

Should the scope of the public-school system be broadened so as to take in all children capable of education? If so, how should this be done? : discussion / Walter E. Fernald.

Contributors

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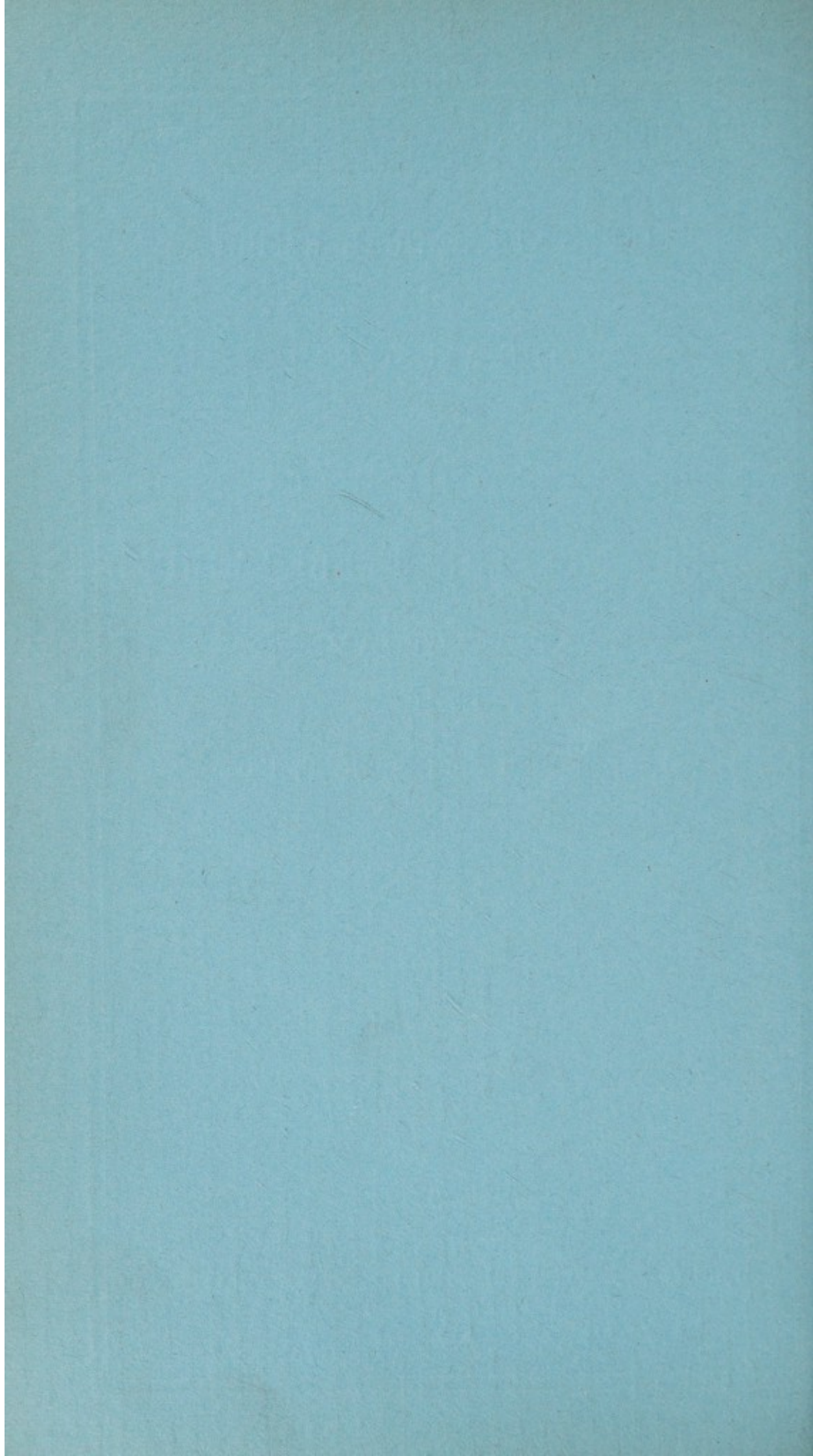


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FIFTY-SIXTH ANNUAL REPORT
OF
THE TRUSTEES
OF THE
MASSACHUSETTS
SCHOOL FOR THE FEEBLE-MINDED
AT WALTHAM,
FOR THE
YEAR ENDING SEPTEMBER 30, 1903.



BOSTON :
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
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APPROVED BY
THE STATE BOARD OF PUBLICATION.

CONTENTS.

	PAGE
Trustees for 1903-1904,	5
Officers for 1903-1904,	6
Members of the Corporation,	8
Trustees' Report,	9
Superintendent's Report,	19
Treasurer's Report,	25
Analysis of Current Expenditures,	26
Classification and Methods of Training and Instruction,	29
Laws relating to the School,	36
Terms of Admission,	41
Rules and Regulations,	43



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TRUSTEES FOR 1903-1904.

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Treasurer.
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Second Assistant Physician.

JOSEPH H. LADD, M.D.

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Teachers.

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MRS. S. E. SHAFFER.

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MISS CLARA B. ELLIS.

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Miss MARGARET CAMERON.

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Miss MILDRED HELMS.

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Mrs. BELLE HEDMAN.
Mrs. LAVINIA PIERSON.

Miss ELIZABETH H. BARNES.

Supervisors at Templeton Colony.

Mr. JOHN HEDMAN.
Mr. JOHN J. DONNELL.

Mr. KENNETH LANGILLE.

Farmer at Templeton Colony.
Mr. DAVID SMITH.

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Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 15, 1903.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Insanity and the State Board of Education.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1903.

The number of feeble-minded persons of every description now present at the school at Waltham is 668, the number of adult males at the colony at Templeton is 132, — a total of 800. Of these, 328 are supported by the Commonwealth in the school department and 472 in the custodial department. There are 321 inmates supported in the custodial department by cities and towns; there are 37 beneficiaries of other States, paying, under the statute in such cases provided, \$300 each per year. There are 47 private pupils, supported in whole or in part by parents and guardians. As we stated in our report of last year, although we give in detail the sources of income, no corresponding distinction is made in expenditures. Inmates of every description are charged alike in the accounting, all sharing equally, so far as may be, the advantage derived from the entire income.

Under the act of 1901 we have received from the Commonwealth for the school year beginning Sept. 30, 1901, and ending Sept. 30, 1902, for the support of State inmates in both the school department and the custodial department, \$67,769. We have received from cities and towns, for the support of inmates in the custodial department, \$53,276.24.

The current expenses for the school year have been \$142,584.43, or \$3.48 for each inmate per week.

By the act of 1902, \$95,000 were granted to us for these several purposes, namely, the erection of two new dormitories, an addition to the electric lighting and heating plants, and an addition to the administration building. Of this we have expended about \$15,000, in addition to \$12,000 left over from the appropriation of 1901 for the addition to the administration building, in all about \$27,000. This building has been completed, and gives entire satisfaction.

Under the same appropriation we have in process of construction a dormitory for the accommodation of about 60 young women, which will probably be completed early the coming winter, and which on completion will allow us to provide for 300 feeble-minded large girls, in all. Work upon it was discontinued early in June, and was not resumed until late in August, owing to a strike of the masons; and, owing to the same strike, we did not advertise for bids for work upon the second dormitory, which is to be occupied by males, until the second week in September, the contractors being unwilling to bid for the work during the strike. The work that could be done by our own big boys, in digging the cellar for this building and also the cellar for the manual and industrial training building, for which an appropriation was granted in June of the present year, has been done. Plans for the second dormitory, for the manual and industrial training building and for the enlargement of the bakery have been approved by the Board of Insanity, and contracts have now been signed for the prosecution of the work, all within our appropriations. No work has yet been done upon the house for the superintendent, for which an appropriation was granted in June last; nor has anything yet been done at Templeton under the appropriation of June last, to be applied, together with the sum of \$12,000 left over from the original appropriation of 1900, for the erection of a new set of buildings for a new colony. Indeed, we have not this year transferred or made preparations to transfer any of the big boys from Waltham to Templeton, since they have all been needed for work upon improvements at Waltham; and the boys at Templeton, instead of preparing for the reception

of another colony, have spent the year in renovating abandoned farms and in actual farm work. They have had a taste of the life which the Commonwealth will provide for her adult feeble-minded male population in the long future. The success of the colonies at Templeton exceeds all expectations.

The health of the inmates has been generally good, both at Waltham and at Templeton. Were it not that we receive at Waltham, as being within the first demand for admission, children already far within the shadow of death, our bills of mortality would show favorably with those of any city or town in the Commonwealth. The feeble-minded person's life is no longer to be regarded as short. With the care and attention he receives in an institution like this, he is likely to live even longer than the ordinary mortal, who is subjected to the vicissitudes of the world. On the healthful hills of Templeton his life will go on indefinitely. The quantities of fruit and vegetables raised by the inmates at Waltham and at Templeton have contributed much to their welfare. The feeble-minded person, as a general thing, has an enormous appetite for food; it cannot be restrained. Our people could not be supported, with all the expenses for officers, teachers and the numerous attendants, for the \$3.25 per week appropriated by law for that purpose, were it not for the product of our farms and the work contributed by our inmates, male and female.

There is a sentiment abroad that the employees, and particularly the attendants, of State institutions work too many hours. In this we acquiesce to a certain extent, at least so far as to feel that the time not actually devoted by our attendants to the care of the inmates should be, within certain limits, at their own disposal. We believe that it is not well, particularly for the female attendant, after a hard day's work, to have no place to go for rest or recreation except to the room now provided for her, opening out of the ward in which her work has in great part been done. We favor the erection for our attendants of separate dormitories, to consist of at least a separate room for each attendant, similar to those which we have lately provided for servants in the extension of the administration building, and probably a good-sized living room. And, for the purpose of carrying out these views this year, so

far as the female attendants are concerned, we ask for an appropriation of \$20,000, to be expended under the direction of the trustees, one-half for a dormitory, of a capacity for from 12 to 16 women, to be located upon the school side of the institution, and the other half for a similar building for a like number of women upon the custodial or west side of the institution.

The state of New Hampshire has withdrawn its inmates from the school, the Legislature of that State having in 1901 passed an act making provision for the establishment of a school for feeble-minded children in New Hampshire. About two hundred and fifty acres of good farming land has been purchased in the neighborhood of Laconia, N. H., upon which an old farmhouse has been repaired and enlarged for an administration building, another has been arranged as a school house and still another as a laundry; and a two-story brick dormitory to accommodate 60 children has been built. The superintendent of the school has during the last year spent much time studying our methods of caring for the feeble-minded, both at Waltham and Templeton. The new institution has our good wishes for its success.

We think it proper to give from time to time in these reports an account of the general condition of the school, more particularly for the information of the corporation, — a body of men and women who would keep alive the traditions of the school, and to whom one-half of the trustees owe the privilege of contributing to its work.

It is now almost a tradition only that this school was the first organized attempt in this country to better the condition of the unfortunate idiot. When we behold this estate here at Waltham, with its comfortable dormitories for 700 inmates and 150 attendants, and others building; when we see the school and industrial rooms, the gymnasium, the hospital, the laundry, the administration building, ugly until now, but to-day much beautified by its mere enlargement and by the appropriateness to its purpose of the entire building; when we pass through storeroom after storeroom in its cellars, filled with everything of a non-perishable nature that can be wanted for months to come; when we go to the colonies at Templeton, and behold

the permanent simple homes of 150 inmates, and more in progress; when we see the industrious, happy individuals there at work, — it is hard to realize that but two generations have passed since Dr. Howe first raised the cry, “a man overboard;” nor do we realize how far that voice has reached, and that its echoes will go on forever.

The school is indebted for its existence to Dr. Howe. Looking back through the annual reports and the unlimited appendices printed with them, we find that before his decease he had considered most of the contingencies which might happen, and which have happened, in the life of our institution. Some of them, however, he could not foresee; but the school has been conducted as nearly as possible upon the lines laid down by him.

Now, Dr. Howe believed that idiocy is incurable, although the condition of the person afflicted can be ameliorated. There is something lacking that man cannot create. He is a charlatan, it was his opinion, who preaches to the contrary. “We must be careful,” he said, “not to hurt our cause by promising too much in the way of lessening its evils.” He also believed that a feeble-minded person, whatever may have been his advantages working to remedy his defect, will rapidly deteriorate under adverse circumstances. These two laws we regard as at the foundation of this school.

It was also Dr. Howe's belief that all feeble-minded persons who come within organized care, whether of high grade or low grade, are susceptible of improvement according to their grade, and that all, after a few years of institutional discipline, should be returned to their homes; for it was his creed that idiocy is a punishment drawn down upon the offenders and upon their children, and, although something may be done to ease the burden, it must fall upon the parents, and when they cannot assume it, upon the parish or community in which the child is born. This religious belief in the hard doctrine of strict retribution appears throughout his writings, early and late.

It is here that we have departed somewhat from the course pursued by Dr. Howe. The doctor wrote before the tide of immigration had set so strongly to our shores. It was the original New England village to which the improved miss was

to be sent home, as if from a boarding school, to become a help to her mother, or in which the boy was to appear with half his ill-favoredness and clumsiness rubbed off. Soon after the good doctor was moved by compassion to help the little blind idiot, whom all others had passed by, when the idea of ameliorating the condition of idiots as a class had taken full possession of him, he was forced to hunt all through the Commonwealth for individuals upon whom he could test his theories. "I also travelled a great deal in search of pupils," he says.

But now only a small percentage of the feeble-minded persons of the Commonwealth are born of parentage strictly native; and the problem of idiocy which confronts us to-day is, what is to be done with the feeble-minded progeny of the foreign hordes that have settled and are settling among us.

The departure from the course pursued by Dr. Howe and his associates has been for the most part in an extension of the work. A little over twenty years ago the school had come to be, even to a greater degree than the school department has been until very recently, a school for improvable cases, by which was meant highly improvable cases. The more the child could be made to know, the more was he entitled to the benefits of the school. Two things had contributed to this: first, lack of funds in the early life of the school; and, second, the claim to recognition made on behalf of the brighter feeble-minded population. On the same principle that the Commonwealth provides high school instruction for pupils fitted for it who live in towns which cannot afford the expense, it assumed the burden of educating the feeble-minded portion of the community. It is not a privilege, but a right, that every child shall be accorded means for the full development of all his faculties. On the same reasoning, the trustees many years ago reopened the doors of the school to unimprovable feeble-minded persons, believing that with the funds at our disposal we should thereby confer a greater benefit to the community than we should by carrying forward the education of the improvable; and a little later, mindful that an early object of those interesting themselves in the cause was "to devise ways and means to prevent the increase of such unfortunate

and burdensome members of the community," we established a department for females of child-bearing age.

A few years since, finding that there were no suitable places to which many of our boys graduating from the school department could be sent, we founded our colony at Templeton for big boys and men, — a repetition, on an extensive scale, of our former experiment at the Howe farm.

Thus we now have in our charge feeble-minded persons of every description. How each branch of the school helps every other branch has often been told in these reports.

But do not imagine that all goes on without an effort, — that every newcomer drops into his proper place, and affairs go on quite evenly. These children come to us with the same characteristic habits that their predecessors brought with them fifty years ago; and it requires the same patience and tact, the same kindness and gentleness, the same discipline, that have always been necessary to make them decent and cleanly and orderly. From their numbers they admit of classification, the benefit of which is seen in the progress of individuals, and this is the great gain of a large school. But there are always some of them who must be dressed and undressed, there are always some who must be wakened from their sleep two or three times or more in the night and made to get up, reluctantly, to attend to their wants; there are always some who must be taught how to use a button, taught how to eat like a human being, — must be taught the very first principles of the proprieties of life. By day, the whole population must be kept in motion. There is little rest for the attendants. They must see that each child is busy, with his playthings, it may be. They must take monotonous walks with their charges around the circular tracks, with no corner in sight to suggest a halt. They must direct the carrying of stones from one pile to another, and then back again, and so on repeatedly. The big boys must be kept busy in the vegetable gardens or doing various kinds of work in doors and out doors, but they all require constant oversight. Even the big boys at the colony would rapidly deteriorate if not kept at work under the watchful supervision of an intelligent man. Let him be absent for a few hours, and on his return he will find universal idleness, and nothing accomplished.

Affairs are the same in the school proper. The stupid boy is not a particle less stupid than he was fifty years ago. It takes the same natural gift on the part of the teacher to impart a spark of wisdom to a mind absolutely blank that it required fifty years ago. The same general plan of instruction is followed. Methods which our instructors have pursued from the first in teaching an idiot child to spell h-o-r-s-e, first introduced by Seguin, Richards, Sumner and Howe, have been imported anew, and are now used in the common schools under the name of "object teaching" and "new education," to teach normal children to spell the same word, who know at the start almost everything about a horse except how to spell the word. Little that is taught in our schoolroom can be learned by the children from books.

We have paid much attention to physical training, a teacher highly skilled in the art having been employed to take general charge of this branch of tuition throughout the school. Our first object is to give to the inmates, so far as may be, sound bodies; beyond that, our aims are not high. We seek to make our children competent to do as well as may be in the walk in life to which they have been born; and this whether they are to remain with us, or are to be returned to their homes. In the words of one of these reports, written twenty-four years ago: "How to do the most good at the least cost, how to make the appropriation of the State go further in the direction of relief and improvement, have been the chief study of the trustees."

And here let us say that the changes in the Board of Trustees have been gradual. The oldest of the present trustees was for three years the associate of Dr. Howe. The next in order of age and service came upon the Board two years after the decease of the doctor. Associated for several years with these two were members who, some of them, were fellow trustees with Dr. Howe from the beginning, and all of them for several years. Most of the present Board have been co-workers in this charity for many years. We have worked with one aim,—the good of the school, and have been practically unanimous in recommendations to the corporation and Legislature.

There is another class of cases to be dealt with to-day that was not contemplated by our predecessors. The idea of delib-

erately shutting up large feeble-minded girls for the avowed purpose that they may not become mothers demands a modification of the original design of the school, which was to remedy, so far as may be, absolute defects of individuals. We seek to cut off a principal source of feeble-mindedness. But a difficulty arises. Who shall be included in the class of women who may not bear children? Most of them are readily distinguished from normal women by some obvious characteristic of feeble-mindedness, — their speech, their gait, their loose, unnatural make-up. These girls and women are an essential element of the school, as it is now conducted; we could ill do without them; they are useful in household work and in the laundry, and they make admirable “mind-ers.” Since the departure of the big boys for Templeton we have been able to keep them in great numbers; they have fallen into just their niche. But there are in the school other big girls and women. It is the tendency of alienists to trace criminal acts to a defect of moral power. “Moral imbecility” is a favorite term with them, used mostly in excuse for some delinquency; and now and then a girl who has none of the characteristics of feeble-mindedness mentioned above, but who is simply a lascivious person, is adjudged to be a moral imbecile. We have such cases. A few have developed at the school; more have been transferred to us from other institutions. It is difficult to draw a line between the girl who has gone astray, or may be led astray, by reason of a mental defect, and one who is merely a person of uncontrollable sexual desire. But, be the line a broad one or a narrow one, is this school to become a convenient “home” for girls of confessedly the latter description? In other words, is inordinate sexual passion on the part of a young woman to be regarded by the trustees as sufficient evidence of feeble-mindedness to hold her as an inmate of this institution? As may be conceived, these women, with their intellects strong enough in every particular save one, are ill adapted to mingle with our simpletons. They give us much trouble; they do little work; they are deceitful and designing; they change the unique character of the school. Particularly have the trustees considered the case of those who, having been sent by order of a court to a place of detention for a limited period, are before

the expiration of said period transferred to this school. Shall we turn the moral imbecile out into the world at the expiration of her original term of confinement, or shall we continue to hold her, as it were, under a life sentence? Is this school the only place to which such imbecile may be sent?

During the year there has been paid to the treasurer from the estate of Joseph B. Glover of Boston the sum of \$5,000. This gift is more than the equivalent of a free bed for an inmate forever. It gives to the trustees an appreciable sum in addition, to be expended for the general welfare of all the inmates.

CHARLES FRANCIS ADAMS, 2D.

FRANCIS J. BARNES.

FRANCIS BARTLETT.

ELIZABETH E. COOLIDGE.

JOHN S. DAMRELL.

THOMAS W. DAVIS.

FREDERICK P. FISH.

SAMUEL HOAR.

WILLIAM W. SWAN.

CHARLES E. WARE.

FRANK G. WHEATLEY.

CHARLES F. WYMAN.

SUPERINTENDENT'S REPORT.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1903 : —

	Males.	Females.	Totals.
Number present Sept. 30, 1902,	475	301	776
Admitted during the year,	55	42	97
Whole number present,	530	343	873
Discharged during the year,	39	10	49
Died during the year,	9	15	24
Number present Sept. 30, 1903,	482	318	800
Average number present,	480	305	785
School cases admitted,	28	15	43
Custodial cases admitted,	27	27	54
Private pupils now present,	30	17	47
Massachusetts school beneficiaries,	154	74	228
Custodial cases supported by State,	82	70	150
Custodial cases supported by cities and towns,	183	138	321
Beneficiaries of other New England States,	23	14	37
Applications for admissions during year,	—	—	269
Number at the Templeton colony,	132	—	132

Of the 97 admissions, 51 were young teachable pupils suitable for the school classes, and capable of much improvement; there were 19 females over fourteen years of age, — one of

them a former pupil, seventeen years old, who was returned to the school pregnant; 9 were committed from the State Hospital at Tewksbury, 3 from the Lyman School for Boys and 1 from the Industrial School for Girls; 2 were juvenile offenders committed here from the police court; 3 boys were insane rather than feeble-minded; 1 was not feeble-minded; 4 very feeble tuberculous children were ill in bed from the day they were admitted, and lived but a short time.

Of the 49 discharges, 21 were kept at home by their friends for various reasons; 7 were kept at home to attend public school; 6 well-grown boys were kept at home to go to work, 4 of them receiving good wages; 5 moral imbeciles ran away, and were not returned; 3 New Hampshire beneficiaries were taken to the newly opened New Hampshire School for the Feeble-minded, at Laconia; 3 insane boys were discharged to the insane hospital; 1 was taken home by one of his friends, not improved; 1 boy who had been insane was discharged apparently perfectly recovered; 1 was taken away by overseers of the poor; and 1 was discharged as not feeble-minded.

There were 24 deaths during the year, — about 3 per cent. of the average number present. Of these, 7 resulted from epilepsy, 4 from pulmonary tuberculosis, 3 from general tuberculosis, 2 from organic brain disease, 2 from capillary bronchitis, and 1 each from cerebral embolism, acute pneumonia, organic heart disease, chronic nephritis, diphtheria, and accidental poisoning from corrosive sublimate.

The inmates have enjoyed vigorous physical health, as a rule. We have had no cases of contagious or infectious disease, except the one fatal case of diphtheria, which occurred in a very feeble young child.

All cases of serious illness among our inmates are now cared for in our new and convenient hospital. We are able to make them much more comfortable and give them better care than ever before.

We have continued our custom of sending children having defective eyesight to an oculist for examination and treatment. Thirty-one of these cases were fitted with glasses, adding very much to their comfort, and resulting in marked mental improvement in several cases.

There were 269 applications for admission during the year. Many of these cases have been promised admission as soon as the new dormitories are completed.

The current expenses for the past year have amounted to \$142,584.43, or \$3.48 per week for each inmate, — the highest per capita cost for many years. Last year the per capita cost was \$3.15 per week, but this rate did not include the cost of a full year's supply of coal, on account of the strike. This year we were compelled to pay very high prices for coal during the winter, and we have also paid for a large supply to be used during the coming winter. Our bills for coal for the year amounted to \$12,353.68, — more than double the amount expended for this purpose in any previous year.

The completion of the coal trestle and side track will enable us to procure our coal under more favorable conditions.

High prices have prevailed for all of the institution supplies for the entire year.

Each year public sentiment approves and requires a little higher standard of care for our inmates. For many years we have been gradually raising the standard of nursing and attendance. We have provided better food, better heating and ventilation, more elaborate school appliances, etc. At the same time, the relative number of attendants and employees has increased in accordance with the general movement in the direction of shorter hours of labor. The average per capita cost for maintenance remains about as it was fifteen years ago. The above results cannot be materially improved upon without a corresponding increase in the cost of support of our pupils.

Our schoolroom classes have been unusually successful. The carefully kept records for each pupil, definitely showing his acquirements and progress from term to term, are graphic evidences of the patient and skillful work of the teachers. The improvement of certain pupils as shown by these records is quite remarkable.

At the beginning of our school year the physical training of all our pupils was put under the direction of Miss C. B. Ellis, a graduate of the Boston Normal School of Gymnastics. She has shown excellent judgment and ability in planning and carrying out the formal gymnastic exercises, as well as the

games and competitive sports of the children. Much attention has been paid to individual cases of physical defect, especially in the lower grade cases. There has been a marked improvement in the average physical condition of the pupils, as shown by their bearing and carriage. The mental awakening resulting from the carefully carried out motor drill and the directed play has been very noticeable.

At the beginning of the present fall term the manual training classes were put in charge of Miss Bertha Johnson, a graduate of the Sloyd Training School of Boston. The sloyd work of the pupils compares favorably with that of the public school pupils of the same age.

The other classes in manual training, in painting, printing, cane-seating, practical carpentry, etc., have been as successful as usual. Every boy capable of such instruction receives regular training in these trades. We are especially proud of several classes of painters, who have so neatly and skillfully painted the inside walls and varnished the woodwork of the buildings completed this year. One former member of this class is now receiving good wages in Boston as a journeyman painter.

All of our boys, including those who are not fitted for the above classes, receive definite instruction in farm work and ordinary manual occupations. They are taught to plant corn, weed onions, pick peas, gather apples, etc. They learn to hold a cultivator, to drive a horse, to use a pick and shovel. Perhaps the most elementary exercise in this practical course in manual training is to learn to pick up stones and put them in a wagon or in a pile.

We believe that, for the average feeble-minded boy, this carefully planned instruction in ordinary manual occupations, involving the accurate use of rather large groups of muscles, where the boy himself can see the useful result of his work, does more to develop sound judgment and good sense than any other kind of training. This sort of training also directly fits a boy to be really useful all through his future life.

At the present time, in all except two of our buildings, the day attendants and nurses are now provided with sleeping rooms away from the wards. In these two buildings the

attendants still occupy sleeping rooms connected with the children's dormitories, and in a way have a feeling of responsibility even at night. These hard-worked attendants should have comfortable living and sleeping rooms in a separate building or buildings.

The two dormitories, one for boys and one for girls, authorized by the Legislature of 1902, are now under construction, and will be occupied during the coming year. These buildings will allow us to add 200 inmates to our population.

The addition to the administration building is completed and in use. This provides very comfortable single sleeping rooms for our female help, a home-like and restful sitting room for the female nurses and attendants, large and convenient storerooms for supplies, and two very attractive dining rooms for employees and officers respectively. We have also fitted up a comfortable smoking and reading room for the male employees.

The new manual training building authorized by the Legislature of 1903 is now under construction, and will be ready for use within a few months. The addition for the bakery is contracted for, and will be built this fall.

The land for the proposed coal trestle and side track has been deeded to the Commonwealth, and we are negotiating with the railroad company for its construction.

One of the functions of a school of this sort is to provide clinical instruction for medical and other students. Graduating classes of medical students from the Tufts College Medical School, the Boston University Medical School, and usually from the Harvard University Medical School, visit the school once or more each year, and are each given a clinic, where they are shown groups of cases illustrating the various types of mental defect. Hundreds of physicians now in practice in this and other States have thus been familiarized with this important form of mental disease. Classes from Wellesley College, Harvard University and the State normal schools also visit the school, to observe matters of psychological or pedagogical interest. Many teachers and superintendents of schools visit and observe the school classes. In the course of a year a large number of parents, teachers and physicians come to the school, seeking advice as to the diagnosis and home treatment

of feeble-minded or peculiar children. Some of these patients are regularly brought here several times a year for observation and advice.

At the farm colony at Templeton the third farm group of buildings, accommodating 50 boys, with the necessary attendants, was opened early in October, 1902. We now have three farm groups, each for 50 boys, in successful operation. The appropriation of \$12,000 for a fourth group of buildings was received too late to use this year.

The boys at the colony have had a busy and happy season. We had about forty acres under the plough. Under direction the boys have done the greater part of the preparation of the land, the planting, cultivation and harvesting of the various crops. They have done the most of the work connected with the care of the stock, the most of the milking, and nearly all of the hand mowing and the rest of the haying. Last fall they picked twelve hundred barrels of apples; this year they harvested fourteen hundred bushels of potatoes, and they picked and sent to the children at Waverley over one thousand boxes of blackberries. They have thoroughly cleaned up about fifty acres of overgrown pastures, pulling out the stumps, bushes and stones, and turning it into first-class grazing land. They have also removed the large and numerous stones from about fifteen acres of land previously too stony for mowing or cultivation, but now made smooth and fertile.

The increase in the intelligence, good sense and manliness of these boys is very evident. Best of all, they are robust and healthy, and very happy and contented.

The parents and friends of many of these boys have visited them at the colony, and without exception have expressed pleasure and satisfaction at the content and well-being of the boys. We have reason for being well satisfied with the present condition of our farm colony.

Respectfully submitted,

WALTER E. FERNALD,
Superintendent.

ANALYSIS OF CURRENT EXPENDITURES

OF

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1903.

Salaries, wages and labor: —	
Pay roll,	\$52,476 29
Food: —	
Butter and butterine,	\$2,659 69
Beans,	1,055 59
Bread and crackers,	37 62
Cereals, rice, meal, etc.,	1,457 70
Cheese,	85 75
Eggs,	564 85
Flour,	5,127 90
Fish,	752 65
Fruit,	683 22
Meats,	6,688 03
Milk,	6,765 37
Molasses,	300 85
Sugar,	2,388 27
Tea, coffee, broma and cocoa,	401 33
Vegetables,	1,638 16
Sundries,	1,097 44
	<hr/> 31,704 42
Clothing and clothing material: —	
Boots, shoes and rubbers,	\$2,361 07
Clothing,	1,651 75
Dry goods for clothing, and small wares,	2,955 76
Furnishing goods,	1,109 51
Hats and caps,	140 60
Leather and shoe findings,	350 49
	<hr/> 8,569 18
Furnishings: —	
Beds, bedding, table linen, etc.,	\$2,375 20
Brushes, brooms, etc.,	154 57
	<hr/>
Amounts carried forward,	\$2,529 77
	<hr/> \$92,749 89

<i>Amounts brought forward,</i>	\$2,529 77	\$92,749 89
Carpets, rugs, etc.,	240 18	
Crockery, glassware, cutlery, etc.,	244 71	
Furniture and upholstery,	1,698 27	
Kitchen furnishings,	934 02	
Wooden ware, buckets, pails, etc.,	179 13	
Sundries,	461 55	
		6,287 63
Heat, light and power:—		
Coal,	\$12,353 68	
Oil,	435 57	
Sundries,	291 58	
		13,080 83
Repairs and improvements:—		
Bricks,	\$290 80	
Cement, lime and plaster,	485 54	
Doors, sashes, etc.,	360 50	
Electrical work and supplies,	612 50	
Hardware,	870 64	
Lumber,	1,469 57	
Machinery, etc.,	455 41	
Paints, oils, glass, etc.,	1,648 07	
Plumbing, steam fitting and supplies,	1,715 70	
Roofing and materials,	8 59	
Mechanics and laborers (not on pay roll),	1,894 44	
Sundries,	527 88	
		10,339 64
Farm, stable and grounds:—		
Blacksmith and supplies,	\$775 29	
Carriages, wagons and repairs,	321 30	
Fertilizers, vines, seeds, etc.,	1,470 28	
Hay, grain, etc.,	4,517 69	
Harness and repairs,	423 55	
Horses,	885 00	
Cows,	522 50	
Other live stock,	127 12	
Tools, farm machines, etc.,	1,465 29	
		10,508 02
Miscellaneous:—		
Books, periodicals, etc.,	\$155 80	
Chapel services and entertainments,	693 20	
Freight, expressage and transportation,	1,577 31	
Funeral expenses,	174 00	
Hose, etc.,	11 65	
Ice,	536 33	
Labor (not on pay roll),	58 74	
<i>Amounts carried forward,</i>	\$3,207 03	\$132,966 01

<i>Amounts brought forward,</i>	\$3,207 03	\$132,966 01
Medicines and hospital supplies,	581 14	
Medical attendance, nurses, etc. (extra),	382 85	
Manual training supplies,	163 98	
Postage,	310 61	
Printing and printing supplies,	1 25	
Return of runaways,	40 03	
Soap and laundry supplies,	1,014 80	
Stationery and office supplies,	756 37	
School books and school supplies,	301 51	
Travel and expenses (officials),	441 59	
Telephone and telegraph,	912 31	
Tobacco,	3 50	
Water,	1,422 00	
Sundries,	79 45	
		9,618 42
Total,		\$142,584 43

CLASSIFICATION AND METHODS OF TRAINING AND INSTRUCTION.

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution, where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farmhouse are the adult males who are regularly employed in the farm work. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into six comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the school-rooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar

to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the schoolroom more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans

of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the schoolroom.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the

laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility helps wonderfully in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds children must be alert, and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized.

At least once a week during the school year some evening entertainment is provided for the children, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stere-

opticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdeemeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the schoolrooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horrors, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with glittering badges, which are carefully preserved and proudly worn for

a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

LAWS RELATING TO THE MASSACHUSETTS SCHOOL
FOR THE FEEBLE-MINDED.

[ACTS OF 1850, CHAPTER 150.]

AN ACT TO INCORPORATE THE MASSACHUSETTS SCHOOL FOR IDIOTIC
AND FEEBLE-MINDED YOUTH.

Be it enacted, etc., as follows:

SECTION 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

SECTION 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*]

[REVISED LAWS, CHAPTER 87.]

SECTION 113. There shall be six trustees, on the part of the commonwealth, of the Massachusetts school for the feeble-minded, two of whom shall be annually appointed by the governor, with the advice and consent of the council, for a term of three years.

SECTION 114. The annual appropriation for the support of said school shall be made upon condition that the board of trustees shall be composed of twelve persons, six of whom shall be appointed by the governor, with the advice and consent of the council; that the governor, lieutenant governor, secretary of the commonwealth, president of the senate, speaker of the house and the two chaplains of the general court shall constitute a board of visitors to visit and inspect the institution as often as they see fit, to examine the by-laws and regulations enacted by the corporation, and generally to see that the

object of the institution is carried into effect; and that the members of the general court for the time being shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting it.

SECTION 115. The Massachusetts school for the feeble-minded shall maintain a school department for the instruction and education of feeble-minded persons who are within the school age or who in the judgment of the trustees thereof are capable of being benefited by school instruction, and a custodial department for the care and custody of feeble-minded persons beyond the school age or not capable of being benefited by school instruction.

SECTION 116. Persons received by said corporation shall from time to time be classified in said departments as the trustees shall see fit, and the trustees may receive and discharge pupils at their discretion and may at any time discharge any pupil or other inmate and cause him to be removed to his home or to the place of his settlement or to the custody of the state board of insanity. They may also allow any inmate to be absent on a visit for not more than three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence, unless, during such period, such inmate becomes a charge to the commonwealth elsewhere.

SECTION 117. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this commonwealth as shall be designated by the governor upon the recommendation of the secretary of the board of education. Special pupils may be received from any other state or province at a charge of not less than three hundred dollars a year. The trustees may also at their discretion receive, maintain and educate in the school department other feeble-minded persons, gratuitously or upon such terms as they may determine.

SECTION 118. If, upon application in writing, a judge of probate finds that a person is a proper subject for the Massachusetts school for the feeble-minded, he may commit him thereto by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician, who is a graduate of a legally organized medical college and who has practised three years in this commonwealth, that such person is a proper subject for said institution. The fee of the judge for hearing and determining the application shall be three dollars, and if he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, which shall be paid upon

the certificate of the judge by the county in which such application was heard.

SECTION 119. A person who intends to apply for the commitment of a feeble-minded person under the provisions of the preceding section shall first give notice in writing to the overseers of the poor of the city or town in which such feeble-minded person resides, of such intention; but if such feeble-minded person resides in Boston, such notice shall be given to the institutions registrar or to the chairman of the insane hospital trustees instead of the overseers of the poor. Satisfactory evidence that such notice has been given shall be produced to the judge and shall accompany the order of commitment.

SECTION 120. The charges for the support of each inmate in the custodial department of said school shall be three dollars and twenty-five cents a week, and shall be paid quarterly. Such charges for those not having known settlements in the commonwealth shall, after approval by the state board of insanity, be paid by the commonwealth, and may afterward be recovered by the treasurer and receiver general of such inmates, if of sufficient ability, or of any person or kindred bound by law to maintain them, or of the place of their settlement, if subsequently ascertained; for those having known settlements in this commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement, unless security to the satisfaction of the trustees is given for such support. If any person or place refuses or neglects to pay such charges, or such amounts as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, the treasurer may recover the same to the use of the school as provided in section seventy-nine.

SECTION 121. A city or town which pays the charges and expenses for the support or removal of a feeble-minded person admitted to said school shall have like rights and remedies to recover the amount thereof with interest and costs from the place of his settlement, or from such person if of sufficient ability, or from any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

SECTION 122. The trustees of said school shall annually prepare and send to the state board of insanity a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the amount appropriated by the commonwealth, the amount expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and employees, and such other

information as the board may require, and shall also once in three months make a report to said board of the number of inmates received and discharged, respectively, during the preceding three months, the whole number then in the institution and the number of beneficiaries supported by the commonwealth, and such other information as the board may require.

SECTION 123. The state board of insanity may from time to time transfer from the state hospital, state farm, or any of the state insane hospitals, to the Massachusetts school for the feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that he is a proper subject for said institution.

[RESOLVES OF 1900, CHAPTER 36.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding fifty thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded in erecting new buildings for the said school upon land of the Commonwealth at Templeton, and in providing a water supply and sewerage works for the same. [*Approved March 28, 1900.*]

[RESOLVES OF 1901, CHAPTER 81.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding twenty-five thousand dollars, to be expended at the Massachusetts School for the Feeble-minded under the direction of the trustees thereof for making additions to and alterations in the laundry, hospital and administration buildings. [*Approved May 29, 1901.*]

[ACTS OF 1902, CHAPTER 434, SECTION 2.]

From said loan expenditures may be made as follows: —

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By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding one hundred and thirty thousand dollars, for the following purposes: For two dormitories of sufficient capacity to accommodate one hundred and eighty inmates, and for furnishing the

same, for additions to the present electric lighting and heating plants, and for an addition to the administration building, so-called, a sum not exceeding ninety-five thousand dollars; and for the purchase of additional land for the use of said institution, such purchase to be subject to the approval of the governor and council, a sum not exceeding thirty-five thousand dollars.

[ACTS OF 1903, CHAPTER 414, SECTION 2.]

From the loan aforesaid expenditures may be made as follows: —

.

By the trustees of the Massachusetts School for the Feeble-minded, a sum not exceeding forty thousand dollars, for the following purposes: For a group of farm buildings at the colony at Templeton of sufficient capacity to accommodate fifty inmates, a sum not exceeding twelve thousand dollars; for enlarging the bakery at Waltham, a sum not exceeding four thousand dollars; for a house at Waltham for the superintendent and his family, and for furnishing the same, a sum not exceeding eight thousand dollars; for a building at Waltham to be used for manual and industrial training, a sum not exceeding sixteen thousand dollars.

[RESOLVES OF 1903, CHAPTER 72.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth, a sum not exceeding seventy-five hundred dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded, for procuring a side-track and coal-pockets on the Boston and Maine Railroad at Clematis Brook, for the permanent use of said school: *provided, however*, that the amount herein stated shall not become available until the owners of the land to be occupied shall convey to the Commonwealth, the right to construct, maintain and use tracks, coal pockets and trestles thereon, and a right of way from the public streets thereto, all such rights to continue for the benefit of the Commonwealth for so long a time as the premises shall be used as aforesaid. [Approved May 5, 1903.]

TERMS OF ADMISSION.

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

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is WAVERLEY.

CLEMATIS BROOK is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITOR. — An auditor shall be appointed annually. He shall examine all the accounts of the institution and treasurer. He shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without his order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circum-

stances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof: *provided, however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessities, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

MATRON. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

VISITORS. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

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

NOTICE.

The school is located at Waltham, about one-half mile from the Clematis Brook stations and about one mile from the Waverley stations of the Fitchburg and Massachusetts Central railroads. Electric cars leave the subway, Boston, for Waverley every fifteen minutes. A public carriage may be found at the *Waverley* station. Friends of children may visit them on Wednesday, Thursday and Saturday afternoons. No visiting on holidays.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.

CHAPTER I
THE EARLY HISTORY OF THE UNITED STATES

THE first discovery of the continent of North America was made by Christopher Columbus in 1492. He was sailing for Spain when he reached the island of San Salvador in the West Indies.

From 1492 to 1600, the Spanish, French, and English explorers and settlers came to the continent. The Spanish established colonies in the south, the French in the middle, and the English in the north.

THE first English colony was founded in 1607 at Jamestown, Virginia. It was the first permanent English settlement in North America.

THE first French colony was founded in 1608 at Quebec, Canada. It was the first permanent French settlement in North America.

THE first Spanish colony was founded in 1565 at St. Augustine, Florida. It was the first permanent Spanish settlement in North America.

THE first Dutch colony was founded in 1614 at New Amsterdam, New York. It was the first permanent Dutch settlement in North America.

THE first Swedish colony was founded in 1639 at Fort Christina, Delaware. It was the first permanent Swedish settlement in North America.

THE first German colony was founded in 1683 at Philadelphia, Pennsylvania. It was the first permanent German settlement in North America.

THE first Irish colony was founded in 1700 at New York City, New York. It was the first permanent Irish settlement in North America.

THE first Scottish colony was founded in 1703 at New York City, New York. It was the first permanent Scottish settlement in North America.

THE first Welsh colony was founded in 1704 at New York City, New York. It was the first permanent Welsh settlement in North America.

