachers, associates, school, &c. His attention is much more readily fixed upon any object. When he left home, he hardly noticed anything outside of the house. He would never notice a procession in passing or anything of interest. He now seems as much interested in what is going on in the fields and streets, as most children, and particularly in machinery. He can read easy lessons, write well upon a blackboard, and astonishes all who hear him in numbers. He remembers dates surprisingly, and greatly prefers a hard question in multiplication to an easy one. He assisted his father a little in the hayfield, and also in gathering apples, though of course he is too young to labor much. He reasons quite well upon little practical matters, has much more self-control than formerly. He is quite obedient, understanding the reasons of our requirements better, yet sometimes manifests a rebellious spirit, but a little calm reasoning will usually quell it. He was always

very affectionate yet very passionate. He is now much more even-tempered. He is more steady and quiet; has attended church every Sabbath when well, and behaves well and orderly, and is careful to imitate others in his deportment. He has also attended Sunday school, committing easy lessons. He is less selfish, more ready to share his gifts with his sisters, and yield to their wishes when at play. He recognizes the distinction between right and wrong much more clearly, talks about the sin of telling falsehoods, thieving, &c., &c. Notices improper talk and conduct in other children. In fact we are disappointed in no respect in his progress and improvement at the institution, unless it be that he learns so rapidly. We did hope that he would recover the use of his limbs in a greater degree in walking, though the Superintendent gave us no especial encouragement in that respect. He has learned reading, writing and spelling sooner than we dared to hope, while in figures his progress is most remarkable. We feel that our warmest gratitude is due to all connected with the institution."

CASE No. 9.—W. C., a boy of nine years old, good looking and well formed. He had for some years been subject to epileptic convulsions, which had gradually weakened his intellect and his moral sense. He could read a little, but could not write, and was quite expert in the multiplication table. In connection with his disease he had a morbid appetite. Under the influence of this he became quite troublesome. He would wander away from home calling upon neighbors, or even strangers, and asking for food. This indulgence of his appetite increased the frequency of his spasms. He grew more uncontrollable as he grew older. If his mother or the people in the village refused him in his wishes, he grew quite turbulent—on some occasions even breaking windows. He has been in the institution a year, improving in all respects. He is quite quiet and easily managed, though a little excitable when threatened with convulsions, now of much more rare occurrence than formerly. He reads and writes easily quite complicated sentences of his own construction. He understands much better the relations of numbers. But the greatest change has been manifested in his behavior and deportment. The following letter from a banker of eminence who resided in the same village with him, and who has always known him very well, was sent to me since his return from his first vacation. It may be mentioned that the boy himself insisted upon returning to the institution, on the very first day of his second school year :

Dear Sir—As it may be agreeable to you, engaged as you are, in the ungrateful task of educating an unfortunate class (and one which has hitherto been almost entirely neglected), to know that your efforts are appreciated, I take great pleasure in bearing witness to the efficiency and success of your treatment in the case of W. C. of this place. I had not seen him during the year he was under your care, and was surprised, during his visit to his mother in August last, at the physical and mental improvement in him. I found him gentle and agreeable in his manner, and a pattern of personal neatness and order. I was astonished at his readiness in figures, and the tenacity of his memory in dates was truly wonderful and would not have disgraced a much older head.

Wishing you equal success with all your pupils and a just appreciation of your labors by the public,

I am, very respectfully, yours,

CASE No. 10.—F. M., a young man of eighteen years old ; stout, good-natured and capable of doing simple errands in the neighborhood. His admission was sought into the Asylum that he might be made capable of common farm work, but without expectation that he would accomplish anything in school, as in spite of some efforts to instruct him he had never been able to make any progress towards reading and writing. He had learned to count, and had quite an idea of the value of money, and was very anxious to work where he could earn money. By an understanding with his mother, he was engaged, as he supposed, for farm work in the country at a stipulated price, to be remitted to his mother. At first he was rather awkward and lazy, and not very persistent in any work assigned him. He gradually improved, however, in these respects, and when the season closed he was taken into the school-room for the winter. He was in the school some five months, quite astonishing his teachers by his progress and his strong desire to learn. He then returned to his employment on the farm, growing more diligent and capable constantly. He frequently, in the intervals of labor, amused himself with a simple reading book and the pictorial papers. He has now been two or three months on his second term in the school-room. He is quiet, attentive, studious and obedient. A short time since, with some labor and after two or three copyings, he wrote a letter home. As no names are given in this report, there will be no impropriety in making a short extract from a letter he received in reply, as it shows how

his progress intellectually is regarded by the person most interested and best qualified to judge.

"My dear F.—I am very happy to have the opportunity of replying to a letter written by thee. It was a great surprise to me; was well written, well worded and gives me great courage that thee will one day be able to read and write as well as any of us. We were all delighted with it, and are very glad to see thee improve so fast, and are sure thee will be a good boy and make a smart man. Tell the doctor and thy teachers that all my family join me in thanks to them for the care and pains they take with thee."

This boy attends church regularly every Sunday, attracting no attention by his dress or conduct, and all this without any direction or supervision. His progress has been such already and his prospects for the future in regard to intelligence and usefulness are so promising that the only room for regret by those interested in him would seem to be that he was not sooner placed under educational influences.

CASE NO. 11.—J. O., a boy of 13 years old; very tall of his age; good looking. He had been subject to scrofulous disease, acquired, as supposed, by the parents quite accidentally. He was very excitable and inattentive, so that efforts to instruct him had entirely failed. He has now been in the institution six years, alternating between the school-room and out-door occupations upon the farm. He has grown more quiet under these influences to such a degree, that by an ordinary observer no peculiarity would be noticed. In fact, he has been in the habit of attending church for two years past, and no one of the congregation has probably suspected that he was an inmate of this asylum.

In school he has made good progress. He can read and write, and has some knowledge of the relations of numbers.

On the farm he has become so capable in the various labors of the field and garden, that (as we are in the habit of estimating efficiency in common language) he would be rated by the steward of the asylum as two-thirds of a man.

I subjoin a portion of a letter received from his father in relation to his improvement while in the institution:

"Dear Sir—I had intended to have written you at an earlier date, to express my hearty appreciation of your labors, and those of your co-laborers for the benefit of my unfortunate son, who is under your care.

"I have at no time hoped for his entire recovery, because I could not expect the entire eradication of the physical disease, which superinduced the mental weakness and deranged condition of his mind and his actions.

"Up to the time that the scrofula which was fastened upon him by vaccination, he evinced as sprightly and harmonious mental conditions as any other child of the same age.

"The delirium, which manifested itself when he was about twenty months or two years old, remained as you saw him when he first came to your institution. The occasional and disconnected sallies of wit and understanding which he evinces, shows that his original mental power has not been wholly destroyed, but clouded and confused by the morbid condition and action of his cerebral organs.

"In placing him under your care it was in the hope that by a training adapted to his condition—one such as with my duties I could not give, and is not found in any ordinary schooling for youth—that the latent mind might be aroused, and so far regulated in its actions that he might, should he live, be a comfort to us and to himself.

"I am highly gratified by his success thus far. I saw, during his last visit home, that his general health was much improved, and with it comes more connection in his thought, more self-control, a greatly increased quietude of mind.

"That restlessness and fitfulness of temper and temperament, I notice, is lessened, from which I hope for more application, the essential condition of success. I feel a strong hope that, in due time, should his improvement continue, John may be able to govern himself and do such easy manual labor as will make his life comfortable.

"The aptitude which he shows for music and religion, I think may be relied upon to aid in the growth of his mind, and the formation of a good character."

CASE NO. 14.—P. S., a young man of seventeen years old; stout and well formed; understood any simple language addressed to him; was sent to the asylum to be taught some useful occupation, and also to be rendered manageable. He was strong and intelligent enough to do any ordinary work, but under home management he could not be made to apply himself to any useful purpose.

He remained in the institution three years. He became so useful in the various occupations about the farm and stable, that when

he left it was quite a matter of regret to the steward. His mother, however, needed his services and insisted upon removing him, though it was proposed to her to pay him wages, if he were allowed to remain. The following letter, just received, will show the effect of the training of the asylum upon his capacity for labor :

"Dear Sir—Your favor of the 15th was duly received. In reply would state that, as far as I know, P. S. has been steadily at work for the larger share of the time since he returned from the asylum. He is at present working upon the railroad track as a day laborer. He receives \$1.25 per day, and boards with his mother. He is very steady, and works intelligently—*i. e.*, understands what he is told to do, and does it.

"He appears to be willing to work, and works when not prevented by stormy weather. His wages amount to more than is required for his support, and therefore must be some help to his mother. His elder brother is a sort of overseer upon the railroad, and Pat works in his 'gang.'

"Any further information you may require will be gladly furnished, if possible. Very truly yours."

These descriptions could be multiplied till they included at least two-thirds of the present pupils in the asylum, and still no case be presented that did not afford the evidences of very marked and satisfactory improvements. The fact is, one is precluded from attempting to describe the results in the best class of cases, because at the outset there is perhaps nothing in their general appearance or their habits that sufficiently marks the extent of their mental deficiency, or the difficulties to be encountered in the attempt to educate them, and so there is nothing with which the results attained can be properly compared.

The value of the description in any case depends upon its presenting the condition of the pupil before receiving any education, and then showing, not only the improvement actually made through the instrumentalities provided in an institution, but the further fact that a tendency to continued progress upwards is established in the place of an original proclivity in the opposite direction.

The remaining cases described will come under the head of what I have called ultimate results.

CASE No. 12.—A. M., a boy of eight years old; usual size. There was a partial paralysis of one side, so that he walked badly, frequently falling; his countenance betrayed his idiocy. There was a vacant laugh, and his mouth was always open and tongue

projecting, and a great and constant flow of saliva, stimulated by a habit of biting his hands. These are short and calloused in many places. He fed himself with his hands, and was filthy in his habits.

He could not make any articulate sound, and did not comprehend any language addressed to him, unless assisted by signs. He noticed any new object placed in his hands, and would cling to it when we attempted to draw it from him; and when it was taken from him, would follow one to regain it. When in possession of it, he applied it at once to his mouth.

He was very ill-natured and passionate. This was one of the most unpromising cases in the institution. Besides the low degree of intelligence, there was not only a reluctance to respond to the efforts of the teacher, but a positive resistance.

When he came to the Asylum, shoes had been put on him for the first time, and the mode of dressing him had been changed, and this fact not having been mentioned by his parents, the persons in charge of him here did not understand the cause of his determined efforts to take or tear them off. This proved a fruitful cause of trouble between him and the attendants. When I interfered, with more authority and more determination, the matter was still worse. For a long time afterwards, my appearance in the school room was the signal for an outburst of rage that provoked a smile. The stairs in the Asylum were another source of trouble. He was afraid to go up, except upon all fours, and he wanted to back down in the same manner.

However, a steady course of coaxing, with an occasional resort to restraint, at last told upon him. He grew more quiet, learned to feed himself, manifested some interest in the lower exercises of the nursery department. He was willing and able to follow his teacher in acts of imitation, &c., in the gymnasium, and got to understand simple commands given him. There was great improvement in his habits. He was more cleanly in every respect. The saliva ceased to flow from his mouth, and his hair began to be subdued by the habitual use of the brush. He grew more manageable and pleasant.

Though never outgrowing the discipline and tuition of our nursery department, his improvement in intelligence, in behavior, and especially in the matter of habits, did credit to that department. After remaining in the institution the usual period, he was removed by his friends. To the officers of the Asylum, the results attained in this case seemed as little satisfactory as in almost any

that had been under their care and management. Would his increased intelligence make him more capable of amusing himself, and to that extent less troublesome than formerly, less mischievous? Would the change in his temper and manner begun here continue after reaching home? Would his new and better habits still control his former ones?

It is seven years since he left the Asylum, and a letter has been received in relation to him, from which the following brief extracts are made :

"Dear Sir—Yours of the 24th was duly received. As my father is now from home, and before going requested me to address you in answer to yours, I improve the present opportunity.

"My brother Albert is still unable to speak, and probably will remain so. He is very childlike, and amuses himself with children's playthings, having a box of these. As he grows older he is more quiet and not very mischievous. He is usually quite well, and far more quiet and patient than when he first came home.

"We can truly say, we think Albert never would have been as easy to manage as he now is, had it not been for your treatment of him, and are glad to know that your institution is still benefiting such unfortunates.

"Respectfully yours."

CASE No. 13.—F. P., a boy of twelve years old. Well developed, but awkward and clumsy. He understood any simple language addressed to him. Could do light work about the house. He spoke very indistinctly, but did not begin to talk till eleven years old. He was very timid, but good tempered. Considerable pains had been taken to instruct him at home, but to the extent only, of teaching him to spell quite mechanically a few easy words, without much idea of the nature and object of reading. He was in the Asylum some three years. During this period, he learned as compared with many of our pupils very rapidly. His speech improved. He learned to read and write; to understand some of the more simple and practical relations of numbers, and acquired some familiarity with the geographical exercises that have a place in our highest school room. In out-door occupations he became so capable, that he was removed from the institution at an earlier day than otherwise would have happened, to be employed on a farm, with what result the annexed letter will show.

"Dear Sir—A few days since I received a letter from you, inquiring about F. Since he left the Asylum, he has been with me on the farm, and is now. He takes particular interest in the

business of farming, and can do almost all the kinds of work that boys do at his age, (nineteen years.) I do not let him manage a team, but he can catch and harness the horse, and attach him to the buggy. He will set himself to work and continue at his business till accomplished. He is no eye-servant, but steady and punctual. He appears to realize what labor is for, for what purpose grain and hay are gathered into barns, and vegetables are put into the cellar. I trust him frequently to go to the store to trade and the post-office for the mail. Merchants inform me that he does his trading with dispatch, and then leaves for home. His impediment in speech improves somewhat, though not as fast as I could wish. He is as neat as boys of his age, and I think sometimes even more so. He is very careful of his clothes. He does not care particularly for reading, but can read with profit. I have endeavored to teach him to observe, and it seems easier for him to learn by observation than by reading. He is usually very accurate in giving the day of the month and week. He feeds animals, using good judgment. He remembers the Asylum and the officers and teachers well.

"Yours truly."

CASE No. 15.—S. G., a girl of fifteen years old, well formed and good looking. She was bashful, usually holding her head down to avoid looking one in the face. Her intelligence and her manners were those of a girl of seven years old, and she sought the companionship and enjoyed the plays of children of that age. The kind friends that her severe sickness and mental deficiencies had made for her had endeavored to instruct her, and she had learned to read a little and was capable of some forms of light housework under the supervision of others.

She spent five years at the Asylum, developing quite satisfactorily under the educational influences brought to bear upon her. Besides this, there was a very decided change for the better in her appearance and manners. She grew to be quite womanly and self-reliant. In household matters she became quite capable and trusty.

In answer to my inquiries, a letter received from the gentleman through whose efforts she obtained admission to the Asylum, will show how the friends regard the results of her residence in the Asylum :

"Dear Sir—I reply to your inquiry of my knowledge of S. G. prior to her admission to the Idiot Asylum, and what it has been since she had the benefit of its 'training and education.' I knew her in her former condition as a helpless, listless, foolish child,

passing a mopish existence, and wholly a charge and incumbrance upon the family, where, as a destitute orphan, she accidentally had got a home. I learned from her benefactor that her sad condition was the result of severe attacks of measles and scarlet fever, occurring within a year, when she was about five or six years old; before which illness she was a bright and promising child.

Since leaving the Asylum she is not only able to take proper care of her person (having a pride in her dress and appearance), but also acts as nurse to her foster mother, who has become an invalid. She performs household work efficiently; is sent on errands; takes pleasure in company, and regularly attends Sunday school and church. All who knew her before she went to the Asylum acknowledge that a surprising change has been effected in her condition and character, and ascribe this fortunate result to the 'training and education' she received whilst under your charge. With judicious supervision she will now be able, by services in household affairs, to render an equivalent for the expense of her board and clothing, and will be through her life comparatively serviceable as a member of society.

I wish that all who are in the sad condition she was when first she fell under my observation, could have the benefits of that system of 'training and education' which has so greatly improved her condition.

Yours truly."

CASE NO. 16.—E. H., a girl of twelve years old—a case in mental characteristics quite parallel to the preceding—came from the same town about the same time, and with results equally satisfactory.

CASE NO. 17.—J. H. C., a boy of twelve years old: large of his age; well formed but awkward in all his motions, not having walked till more than two years old. He had had convulsions when young. His countenance was quite idiotic, as his face and tongue were always in motion, and the saliva was running from his mouth constantly, to the extent that his chin was always red and sore. He did not feed himself well, and could not dress or undress himself. He was quite deaf, and he was brought to the Asylum at the recommendation of the Secretary of State, to whom application had been made for his admission into the Deaf and Dumb Asylum. He could only be educated through the eye. He could not speak at all, nor did he make any articulate sounds. He had some idea of forms and colors, and practically of numbers, to the extent of ten perhaps. He had

run at large with the boys in the streets by whom he had been taught some mischievous habits, and was disposed to be thievish. After some four years of instruction here his peculiar habits disappeared. He became quiet and well-behaved, obedient and manly. He learned to draw and write very well, to read partially, and showed some expertness in practical numbers. He then left this Asylum to enter the institution for the deaf and dumb in New York city. Under their excellent system of instruction his education was continued till he mastered the elementary branches of knowledge, and also learned a trade. Some six months since he came to visit our institution for a day or two. He was quite intelligent, communicated his thoughts rapidly with paper and pencil, constructing his sentences quite grammatically. He has been earning a good living for himself, and contributing something to the support of a widowed mother by working at his trade as a bookbinder. Two other cases have passed from this institution to asylums for deaf mutes to complete their education.

CASE No. 18.—J. C., a girl of eleven years old. When received, she was mischievous and vicious, very nervous, and could not speak distinctly. She could not be left alone with other children, from a propensity to injure them. She knew some of her letters, but could not be taught to read or write by any ordinary methods.

Her case was one of such interest, that her progress at the end of four years was described in the following language by one of the Commissioners of the State of Connecticut, who visited the asylum to obtain a knowledge of its workings, to be the basis of legislative action in that State :

“ She now reads well, writes a handsome hand, is remarkably proficient in geography and grammar, and has made good progress in addition and subtraction. She sews very neatly, and is very capable as an assistant in household matters. Her nervousness is no longer troublesome; her waywardness has entirely disappeared. In respect to moral training, she seems more advanced than most of the other pupils. She manifests a remarkable familiarity with Bible history, and with the events in the life of our Saviour. When requested to repeat the Lord's Prayer, she did so with a reverence, an impressiveness, and an evident understanding of its petitions, which exhibited, in a very favorable light, her intelligence and thoughtfulness; and as I listened to this once vicious and wayward idiot, thus uttering, in our Saviour's own words, her petitions to the throne of heavenly grace, I was more deeply im-

pressed than ever before with the adaptation of that sublime prayer to every human want."

She remained in the institution for two years longer, and was then dismissed. Her nervousness had been so extreme in childhood, that in dismissing her the apprehension was felt that, removed from the discipline of an institution, it might result in insanity.

This apprehension has proved groundless, for in a letter just received she is reported as "in good health, and quite useful in the family where she resides. She is living in the country in the house of a very respectable farmer. She occupies herself chiefly in working about the house, sewing occasionally, but not long at a time. She seems to be very affectionate, and is grateful for any kindness shown her."

CASE NO. 19.—E. D., a boy of thirteen years old; well formed in all respects and healthy. He walked awkwardly, though otherwise having good control of his muscular system. In this connection it may be remarked that very few, even of the most intelligent pupils, walk well or carry themselves properly. A good carriage depends not so much upon the control over the muscular system of the limbs, but upon learning to walk and walking under a consciousness that this is done within the observation of others. This consciousness the mentally deficient do not commonly feel. He was cleanly in his habits; though rather negligent in his dress. He could dress and undress himself, and appeared not unlike children of his own age till he was spoken to, then it was seen that his utterance was bad; that he stammered; that he had not much command of language; that he laughed too easily. He was good tempered, but mischievous. Efforts had been made to instruct him, but without success. He could not be taught by the ordinary methods, and he came to the institution unable to read or write, or count, or even to distinguish colors by name. It was very difficult to fix his attention upon anything in the school-room, and he was excessively lazy. At the outset, the efforts of his teachers were aimed above his capacity, he seemed so intelligent. He was ultimately placed where he belonged in our scale of exercises, and crept gradually up to the lessons in our highest school-room. He remained at the asylum six years. All his faculties were developed by the intellectual training. During the last two or three years of his connection with the institution, he spent the entire summers in work upon the farm and in the garden. His mischievous propensities disappeared under the influence of occupation.

He became not only quite capable of work of various kinds, but comparatively diligent. I add here a letter received from a physician residing in the same town, describing his present condition :

" My Dear Sir—In compliance with your wish, I will endeavor to give you such facts relative to E. D. as have fallen under my observation during the past five years, and such items as I have gathered from the family who live within a few doors. His parents and friends express much gratification at the improvement made while at the Asylum—not only intellectually, but especially in his manners and personal habits. Scarcely a day passes in which I do not see him. Compared with other boys, he is remarkably neat and orderly, quite industrious, and possesses high ideas of honor and the rights of property. He has great regard for the Sabbath, attends church regularly, and, so far as I am able to learn, behaves with propriety. He is evidently very useful about the house and garden, and in doing errands for the family. If his parents resided out of the village, away from the influence of vicious boys, and on a farm, his facilities for improvement and usefulness would be largely increased. His father is absent from home most of the time, yet he is directed by his mother and sister, to whom he is remarkably obedient. The family are of the opinion that he has not the capacity for further mental improvement; but it seems to me that if he had the benefit of the instruction and training which the Asylum affords, he would soon be able to wholly care for himself. Very truly yours."

CASE No. 20.—S. P., a boy of thirteen years old; came in June, 1857. He was very tall of his age, but very slender; quite nervous and easily fatigued. He was so intelligent-looking that continued efforts had been made to teach him, but without any success. He could not read, write, or count ten. His teachers, before he came, complained of his utter want of attention when any instruction was attempted.

When submitted to the training and discipline in the Asylum, he soon made good progress. He acquired some knowledge of the various elementary school studies; his judgment in the practical matters of every day life was wonderfully increased, and he became quite apt and capable in out-door occupations.

He remained four years in the institution and then left to assist his father on a farm. He has worked quite faithfully and serviceably since that period.

Not long since he called at the Asylum and wished to get a

situation as an attendant. In answer to inquiries, he said that he was now twenty-one years old; that he had left home because he thought that his father did not sufficiently value his labors, and he wished to find a place where he could earn wages and feel that he was taking care of himself.

He was advised to return to his father's employment, which advice he accepted, and where he doubtless still remains.

CASE NO. 21.—L. S., a boy of nine years old, was admitted to the Asylum some ten years since. He came from one of the orphan asylums of the State, where efforts to educate him had been faithfully but unsuccessfully tried. He was a stout and healthy boy, but very slow in his motions. He spoke very imperfectly. Those who had attempted to teach him previously, complained that he learned slowly and forgot rapidly. He was, in the main, good tempered, but at times exceedingly obstinate and willful, and when so, quite desperate. Under the influences to which he was exposed here, he gradually learned to speak, to read and write very well. As he developed in size and strength, he acquired habits of industry, and such a capacity for labor, that he was not only very useful in our ordinary farming operations, but in the nicer operations connected with the garden and orchard. The last year before he left the Asylum, he took almost the sole care of the grape vines on the place. In fact, by the officers of the institution, the results of education in his case, were regarded with the utmost satisfaction. He had been in the Asylum the usual period of continuance, and the question arose as to what disposition should be made of him. I was not acquainted with his history, prior to his entrance to the orphan asylum. No relatives had manifested interest enough in him to make inquiries for him except his step-mother; and those inquiries were directed mainly to the point whether he could not be placed somewhere where he might contribute to her support. A little more than two years ago, he solved the question for himself by enlisting as a soldier. By my advice, he allotted the greater portion of his pay to be held in trust for him till the expiration of his term of service, and then left for the field.

From time to time I heard, through his officers, that he proved to be a brave and faithful soldier. By his own letters, to different members of the family, we were enabled to follow him; escaping unhurt through many skirmishes, as also through the thickest of the fight at Gettysburgh. In that engagement, having been accidentally separated, on the previous day, from his own regiment,

he fell in with another regiment, from Onondaga county, and fought with them with a bravery that commanded the approval of his officers. After a period of guard duty at Sandusky, he joined the army of the Potomac, and was wounded severely in the battle of the Wilderness. I have been told that he actually ran away from the hospital to join his comrades in the army of the James.

He was at last transferred to the Shenandoah valley, and was fatally wounded at Fisher's Hill. Through some delay in the transmission, a letter from him saying that he was lying in a hospital, severely wounded and feeling quite friendless, was received only a day or two before the news of his death came. He now sleeps at Winchester. I have in my possession a little package, sealed with adhesive plaster, which contains the last money he received from the paymaster, a day or two before his death. It will be devoted to erecting a stone to his memory, in our city cemetery.

CASE No. 22.—C. P., a boy sixteen years old, came to the Asylum December, 1858; compared with most of the pupils; he was quite intelligent. His appearance and conversation was such that one who saw him for the first time would wonder that he was sent here. A longer acquaintance made manifest some defects of character that induced his friends to have recourse to the system of training applied here in the hope of obviating them. The result showed the wisdom of their decision. Both in the school-room and on the farm he developed rapidly. In the former he acquired all the knowledge of the elementary branches of learning that he was likely to make use of in his after life. Outside of it he became quite industrious and skillful in all ordinary farming and gardening operations.

During the first year of the war he enlisted in one of the volunteer regiments from this county, and the result was described in one of my former reports to the board, which is here repeated:

"He was some six months in the service, during which time he wrote quite frequently to various members of the family, mentioning the incidents of his camp life, and giving expression to a patriotism that was zealous, if not eminently intelligent. Some six months after his departure he presented himself at the door, having been discharged on account of sickness.

"Emaciated by disease, and quite prostrated by the fatiguing

journey from Washington, he had barely strength enough to reach the Asylum.

"Under the influence of the comforts that we were able to furnish him, he rallied from a state of prostration, and passed quite comfortably through the stages of a typhoid fever. But when we thought him fairly past all danger he sunk rapidly, and died from the recurrence of a violent hemorrhage from the bowels.

"When he joined the army I had cautioned him, among other things, to be sure and bathe himself frequently, and also to save his money and his health by avoiding the sutler's tent. During the first few days after his return he told me that he had followed my instructions in his camp life, and he entrusted to my charge all the money he had received from the paymaster, with but slight reduction. After his death, on opening the little book in which he had carefully set down the few articles that he had purchased, I found recorded as the principal items—towels for bathing. I mention this to show that in the case of one of the pupils there was exhibited a power of self-control and an obedience to suggestions, kindly offered, even when beyond the restraining influences of the institution and amid the extreme temptations of camp life. In this very case the leading consideration in the minds of his friends in sending him to the Asylum, but a few years previous, was that, in connection with the deficiency in his mental powers, there had been a still more marked inability to resist the temptations to evil that life under ordinary circumstances presented. As a pupil here, the policy adopted was not only to furnish him with the means for his intellectual development, and to supply him with such industrial occupations as might draw forth and expand his energies, and give him self-reliance, but it was also sought to extend the scope of his moral perceptions, and thus to fortify his will to resist the various promptings to evil he might encounter. The effort succeeded, as I have described."

CASES NOS. 23 AND 24.—Two boys, C. C. and G. W., came to the institution in the fall of 1859. They are now classed together, because both were only slightly deficient in intellect, but enough so to make their education quite impracticable at the common schools of the State. They could not be well taught by the customary methods of instruction, and in the companionship of other boys they unavoidably suffered in temper and in habits. They grew unmanageable, and were in danger of growing vicious.

In the school-room they made good progress, and the same was true in out-door occupations. They were dismissed from the institution because there seemed to be no reason for their longer stay.

One remained less than two years, and the other a little more. Both, after a little time, provided for themselves by working on the canal. They occasionally visited the Asylum till one of them died and the other enlisted as a soldier. Of the history of this last, since his enlistment, no intelligence has been received.

CASE NO. 25.—J. R., a boy twelve years old, came to the institution in September, 1856. He was well formed, but awkward, and betraying his idiocy in his countenance. He understood simple language addressed to him, but spoke quite indistinctly, using only a limited number of words. He could neither read, or write, or count, all efforts to instruct him having failed elsewhere. It was very difficult to fix his attention for any length of time. He was very excitable and peevish, crying easily and at the slightest provocation. When some of the little boys (for even pupils in an Asylum for Idiots are not always slow in discovering the weaknesses of their companions) would tease him, he would go crying and complaining to his teachers for redress; or, what was sometimes the case, he would get angry and treat his tormentors with great violence.

At first his progress in school was slow, owing to his want of power of fixing the attention. In time this gave way to some activity of intellect, and he went up through our whole series of school exercises. The last two years he was connected with the Asylum, he was employed almost exclusively in work on the farm, where he rendered valuable service.

In the spring of 1863 he left for a two months' vacation. Since then nothing had been heard from him, and it was concluded by the officers of the institution that he had been retained at home on account of his ability to work. In a letter lately received from a gentleman who obtained his admission to the Asylum originally, the following account is given:

"When he left the institution in 1863, for his vacation, he was at first greatly pleased to be with his relatives, but he soon became tired and wished to return. He was fitted out and started, but on his way fell into the hands of the bounty-jumpers, who enlisted him into the U. S. service, and for three or four months nothing was heard from him, when it was learned that he was at City

Point, employed in the camp. He remained there until the close of the war, when he returned home, where he has since resided with his sister. He is able to do some work for his sister's husband, who is a sashmaker; but he often wishes that he could go back to Syracuse to live again."

This makes the fourth pupil that has served in the U. S. army since the commencement of the war.

CASE No. 26.—A. T., a boy of eight years old. (Came to the Asylum in 1856), tall of his age and good looking, but with a few scars on his neck, the result of scrofulous disease. He was also partially deaf. This deafness was increased by a disuse of the sense which has been noticed in a previous case, and there described as a deafness in the perceptive ear. Thus the ordinary sounds of common life, full of meaning to the natural ear, made a faint impression upon his organ of hearing, and through some defect in the brain itself or in the nerves communicating between the ear and brain, he had not learned to interpret these sounds into a living language. He spoke but a few words, and these he had learned by imitating the motions of the lips of others. He was thus practically cut off from learning by the usual methods, in the same way as in the case of deaf mutes. He had been at a common school, but without learning anything, and he had suffered many annoyances from other children, though of an exceedingly amiable disposition himself. The efforts of instruction were directed, not to communicating with him through the eye, substituting that channel of ideas for the obstructed one through the ear, but to removing the obstructions in the latter. He was exposed to the influence of a variety of sounds which were loud and distinct. His attention was called to the organ of hearing in every possible way. His eye was made to help the ear in the process of tuition, by, as it were, following the sounds from the lips, the explosive labials, till they reached the ear, and by connecting with language appropriate gestures. Simultaneously with these exercises, the effort was made to improve his speech by a vocal drill, in imitating motions of the lips, imitating sounds, &c., and this, by means of that mysterious connection between the mouth and ear, exercised a reflex influence in the same direction. The word method of teaching reading, in use in the Asylum, could be followed at the same time in the case, by selecting words at the outset that were easily pronounced, and which made a decided impression upon the ear, when uttered. Taking advantage of the

activity of his sight, caused by the double deafness referred to, considerable pains was taken with him in drawing and writing. In the former he became so proficient, manifesting not only great accuracy in copying, but considerable skill in design, that it determined in the selection of a trade for him. He left the Asylum some eight months since, to learn the trade of a house and sign painter. He had, before leaving, learned to talk, to read and write, was quick in numbers and in geography. In fact he had acquired all the elementary studies, that should have a place in our school room. He was always amiable, but at the last of his residence in the Asylum, in his intercourse with his teachers and the members of his own family, he manifested even delicacy of feeling. He became so capable, during the last two years of his residence, in the work of the farm and garden, that he was trusted to do almost anything there was to do without supervision. Thus, he milked a certain number of cows daily, took care of the grape vines, and did other work requiring judgment and dexterity. By a recent communication with his employer, it is learned that he shows great industry and aptitude in his new occupation, and that he already is able to render valuable service.

CASE No. 27.—E. S., a boy of eight years old. Stout and well formed. He had a slight impediment in his speech, having been backward in commencing to talk. He had been sent to school, but had been removed, as he attracted the attention of his companions, and was exposed to much annoyance from them. This had affected him to such a degree as to make him very timid and unhappy. His extreme timidity may be illustrated, perhaps, by a circumstance that occurred while he was connected with the institution. Shortly after his entrance, he was sent to the bath-room to take a bath. The thorough manner in which this was administered by the attendant, usually a matter of fun and frolic with the boys, quite overcame him. Ever after, in spite of efforts to soften the impression, the periodical recurrence (not an unfrequent one in the system of the Asylum) of his bath was as much a terror to him as a penal shower bath is to the subject of prison discipline.

Under the instruction of a very intelligent mother, he had begun to learn to read, but not write. He was very affectionate and easily managed. Though an only child, his parents, in view of his continued backwardness and the fear that he could not be otherwise educated, placed him under our care.

At the Asylum, what he needed to start him in a course of education, was supplied. There was companionship that relieved him from a crushing sense of inferiority. In our methods of instruction, and in the patient and encouraging efforts of his teachers, a path was opened to him in which he could go, encountering no more difficulties than he could readily surmount. Under these influences, timidity gave place to some degree of self-reliance, and his distrust of the dispositions of his companions was changed for a feeling of pleasure in his intercourse with them.

After some eight months instruction, he went home for a vacation, having made great progress in school matters, as well as grown more manly and self-reliant. His return to the Asylum for a short period longer was advised. But his strong reluctance to leave home, induced his friends to keep him at home and try school once more. In reply to a letter of inquiry, I received the following answer, which I give almost entire :

Dear Sir—Yours, of the 26th, was duly received, and could you have witnessed the demonstrations of joy on the part of E., you would have felt that it was to him a welcome messenger. He has often urged me to write to you, but I knew you had such a multiplicity of cares, that I feared trespassing upon your time. He has often wished that he could visit Syracuse, and becomes very much animated with the thought, and has many times assured me that when he becomes a man, he shall visit the institution. There is not the slightest occurrence but has been rehearsed again and again, and he has the most distinct recollection of the house, grounds, and all that he saw while there. We should have been glad to have sent him back for the winter, after he came home, but he begged to stay at home. He never spoke of anything but kindness and love received while with you, and yet, said he, "I was lonesome here all the time," putting his hand on his heart. He commenced school that fall, in a school where were five grades in the primary department, and a higher, or academical department. He was placed in the second grade, where he remained but a short time before he was reported by the teacher as in advance of her scholars, and he was accordingly placed in the third. Here he was in the lowest class, but in behavior and perfect lessons, he stood well. After spending the allotted time here, and passing a thorough examination, he passed to the fourth, and then to the fifth grade, never being reprimanded or punished in all the time.

Last June, at the yearly examination, only three boys from the fifth grade were admitted to the higher department, and E. was one of them. He left boys and girls two and three years older than himself behind, not because he understood half as readily as they, but because of his ambition and perseverance. His books were always brought home and were the last things at night and the first in the morning.

Spelling came hard, and he is not a good speller now, but he mastered his lesson generally. In geography he was good, especially in tracing upon the map. Intellectual arithmetic taxed him severely, and I had him excused from it entirely the last year. In practical arithmetic, he kept up, and understood as well as his class; he likes it very much. In grammar, he got along very well; could diagram sentences as correctly, but not as rapidly, as any in the class. He is not, of course, a fluent reader, but he speaks more distinctly than when you knew him.

For drawing and painting, he has a great taste; always comes home excited if he chances to see any one engaged in either, and wants his father to let him take drawing lessons.

He became so importunate concerning music, that "to get rid of him," his father said, "You may take one term of lessons, then if you can learn, you may take more." We had not the most distant idea of his accomplishing anything, but before his term was out, he played a number of tunes, and his teacher assures us that he bids fair to make an excellent musician. There is but one unpleasant association connected with his stay with you, and that is his *baths*; he always speaks of them with a shudder. He wants me to send his love to yourself and family, all the teachers and others connected with the institution. What is to be the future of our boy, is still a mystery; but we shall ever feel very grateful to all connected with the institution for their kindness to him.

Yours, truly.

This is one of a class of cases in which the good effects of such an asylum as ours are most clearly shown.

It was not proper idiocy. It was retarded development of mind, from analogous physical conditions, only affecting the nervous system to a less degree. Without especial training and instruction by his mother, and in the institution, he would doubtless have grown disheartened in the contests of boyhood, in school and out of school. Soured by the annoyances to which he was exposed, purposeless, so far as the customary objects of life were

concerned, he would have fallen under the influences of a variety of habits, that would have resulted in incapacity and unhappiness. With his affection and amiability, the degree of intelligence he had, even misdirected, would not have made him malicious or mischievous. But it is not rare to see cases not dissimilar, where the results of neglect of proper education are positively annoying to friends, and even dangerous to society.

Numerous other cases, equally illustrative of the success that has attended the efforts of those connected with this institution, in carrying out the objects for which it was designed, might be given were it not for swelling this report beyond a proper length. Those already given represent classes that have been and which will continue to be in the Asylum.

The attempt has been made so to describe them in connection with the methods of management and training, that the reader will see, what is quite obvious to those most familiar with the institution and the pupils for whom it is intended, that the results given are legitimate and natural. No miracles have been performed. Education has but done its proper work in developing the intelligence, strengthening the will, enlarging and increasing the resources of the subject of it. When the system of instruction shall be still more perfected (and much remains to be done in this direction), still better results may be anticipated.

I cannot withhold a just tribute of praise for the excellent services of my assistants in every department, without which any system, however complete, would have been quite inoperative. To the general fitness and fidelity of the officers, teachers and assistants of other kinds, who have been associated with me in the various duties of the Asylum from the beginning, I desire now to bear most hearty testimony. While their labors are not likely to be fully appreciated, in every case, they have one ample source of satisfaction and reward. They are placed where they can, in a good degree, appreciate the good effects of their own efforts. And while the highest acquisition and the greatest capacity attained by the most advanced of the pupils may seem very moderate to ordinary observation, they can understand the distance upwards accomplished and the benefits received.

One other topic for discussion in this report, suggested by the resolution of the board of trustees, namely, the number of idiots in the State, with reference to whose care and education public provision should be made in some form, may properly be deferred

till another year. Meanwhile the census returns may give some additional information upon the subject to that already possessed by those connected with the institution. This much may be said, however, the public provision, both in buildings for the accommodation and in the necessary means for the maintenance and instruction of those certainly of a teachable age and condition, falls short of the present demand. And the fact is that, during the three or four years last past, the trustees of the institution have hardly felt justified in using much effort to extend a knowledge of its existence and general scope, lest they should awaken hopes and expectations on the part of parents that could not be fulfilled by the reception of their children.

There is a political and a moral aspect in which this whole subject or question may be regarded. It is not the highest form of civilization in a government, where the rights and interests of the few or privileged classes (of whatever name or nature) are protected and regarded; but where the claims and welfare of the most humble and unfortunate of its members are recognized and cared for. It is a satisfaction for us to know that in this country, in no noisy or vain exhibition of private charity, but in the quiet exercise of the most beneficent function of government, State after State is adopting the children of misfortune and doing its utmost to elevate, improve and increase the comfort and happiness of their condition.

But, in a social and moral view, it may be further said that those for whose benefit this institution was founded have been in times past—they may still, by some—be regarded as an unfortunate class in the community, with only accidental human relations to be sundered as soon as natural affection can be stifled by the influence of trial and mortification; without social claims, for they can make no adequate return; to be kept down (the lower the better) till society is rid of them (the sooner the better); or they can be regarded as human beings, in essence and in possibilities, unlike others of the race, only that the body in which they are clothed, defective and weak, for the time being cramps and hinders their growth and development. This latter view finds fitting utterance in the language of an eminent Scottish clergyman, lately addressed to his parishioners, and which I venture to quote in closing:

“Take a peculiarly tender, sympathizing and thoughtful care of those who are deprived of the noble gift of intellect, and who, in

God's providence, may be cast on your mercy. Walk by faith towards them. See them not as they are, but as they shall be. Act as you would wish to have done when you meet them in that world of light where we shall no longer see through a glass darkly, and where even he, who seems exceeding fierce, shall sit at the feet of Jesus, meek as a child, and in his right mind. Thank God, 'there shall be no night *there!*'"

TREASURER'S ACCOUNT.

ALLEN MUNROE, *Treasurer of New York Asylum for Idiots, in account current with the State of New York, for cash received and expended for the general supplies and the salaries and wages of officers, teachers, attendants and servants of said Asylum, during the year ending September 30th, 1865.*

1864.

DR.

Oct. 1.	To balance on hand in Treasury-----	\$192 19
	To cash from State Treasurer-----	21,000 00
	do do special approp'n-----	6,000 00
	From counties, for clothing State pupils----	1,235 30
	To cash from paying pupils, for board, tuition and clothing-----	4,420 36
		<hr/>
		\$32,847 85
		<hr/>

1865.

CR.

Jan. 1.	By cash paid on warrants of executive committee during quarter ending Dec. 31, 1865,	\$8,378 77
April 1.	By cash paid on warrants of executive committee during quarter ending March 31, 1865,	8,115 74
July 1.	By cash paid on warrants of executive committee for quarter ending June 30, 1865--	7,843 28
Sept. 30.	By cash paid on warrants of executive committee during quarter ending Sept. 30, 1865,	8,254 33
	By balance -----	255 73
		<hr/>
		\$32,847 85
		<hr/>

ALLEN MUNROE, *Treasurer.*

APPENDIX A.

On motion of Mr. TITUS.

Whereas, Since the last meeting of this Board, by the Providence of God, sorrow has again come upon us in the death of one of our members, HAMILTON WHITE, who for ten years rendered valuable and faithful services as a Trustee and Treasurer of the institution, therefore,

Resolved, That this Board, officially and personally, do hereby make declaration of their high appreciation of his services as an officer of this institution, of their admiration of his active and liberal spirit as a citizen, and of their sincere respect for his character in all relations as a man.

Resolved, That a copy of these resolutions, as testimony of deep sympathy in her affliction, be transmitted to the widow by the Chairman of the Board; that the same be inserted in the Annual Report of the Trustees to the Legislature, and likewise be published in the newspapers of the city of Syracuse.

APPENDIX B.

Extract from the By-Laws of the Asylum.

“The design and objects of the Asylum, as established by the action of the Legislature, are not of a custodial character, but to furnish the means of education to that portion of the youth of the State, not provided for in any of its other educational institutions. Those only will therefore be received into the Asylum, who are of a proper school-attending age, and for such periods of time as shall, in the estimation of the Board of Trustees, suffice to impart all the education practicable in each particular case, and in conformity with the regulations hereinafter specified.

Children between the ages of seven and fourteen, who are idiotic, or so deficient in intelligence as to be incapable of being educated at any ordinary school, and who are not epileptic, insane or greatly deformed, may be admitted by the Superintendent with the advice and consent of the executive committee. Applications

in behalf of others shall be referred to the action of the Board of Trustees.

The parents or next friends of those in whose behalf applications are made for admission as pupils, shall make answers in writing to such questions as the Superintendent and Committee shall prescribe. They shall, moreover, if of sufficient ability, engage to pay such reasonable sum for the education and support of the pupils, and to furnish them with such proper clothing while in the institution, as shall be stipulated by the Superintendent, and they shall in all cases be bound to receive them back, when required, free of expense to the Asylum. But no idiots shall be received into the Asylum, without there shall have been first lodged with the Superintendent thereof, a request to that effect, under the hand of the person by whose direction he is sent, stating the age and place of nativity, if known, of the idiot, his christian and surname, the town or city, and county in which they severally reside, the ability or otherwise, of the idiot, his parents or guardians, to provide for his support in whole or in part, and if in part only, in what part, and the degree of relationship, or other circumstances of connection between him and the person requesting his admission; which statement shall be verified in writing, by the oath of two disinterested persons, residents of the same county with the idiot, acquainted with the facts and circumstances so stated, and certified to be credible by the county judge of the same county. And no idiot shall be received into said Asylum unless the county judge of the county liable for his support, shall certify that such idiot is an eligible and proper candidate for admission to said Asylum as aforesaid.

The State pupils in the Asylum will be selected in equal numbers, as far as may be, from each judicial district, from those whose parents or guardians are unable to provide for their support therein.

The State pupils will be expected to come to the Asylum provided with a supply of neat and substantial clothing for the first six months, after which period the clothing will be furnished by the Asylum, at the expense of the respective counties of which they are residents, as in the case of the deaf and dumb and the blind asylums of the State.

A bond will be required in all cases, except the case of a State pupil, to insure the removal of the pupil free of expense to the institution.

All pupils will be received upon trial for one month, at the end of which time a report upon the case will be made to the parents or parties sending them.

The education furnished by the institution will include not only the simpler elements of instruction usually taught in common schools, where that is practicable, but will embrace a course of training in the more practical matters of every day life, the cultivation of habits of decency, propriety, self-management and self-reliance, and the development and enlargement of a capacity for useful occupation.

There shall be a vacation during the whole month of August, unless otherwise directed by the board, at which period all pupils must be removed from the Asylum, by the parents or guardians, if required by the Superintendent.

Applications for admission to the Asylum, stating age, sex, general health, and such other particulars as will enable the Trustees to judge of the teachableness of the person for whom application is made, must be directed to the Superintendent, Dr. H. B. WILBUR."

It will be seen by reference to the foregoing, just what the mode of admission is.

Application is first made to the Superintendent of the Asylum, furnishing such particulars of the condition of the person for whom application is made, as will enable the Executive Committee to decide whether the party is a suitable subject for admission.

If the case come within the purpose of the institution, a blank form of application is at once sent, which when filled up and returned to the Superintendent, furnishes a statement of the name, residence, &c., of the party, and his or her pecuniary condition, or the pecuniary condition of his or her parents, verified by the affidavit of two persons acquainted with the circumstances related in the statement, and confirmed by the certificate of the county judge.

On the return of this circular, if there is a vacancy from the judicial district in which the party resides, permission is at once given for his or her admission.

If no vacancy exists at the time, the parties interested are so notified, and the application is filed—the applicant to receive the benefit of the first vacancy, in turn.

It is provided in the by-laws that each pupil shall be taken on trial. The probationary period named is one month. The prac-

tice has been otherwise. The cases rejected on trial have usually been retained a much longer period; at all events, till it was certain that they were not suitable subjects for improvement.

The grounds upon which pupils have been dismissed under this rule hitherto, have been, first: serious ill-health that seemed likely to terminate in a speedy death. In most of the cases included under this head, the wisdom of the decision requiring their removal has been verified by the fact that they died not many months afterwards. Next: confirmed epilepsy. When this disease has been fully developed, the same reasons that suggested the article in the by-laws against the admission of epileptics would require their dismissal.

Again, true dementia, or a loss of mind resulting from organic lesion of the brain, as a consequence of some disease in infancy or childhood.

Again, cases of idiocy conjoined with insanity. In these, the very measures of management and instruction adopted in the case of idiocy, only excite and aggravate the peculiarities presented; and as there is no proper provision in the institution for confinement, seclusion or restraint, their dismissal is rendered unavoidable.

In a few cases, it could only be said that all efforts to educate or radically improve that the Asylum afforded, had failed of their purpose.