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The New York Institute
of the Education of the Blind

36th
YEAR BOOK

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1926/27 - 1931/32
Edwin

Oct 1914

YEAR-BOOK
OF
The New York Institute
for the
Education of the Blind

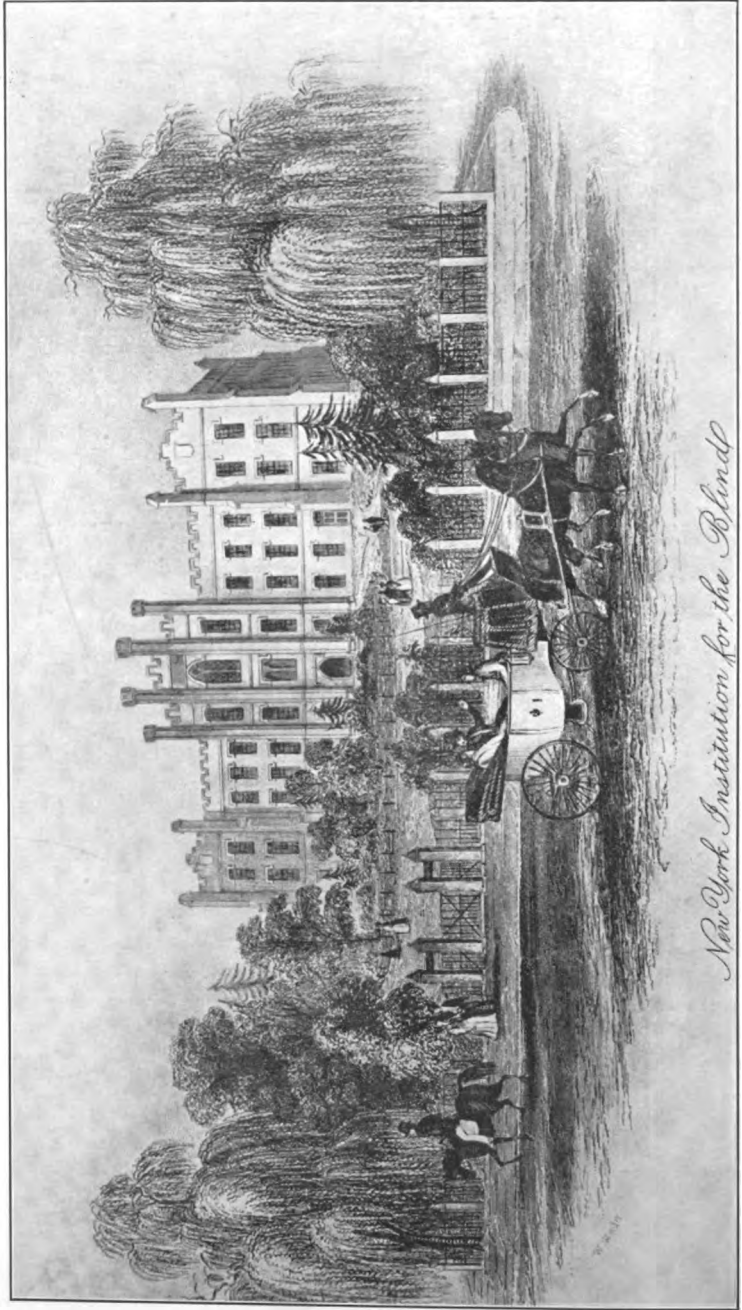
EIGHTY-SIXTH ANNUAL REPORT OF THE
BOARD OF MANAGERS—REPORT OF THE
PRINCIPAL—GENERAL INFORMATION 2 2

1921

Lux Oritur:

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xiii, 16.

NEW YORK:
THE BRADSTREET PRESS, 148 LAFAYETTE STREET.
1922



New York Institution for the Blind

THE INSTITUTE AS IT APPEARED ABOUT 1850.

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The New York Institute for the Education
of the Blind,

FOUNDED 1831.

OPENED 1832.

NINTH AVENUE AND THIRTY-FOURTH STREET,
NEW YORK CITY.

CALENDAR, 1921-22.

September 19, 1921 School opens.
November 23-27 Thanksgiving vacation.
December 23 Christmas holidays begin.
January 9, 1922 School work resumed.
January 16-20 Regents' examinations.
April 6 Anniversary exercises.
April 6 Easter vacation begins.
April 18 School work resumed.
June 16 Class work ended.
June 19-23 Regents' examinations.

September 18, 1922 School opens.
November 29-December 3 Thanksgiving vacation.
December 22 Christmas holidays begin.

The New York Institute for the Education of the Blind,

FOUNDED 1831.

OPENED 1832.

NINTH AVENUE AND THIRTY-FOURTH STREET,
NEW YORK CITY.

The purpose of the Institute is to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians.

There is no restriction as to residence. From New York they may enter as State pupils from the Greater City and the counties of Westchester, Putnam, Rockland, Suffolk and Nassau, being appointed by the State Education Department; from New Jersey, upon application in proper form to the Governor, through the New Jersey Commission for the Blind, and from other localities by special arrangement. All communications should be addressed to the Principal, Ninth Avenue at Thirty-fourth Street.

BOARD OF MANAGERS,

1921,

WITH THEIR TERMS OF CONTINUOUS SERVICE.

HOWLAND DAVIS*	Since 1894
WILLIAM W. APPLETON	" 1896
FREDERIC DE PEYSTER FOSTER	" 1902
THOMAS N. RHINELANDER	" 1905
J. NELSON BORLAND	" 1907
J. HARSEN RHOADES	" 1907
ROBERT G. HONE	" 1908
LINZEE BLAGDEN	" 1910
CARL A. DE GERSDORFF	" 1910
WILLIAM E. GLYN	" 1911
EDWARD L. PARTRIDGE, M.D.	" 1911
PAUL TUCKERMAN	" 1912
EDWARD J. HANCY	" 1912
WILLIAM TURNBULL	" 1913
J. LAWRENCE ASPINWALL	" 1913
J. ARCHIBALD MURRAY	" 1914
GEORGE C. KOBBE	" 1916
ROBERT L. HARRISON	" 1916
GEORGE N. MILLER, M.D.	" 1920
FREDERIC F. DE RHAM†	Since Jan. 19, 1921

* Resigned January 19, 1921. † Resigned March 16, 1921.

OFFICERS OF THE BOARD.

PAUL TUCKERMAN *President*
WILLIAM W. APPLETON *Vice-President*
LINZEE BLAGDEN *Recording Secretary*
ROBERT G. HONE *Corresponding Secretary*
FREDERIC DE PEYSTER FOSTER *Treasurer*

STANDING COMMITTEES.

EXECUTIVE COMMITTEE.

J. NELSON BORLAND, <i>Chairman</i>	LINZEE BLAGDEN, <i>Secretary</i>
PAUL TUCKERMAN (<i>ex-officio</i>)	ROBERT L. HARRISON
DR. GEORGE N. MILLER	WILLIAM TURNBULL

FINANCE COMMITTEE.

FREDERIC DE P. FOSTER, <i>Chairman (ex-officio)</i>	
CARL A. DE GERSDORFF	EDWARD J. HANCY
PAUL TUCKERMAN <i>(ex-officio)</i>	WILLIAM W. APPLETON <i>(ex-officio)</i>

ORGANIZATION.

EDWARD M. VAN CLEVE *Principal*
HUBERT V. GUILLE, M.D. *Attending Physician*
ROBERT G. REESE, M.D. *Consulting Ophthalmologist*
BERNARD SAMUELS, M.D. *Attending Ophthalmologist*

LITERARY DEPARTMENT.

MARY B. SCHOONMAKER
ALTA REED
ETA D. LEWIS
MATTIE L. KREUL
CLARA L. AUSTIN
MARION MILLER
LORETTA BUTLER
CHARLES F. EDGECOMB
DELPHINE K. CHARLES, *Librarian and Teacher
of Typewriting*

MUSIC DEPARTMENT.

BASSETT HOUGH, *Director*
GERTRUDE L. MARTIN
MARION KAPPES
F. HENRY TSCHUDI

TUNING.

ROBERT J. HARVEY

MANUAL TRAINING AND HOME SCIENCE.

ANGIE D. KELLY
DANIEL McCLINTOCK
JULIA E. MYERS

PHYSICAL TRAINING.

MARGUERITE PENNY
ARTHUR H. RICHMOND
VESTA D. LOGAN *Matron*

MANAGERS

OF

The New York Institute for the Education of the Blind.

IN CHRONOLOGICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Ackerly, Samuel, M.D.....	1831-1845	Titus, Peter S.....	1836
Averill, Herman.....	1831-1832	Allen, George F.....	} 1836-1839 1841-1862
Bolton, Curtis.....	1831-1835	Trulock, Joseph.....		1836-1840
Donaldson, James.....	1831-1832	Mandeville, William.....	1836-1837
Bogert, Henry K.....	1831-1832	Chandler, Adoniram.....	1836
Remsen, Henry.....	1831-1832	Cushman, D. Alonzo.....	1837-1843
Stuyvesant, John R.....	1831-1840	Blakeman, Wm. N., M.D. }	} 1837-1839 1841
Price, Thompson.....	1831-1840	Wood, Isaac, M.D.....		1837-1859
Ketchum, Morris.....	1831-1837	Hart, Joseph C.....	1837-1840
Miller, Sylvanus.....	1831-1832	Holmes, Curtis.....	1837-1838
Crosby, William B.....	1831-1833	Roome, Edward.....	1837-1845
Lee, Gideon.....	1831-1836	Seton, Samuel W.....	1837
Ketchum, Hiram.....	1831-1838	Gracie, Robert.....	1838-1861
Wood, Samuel.....	1831-1836	Demilt, Samuel.....	1838
Jenkins, Thomas W.....	1831-1836	Hart, James H.....	1839
Thomas, Henry.....	1831-1834	Murray, Robert J.....	1839-1858
Nevins, Rufus L.....	1831-1832	Schermerhorn, Peter Au-	gustus.....
Beers, Joseph D.....	1831-1832			1839-1845
Mott, Samuel F.....	1831	Tallmadge, Henry F.....	1839-1841
Patterson, Matthew C.....	1831-1833	Thompson, Martin E.....	1839
Russ, John D., M.D.....	1833-1834	Moore, Clement C.....	1840-1850
Dwight, Theodore.....	1833-1837	Olyphant, D. W. C.....	1840
Brown, Silas.....	1833-1859	Averill, Augustine.....	1840
Stagg, John P.....	1833	Beers, Cyrenius.....	1841-1853
Spring, George.....	1833-1835	Suydam, Lambert.....	1841-1842
Walker, John W.....	1833-1839	Holmes, Silas.....	1841-1842
Miller, Franklin.....	1833-1835	Case, Robert L.....	1841-1861
Steel, Jonathan D.....	1833	Crosby, John P.....	1841-1859
Allen, Moses.....	1834	Collins, Stacey B.....	1841
Lyons, Stephen.....	1834-1836	Schermerhorn, E. H.....	1841-1842
Dissosway, Gabriel P.....	1834-1836	Marsh, James.....	1842-1852
Phelps, Anson G.....	1834-1855	Murray, Hamilton.....	1842-1847
Crosby, William H.....	1835	Walsh, A. R.....	1842-1850
Hoyt, Charles.....	1835-1839		
Oakley, Charles.....	1835		

Wood, John.....	1842-1850	Brown, John Crosby.....	1862-1864
Jones, Edward.....	1843-1850	Van Rensselaer, Alex.. }	1862-1865
Whittemore, William T.....	1843-1845		1867-1877
Smith, Floyd.....	1844-1848	Irving, John Treat.....	1863-1896
Dean, Nicholas.....	1844-1848	Potter, Clarkson N.....	1863-1866
Jones, William P.....	1846-1849	McLean, James M.....	1863-1890
Thurston, William R.....	1846-1851	Clift, Smith.....	1865-1893
Sheldon, Henry.....	1846-1854	Hoffman, Charles B.....	1865-1868
King, John A.....	1848-1854	Emmet, Thos. Addis, M.D.....	1865-1866
Schell, Augustus.....	1849-1883	Whitewright, William.....	1866-1898
Day, Mahlon.....	1849-1854	Schermerhorn, Wm. C.....	1866-1901
Adams, George F.....	} 1850-1859	De Rahm, Charles.....	1866-1890
		1865	Hilton, Henry.....	1866
Adams, John G.....	1851-1858	Burrill, John E.....	1866-1867
Ogden, Gouverneur M.....	1851-1857	Stout, Francis A.....	1867-1892
Cobb, James N.....	1851-1858	Butterfield, Daniel.....	1868
Beadle, Edward L.....	1851-1862	Hoffman, William B.....	1868-1879
Wood, Edward.....	1852-1861	Gerard, James W.....	1869-1873
Ogden, John D., M.D.....	1853-1855	Rhoades, J. Harsen.....	1869-1872
Craven, Alfred W.....	1854-1861	Schermerhorn, F. Augs.....	1870-1910
Olyphant, G. T.....	1855-1857	Marié, Peter.....	1870-1903
Abbatt, William M.....	1855-1857	Rhineland, Frederick W.....	1874-1904
Noyes, William Curtis.....	1855-1859	Sheldon, Frederick.....	1874-1906
Dumont, William.....	1856-1862	Robbins, Chandler.....	1875-1904
Warren, James.....	1856-1859	Strong, Charles E.....	1875-1887
Cammann, Geo. P., M.D.....	1858	Schuyler, Philip.....	1878-1898
Rutherford, Lewis M.....	1858-1861	Prime, Temple.....	1878-1887
Van Rensselaer, Henry.....	1858-1860	Kane, John I.....	1881-1913
Hone, Robert S.....	1859-1891	King, Edward.....	1884-1893
Tomes, Francis.....	1859-1860	Schell, Edward.....	1885-1893
Norton, Charles B.....	1859-1861	Bronson, Frederick.....	1888-1900
Church, William H., M.D.....	1859-1864	Kingsland, Ambrose C.....	1889-1890
Hutchins, Waldo.....	1860-1867	Robbins, George A.....	1889-1895
Tuckerman, Charles K.....	1860-1867	Kissel, Gustav E.....	1891-1911
Kennedy, James Lenox.....	1860-1864	Bowers, John M.....	1891-1906
Travers, William R.....	1860	Peabody, George L., M.D.....	1891-1912
Tompkins, Daniel H.....	1860-1874	Marshall, Charles H.....	1892-1912
Aspinwall, J. Lloyd.....	1860-1861	Smith, Gouverneur M.,	
Suydam, D. Lydig.....	1861-1884	M.D.....	1893-1898
Daly, Charles P.....	1861	Davis, Howland.....	1894-1921
Hosack, Nathaniel P.....	1862-1876	Duer, William A.....	1894-1905
Grafton, Joseph.....	1862-1872	Hamilton, William G.....	1894-1905
Myers, T. Bailey.....	1862-1887	Appleton, William W.....	1896-
Edgar, Newbold.....	} 1862-1864	Tappen, Frederick D.....	1897-1901
		1868	Armstrong, D. Maitland.....	1898-1911
Donnelly, Edward C.....	1862-1864	Whelock, Geo. G., M.D.....	1898-1907
Lord, James Cooper.....	1862-1864	Fairchild, Charles S.....	1898-1906
Schermerhorn, Alfred.....	} 1862-1865	Soley, James Russell.....	1900-1911
		1867-1868	Winthrop, Egerton L., Jr.....	1901-1911

Wickersham, George W.	1902-1909	Partridge, Edward L., M.D.	1911-
Foster, Frederic DePeyster	1903-	Dix, John A.	1911-1917
Rhineland, Thomas N.	1905-	Tuckerman, Paul	1912-
McIlvaine, Tompkins	1905-1911	Nash, William A.	1912-1916
Godkin, Lawrence	1905-1909	Croswell, James G.	1912-1915
Derby, Richard H., M.D.	1906-1907	Hancy, Edward J.	1912-
Borland, J. Nelson	1907-	Aspinwall, J. Lawrence	1913-
Montant, August P.	1907-1909	Turnbull, William	1913-
Rhoades, J. Harsen	1907-	Murray, J. Archibald	1914-
Tucker, Samuel Auchmuty	1907-1919	Kobbé, George C.	1916-
Hone, Robert G.	1908-	Harrison, Robert L.	1916-
Knapp, Arnold, M.D.	1909-1913	Munroe, Henry W.	1918-1919
Blagden, Linzee	1910-	Miller, George N., M.D.	1920-
De Gersdorff, Carl A.	1910-	Gallatin, R. Horace	1920
Glyn, William E.	1911-	De Rham, Frederic F.	1921

OFFICERS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831.

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Ackerly, Samuel, M.D.	1831-1842	McLean, James M.	1888-1890
Phelps, Anson G.	1843-1853	Irving, John Treat	1891-1895
Wood, Isaac, M.D.	1854-1859	Schermerhorn, William C.	1896-1901
Allen, George F.	1860-1862	Schermerhorn, F. Augs.	1901-1909
Schell, Augustus	1863-1883	Davis, Howland	1909-1919
Hone, Robert S.	1884-1887	Tuckerman, Paul	1919-

VICE-PRESIDENTS.

Averill, Herman	1831-1832	McLean, James M.	1885-1887
Brown, Silas	1833-1835	Clift, Smith	1888-1893
Titus, Peter S.	1836	Schermerhorn, William C.	1894-1895
Phelps, Anson G.	1837-1842	Marié, Peter	1896-1903
Wood, Isaac, M.D.	1843-1853	Rhineland, F. W.	1903-1904
Gracie, Robert	1855-1860	Sheldon, Frederick	1905-1906
Beadle, Edward L.	1861-1862	Peabody, George L., M.D.	1907-1912
Hone, Robert S.	1863-1883	Kane, John I.	1913
Suydam, D. Lydig	1884	Appleton, William W.	1913-

TREASURERS.

Bolton, Curtis	1831-1835	Clift, Smith	1865
Brown, Silas	1836-1859	Grafton, Joseph	1866-1871
Wood, Edward	1860-1861	Whitewright, William	1872-1896
Schell, Augustus	1862	Davis, Howland	1897-1909
Kennedy, James Lenox	1863-1864	Foster, Frederic DePeyster	1909-

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Brown, John Crosby.....	1863
Russ, John D., M.D.....	1833-1834	Myers, T. Bailey.....	1864-1883
Crosby, William H.....	1835	Schermerhorn, F. Augs.....	1884-1901
Allen, George F.....	} 1836-1839 { 1841-1859	Marshall, Charles H.....	1901-1911
Hone, Robert S.....		1860-1862	Blagden, Linzee.....	1911-

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Church, William H., M.D.	1860
Dwight, Theodore.....	1833-1837	Tuckerman, Charles K....	1861-1867
Wood, Isaac, M.D.....	1839-1842	Schermerhorn, William C.	1868-1893
Roome, Edward.....	1843-1844	Bronson, Frederick.....	1894-1895
Schermerhorn, Peter Augs.	1845	Sheldon, Frederick.....	1896-1905
Jones, Edward.....	1846-1850	Peabody, George L., M.D.	1905-1906
Wood, Isaac, M.D.....	1851-1853	Appleton, William W.....	1907-1913
Crosby, John P.....	1854-1859	Hone, Robert G.....	1914-

PRINCIPALS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.....	1832-1834	Cooper, T. Golden.....	1853-1860
Office unfilled..	1835 and part of 1836	Rankin, Robert G.....	1861-1863
Jones, Silas.....	1836-1840	Wait, William B.....	1863-1905
Vroom, Peter D., M.D.....	1841-1842	Emeritus Principal.....	1905-1916
Boggs, William.....	1843-1845	Tewksbury, Everett B....	1905-1914
Chamberlain, James F....	1846-1852	Van Cleve, Edward M....	1914-

Report of the Board of Managers of The New York Institute for the Education of the Blind.

*To the Honorable the Legislature
of the State of New York :*

The Managers of The New York Institute for the Education of the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the fiscal year ended June 30, 1921. For the greater convenience of making reports the fiscal year of the Institute has been made to end with the State's fiscal year; consequently, this report covers the financial transactions of only nine months. The fiscal year and the scholastic year now coincide.

The following is a summary of the receipts and disbursements for the nine months:

RECEIPTS.		
Balances, September 30, 1920—		
Income fund.....	\$5,300.36	
Capital fund.....	16,438.09	
		\$21,738.45
Of Capital—		
Sales of securities, bonds and mortgages paid, legacies, donations, etc.....		95,713.46
Of Income—		
Current receipts.....		86,139.07
		\$203,590.98
DISBURSEMENTS.		
Of Capital—		
Improvements, assessments, real estate, etc.....		\$16,775.12
Of Income—		
Taxes, etc.....		32,451.13
Maintenance.....		82,187.50
Increase of Principal's cash		500.00
Balances—		
Capital fund.....	\$66,516.96	
Income fund.....	5,160.27	
		71,677.23
		\$203,590.98

From time to time, beginning in eighteen hundred and thirty-six, the Institute has been in receipt of legacies and donations, which the Managers have set apart in the Legacy Fund.

At the close of the fiscal year the Legacy Fund, including amounts received, both legacies and donations, and aggregating \$710,892.53, was represented by cash and investments in approved securities.

The Managers gratefully acknowledge the receipt of the following legacies: Fanny Bridgham, \$15,000; Mary L. Howard, \$3,353.46; Catherine J. Pryer, \$150; Charles E. Rhinelander, \$1,000; and the following donations, received during the nine months ended June 30, 1921: The Brez Foundation, \$1,000; Whitman-Bennett Studio, \$100; Julian W. Robbins, \$5; George W. Welsh, \$5.

Annexed hereto is the statistical report of the Principal, which shows the variety and character of the work done, the completeness of the facilities, and the thoroughness of the training afforded by this Institute.

Under the conditions which have prevailed throughout the year, all building projects have been necessarily held in abeyance, but our architects are now drawing plans on a reduced scale which, it is hoped, will bring the cost down to a figure within our means.

All of which is respectfully submitted.

**The New York Institute for the
Education of the Blind.**

PAUL TUCKERMAN,
President.

LINZEE BLAGDEN,
Recording Secretary.

City and County of New York, ss.:

PAUL TUCKERMAN, of said City, being duly sworn, saith: That he is President of The New York Institute for the Education of the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

Sworn to before me this 16th
day of November, 1921.

FRANK H. AUKAMP,
Notary Public.

The New York Institute for the Education of the Blind.

*TREASURER'S REPORT FOR THE YEAR ENDED
JUNE 30, 1921.*

RECEIPTS.

1920 Balance, Capital fund.....	\$16,438.09	
" Income fund.....	5,300.36	
		\$21,738.45

OF CAPITAL.

Legacies.....	\$19,503.46	
Donations.....	1,110.00	
Sale of securities.....	1,100.00	
Payment on sale Mount Hope property.....	60,000.00	
Payment of mortgage.....	14,000.00	
		95,713.46

OF INCOME.

From New York State.....	\$23,753.72	
New York City.....	917.50	
New Jersey.....	7,067.65	
Other sources.....	120.00	
Counties for clothing.....	427.59	
Interest and coupons from securities.....	51,999.05	
Sale of Kleidos, tablets, paper, etc.....	1,853.56	
		86,139.07
		\$203,590.98

DISBURSEMENTS.

OF CAPITAL.

Legal expense.....	\$171.58	
Insurance, Mount Hope.....	191.70	
Architects' and engineers' services.....	9,811.84	
Commission on sale of real estate.....	6,600.00	
	<u> </u>	\$16,775.12

OF INCOME FOR TAXES, ETC.

Taxes, Mount Hope, Bronx and Yonkers.....	\$31,451.13	
Fixed charges.....	1,000.00	
	<u> </u>	32,451.13

OF INCOME FOR MAINTENANCE.

Pay roll.....	\$49,586.87	
Household supplies.....	2,778.43	
Food supplies.....	12,960.51	
House and grounds.....	11,053.08	
Educational supplies.....	1,849.93	
Miscellaneous expense.....	3,958.68	
	<u> </u>	82,187.50
Principal's cash increased.....		500.00

Balances, June 30, 1921—		
Capital fund.....	\$66,516.96	
Income fund.....	5,160.27	
	<u> </u>	71,677.23
		<u> </u>
		\$203,590.98

The foregoing account has been compared with the vouchers and accounts and is certified to be correct.

TOWNSEND, DIX & POGSON,
Accountants and Auditors.

August 8, 1921.

STATISTICAL REPORT OF THE PRINCIPAL.

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the school year ended June 30, 1921:

Number of pupils September 30, 1920.....	93
Admitted during the year.....	33
Whole number instructed.....	126
Reductions.....	32
Number remaining.....	94

The school curriculum provides for complete primary and secondary courses, based on the syllabuses of the University of the State of New York, and includes music, manual training and physical training. The daily schedule may be found on pages 20 and 21.

In the high school, there are now classes in the following subjects:

English, first year.	Latin 2.
English, second year.	Latin 3.
English, three years.	Physiology and Hygiene.
Elementary Algebra.	Modern History 1.
Intermediate Algebra.	Physical Geography.
Geometry, plane.	Civics.
French 1.	

The following is a list of the music subjects and the number of pupils in each:

	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Beginning music.....	6	7	13
Piano.....	26	21	47
Organ.....	3	2	5
Harmonic notation.....	7	2	9
Junior harmony.....	3	3	6
Advanced harmony and counterpoint.....	3	2	5
Tuning.....	21	--	21

The following is a list of the subjects in which examinations were taken during the year, with the number of pupils passing in each:

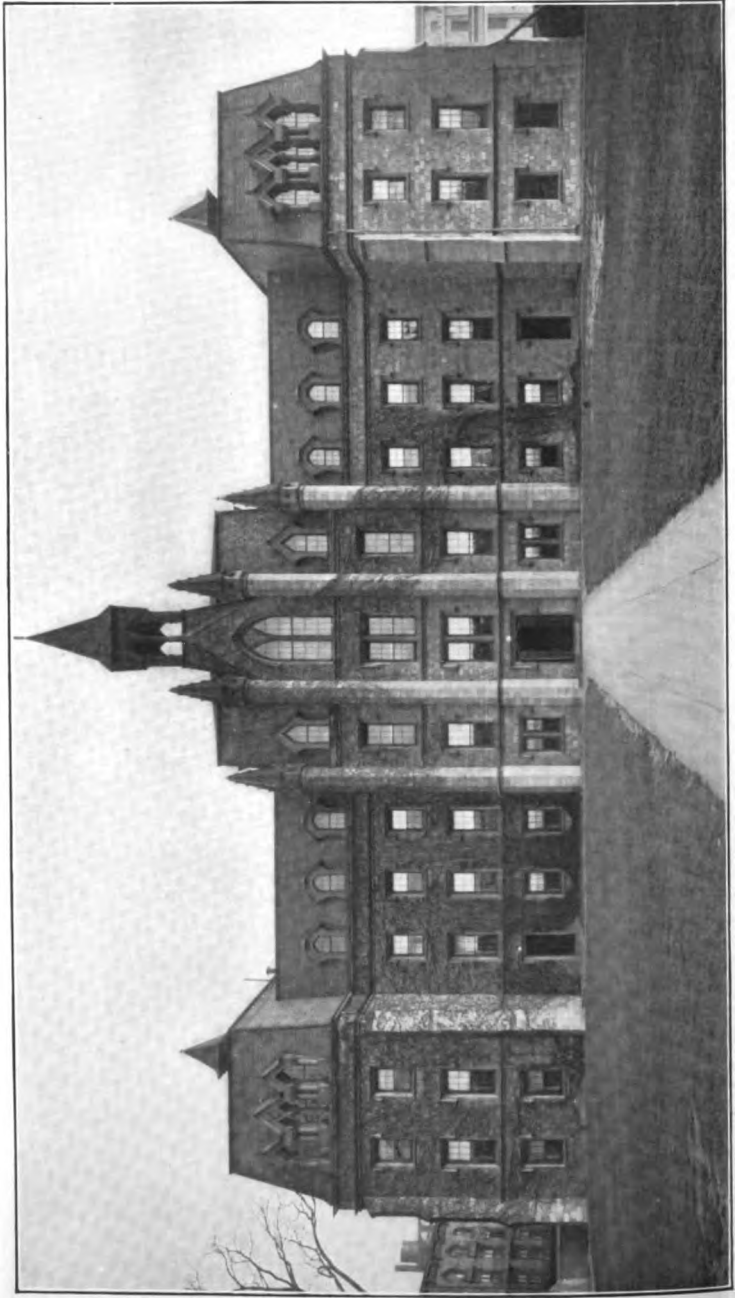
Reading.....	5
Spelling.....	8
Writing.....	7
Elementary English.....	7
Arithmetic.....	7
Elementary United States History and Civics.....	8
Geography.....	12
English 4.....	5
Physical Geography.....	0
Latin 2 years.....	1
Latin 4.....	2
American History.....	1
Elementary Algebra.....	3
Intermediate Algebra.....	2
Plane Geometry.....	2
Civics.....	6
Ancient History.....	7
Physiology and Hygiene.....	6
French 2.....	2
French 3.....	1
Elementary Harmony.....	5

And the record of the Regents' examination for the past year is as follows:

Number of examination days.....	10
Pupils examined.....	41
Subjects covered.....	21
Answer papers written.....	119
Answer papers claimed.....	104
Papers allowed by the Regents.....	97

The following table gives the results of the examinations held from 1906 to 1921:

	<i>No.</i> <i>examined.</i>	<i>No.</i> <i>claimed.</i>	<i>No.</i> <i>allowed.</i>	<i>Per cent.</i> <i>claimed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>claimed.</i>
1906.....	166	95	94	57.23	56.62	98.95
1907.....	172	157	155	91.28	90.11	98.72
1908.....	203	170	169	83.74	83.25	99.41
1909.....	162	149	145	91.97	89.50	97.31
1910.....	185	155	151	83.78	81.62	97.41
1911.....	167	145	136	86.82	81.43	93.79
1912.....	73	68	68	93.15	93.15	100.00
1913.....	75	64	63	85.33	84.00	98.43
1914.....	98	70	68	71.42	69.38	97.14
1915.....	114	97	94	85.08	82.45	96.90
1916.....	117	104	95	88.88	81.19	91.34
1917.....	107	98	91	91.57	85.04	92.85
1918.....	110	103	99	92.81	90.00	96.11
1919.....	115	94	91	81.73	79.13	96.80
1920.....	89	74	72	83.14	80.89	97.29
1921.....	119	104	97	87.39	81.51	93.26



FRONT VIEW OF THE MAIN BUILDING.

The following is a list of the pupils present during the year 1920-1921 who have earned Regents' certificates:

PRELIMINARY CERTIFICATES.

Christopher Cerone,	Thomas Manzi,	Orlando Harry,
Thomas Johnson,	Anna Pavia,	Frances Sievert,
Anthony Luppino,	David Pitchersky,	Theodore Taferner,
Stanley Wartenberg,	Abraham Poris,	Anna Yeager,
James Parkinson,	Isador Schlein,	Rose Taub.
	John Halpin,	

18 COUNT CERTIFICATES.

Anthony Luppino,	David Pitchersky,	Theodore Taferner.
	Frances Sievert,	

36 COUNT CERTIFICATES.

Anthony Luppino,	David Pitchersky,	Theodore Taferner.
	Frances Sievert.	

54 COUNT CERTIFICATES.

Anthony Luppino,	Frances Sievert,	Theodore Taferner.
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72 COUNT CERTIFICATES.

Anthony Luppino,	Frances Sievert,	Theodore Taferner.
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Respectfully submitted,

EDWARD M. VAN CLEVE,
Principal.

DAILY SCHEDULE. MORNING PERIODS.

	PRAYERS.	LITERARY DEPARTMENT.		MUSIC DEPARTMENT.	MANUAL TRAINING DEPARTMENT.
8-8.30					
8.30-9	Spelling, Grades 1, 2, 3, 4, 5.	Arithmetic, Grade 7.	Elementary Algebra.	Piano. Tuning.	
9-9.40	Reading, Grades 1, 2, 3, 4, 5.	Arithmetic, Grade 7.	Elementary Algebra.	Piano. Organ. Tuning.	
9.40-10.15	Language, Grades 1, 2, 3, 4, 5.	Elementary English, English, 1st year.		Piano. Organ. Tuning.	
10.15-10.20	RECESS.				
10.20-11	Arithmetic, Grades 1, 2, 3, 4, 5, 6.	Modern History 1.	Intermediate Algebra.	Piano. Organ. Tuning.	Caning.
11-11.35	Beginning Science.	English 2. Geometry.	Nature Study.	Tuning. Junior harmony. Adv. harmony and counterpoint. Music class, 2d year. Piano.	* Manual training. Caning.
11.35-11.40	RECESS.				
11.40-12.15	Geography I.			Piano. Senior chorus class.	* Manual training. Caning.
12.15-1.15	DINNER HOUR.				

AFTERNOON PERIODS.

	LITERARY DEPARTMENT.	MUSIC DEPARTMENT.	PHYSICAL CULTURE, MANUAL TRAINING.
1-15-2	Elementary U. S. History and Civics, (Grades 3 and 1). Slate Writing and Kleido-graph Geography, Grade 2, French 1.	Piano. Organ. Tuning.	* Manual training. Handwork. Caning.
2-2-45	Elementary U. S. History and Civics, Reading ungraded. Physical Geography, Grade 4. Geography, Grade 4.	Piano. Organ. Tuning. Music class, 1st year.	* Manual training. Handwork. Caning.
2.45-3	RECESS.		
3-3-30	Latin 2.	Piano. Piano class, 1st year. Tuning.	* Manual training. Caning. Physical culture.
3.30-4	Latin 2.	Piano. Point music and Harmonic notation.	Physical culture. * Manual training. Caning.
4-4-30	Typewriting.	Piano. Tuning.	Physical culture. * Manual training. Caning.
4.30-5	Typewriting.	Piano. Organ. Tuning.	Physical culture. * Manual training. Caning.

* Machine sewing, knitting, crocheting, hand sewing, basketry, woodwork, weaving, etc.
Class in physical culture three evenings and one evening hygiene each week for older girls.
Physical culture class for older boys three days and hygiene one day, 4.45 to 5.30.
Study period 7.45 to 8.45, unless otherwise assigned.
Harmony, count rpoint, organ and piano practice every evening until 8.15.

LIST OF PUPILS.

BOYS.

ALEXANDER, THOMAS
BALLARD, EUGENE
BANGERT, VALENTINE
BEARD, FRANCIS
BITO, JOHN
BOCCHIARO, LEONARD
BOLLS, RICHARD
BRANDOFINA, FRANK
BRIAMONTE, DOMINICK
BROWN, EARLE
BUTLER, MATTHEW
CAMPANELLA, JOSEPH
CASSIDY, THOMAS
CENTIMOLE, ANTONIO
CERONE, CHRISTOPHER
CHICACHEE, JAMES
CILANO, FRANK
CRIMMINS, WILLIAM
CROSBY, MILES
CUNNINGHAM, EDWARD
CUNNINGHAM, JULIUS
CUNNION, CHARLES
DEFEO, WILLIAM
DE JOHN, DOMINIC
DE MUCCI, FRANK
DESSART, ARTHUR
DI NUCCI, MICHAEL
DUFFY, EDWARD
FERRAIO, FRANK
FERRARA, JOHN
HALPIN, JOHN
HARRY, ORLANDO
JOHNSON, THOMAS
JUDKINS, ROBERT
KEANE, GEORGE
KENNEY, HUGH
KLEIN, ANTHONY
KREBS, HARRY
LAMPSON, SHERWOOD
LARKIN, EDWARD
LARSEN, OLAF
LEMANOWICZ, ALFRED
LUPPINO, ANTHONY
MANZI, THOMAS
MILLER, HERMANN
MITCHELL, JOHN
MUNTER, ADOLPH
NAPOLITANO, FRANK
OLSZEWSKI, ALEXANDER
PARKINSON, JAMES
PISCUSA, CAMILLO
PITCHERSKY, DAVID
PLUMMER, WALTER
PORIS, ABRAHAM
RIOU, MARCEL
ROCCUZO, JOSEPH
RODENBAUGH, JOSEPH
ROSENBLOOM, ROBERT
SAVIANO, FRED
SCHLIEN, ISADOR
SCHNEIDER, ADOLPH
SCHROEDER, WILLIAM
SEMBLER, JOHN
SMITH, FRANK
SMITH, SAMUEL
SOMMERS, JOHN
STRICKLAND, HOWARD
TAFERNER, THEODORE
TASCO, MICHAEL
THIELEMANN, CHARLES
TRIMBLE, GEORGE
WALLACH, ISADOR
WARTENBERG, STANLEY
WATLINGTON, LEROY
WERNER, LEWIS
WILLSEA, ALBERT

GIRLS.

AMAROSA, MARIA
BOCCIA, ROSE
BUTCHER, MARY
BUTLER, ESTHER
CANCELOSI, ANGELINA
GOTTRICH, BESSIE
HASSELBERG, VERA
HEDBERG, ISABEL
HESLIN, MAY
HORACEK, LILLIAN
KLEINE, MARY
MANSFIELD, MARY
MENTOR, GLADYS
MISKOVSKY, EMILY
MOONEY, PAULINE
NESSI, ANNIE
NOCK, EMMA

PAVIA, ANNA
QUINN, FLORENCE
ROBINSON, MIGNON
ROSENTHAL, FRIEDA
SCHWIZER, MATILDA
SIEVERT, FRANCES
SMITH, JENNIE
SPRINGSTEEN, VERA
STAPLETON, JANE
TAUB, ROSE
TETTER, JARMILLA
VAN PELT, HELEN
WESSEN, HELEN
WOROBESKY, RACHEL
YAEGER, ANNA
YOUNG, PEARL
ZAWELSKA, STELLA

Principal's Annual Report of the Progress of the Institute for the Year Ended June 30, 1921.

To the Board of Managers,

The New York Institute for the Education of the Blind :

GENTLEMEN—This report is for the scholastic year which began September 20, 1920, and closed with the completion of the Regents' examinations June 17, 1921.

By the action of the Board of Managers in changing that one of the By-Laws of the Institute relating to the bounds of the fiscal year, we now find the business year and the scholastic year coincide. We now terminate our year in agreement with the fiscal year and the reporting year of the State of New York. This simplifies the matter of preparing the annual reports which are rendered to the several departments of the State Government and a distinct advantage has been gained.

In the school work done by the pupils the usual satisfactory results have been attained as shown in the report of the examinations passed. One pupil completed the literary course, received both the Academic and the Classical Diplomas from the University of the State of New York, and has matriculated as a student in Columbia University. The reports of the work of our former students now in college are favorable.

STATE CO-OPERATION IN LENGTHENING THE SCHOLASTIC PERIOD.

More of our pupils should remain in school to the end of the high school course and greater encouragement to do so should come from all parties concerned. For years it has been customary for the Institute to retain at its own charges pupils whose ability and promise gave assurance of the accrual of great advantage to them. It seems that similar encouragement should be offered by the State through the Department of Education. If the Legislature can be induced to put the



A STUDENT TUNING.

question of the retention of pupils in the hands of the Education Department without the present unjust limitation to a term shorter than that accorded to seeing children for doing less work, it would be not only a recognition of the handicap but also mere justice.

ADVANTAGES AFFORDED THE PUPILS.

Each year the Principal calls attention to the several forms or directions which our educational efforts take, using the occasion of the Anniversary Exercises, when a large number of the parents of the pupils and their friends are within reach of his voice, and hoping thereby to impress all parties at interest, including the pupils, with the exceptional advantages which those who attend the Institute enjoy. At the exercises in March, 1920, especial emphasis was laid on the literary work, and at the exercises in March, 1921, the opportunities for musical instruction were stressed. In succeeding years the manual training and the physical training will receive special emphasis. It can not be said too often that a school with the traditions, the high purpose, the equipment and, above all, the teaching staff of this Institute is offering to its students greater opportunities than can be found in any other place except a similarly developed school.

Besides the strictly scholastic part of the Institute's work there are the advantages that inure to the benefit of the pupils from the visits of educators, who usually bring words of inspiration and advice, and inspectors of State and City who inquire into and help to uphold the standards, from the frequent attendance on musical and dramatic professional performances, and from their own efforts at self-expression. We encourage the pupils to be always ready and willing to perform for their friends and for our many visitors in any way they are capable. We endorse and promote their efforts at dramatic production, as evidenced by the performances of our girls' and boys' clubs.

We maintain our arrangement that practically all our pupils go to their homes at the close of school work on each Friday to return in time for the Monday morning session. Thus our pupils never lose touch with their home interests, their religious instruction is in the hands where it properly belongs, the parents', and there is time during the days and nights free from

study for all the social diversion necessary or advisable for school children. No better arrangement seems possible for effective spending of the precious years of school life—five days and four nights of usually uninterrupted application to development of mind, body and special talent, with three nights and two full days at home with complete relaxation or appropriate change of interest.

TRAINING FOR TEACHERS OF THE BLIND.

This year will always be notable for the interest that has developed in three of our leading American institutions of higher instruction in connection with the education of the blind. First, Harvard University announced a course of lectures and demonstrations to be conducted under the auspices of The Graduate School of Education during the first half of the college year. This course was intended primarily to inform the students who chose it upon the scope and character of the work being done for and by the blind in schools and in the workaday world. So successful was this course (the average attendance was about fifty students), a similar course was offered for the second half of the year at the University of Pennsylvania. These two efforts at bringing about a better understanding of the whole field of work for the blind were made possible through the generous coöperation of the lecturers who gave freely their services and made practically no expense to be borne by the colleges.

For more than two years here in New York a committee of interested persons had had under consideration an ambitious scheme for securing the offering of a course of instruction of an academic nature for the improvement of teachers employed in training the blind. Fired by the success of the popular lecture courses conducted at Harvard and Pennsylvania, the committee redoubled its efforts to offer some course that would inure to the benefit of the work, and was able to announce a course of instruction for Home Teachers of the Blind at Columbia University in the summer of 1921. The attendance was above the most sanguine expectations, twenty-two being enrolled. With a talented director, a competent executive secretary and the hearty coöperation of some members of the faculty of the Summer School, the venture proved so successful that a similar course will be

offered, it is expected, in the summer of 1922, while the committee is contemplating the wisdom of seeking to establish a year's course of special training for teachers, probably at Teachers' College, Columbia University. In all of this the Institute, true to its time-honored habit, takes its share of interest and responsibility.

To the Principal of this Institute was accorded the honor of closing the Harvard course of lectures, January 28, 1921, with a discussion of the topic "Opportunities for the Blind Yesterday and Today." The paper, with liberal excisions, is presented herewith as a part of this report, being taken to exemplify in some measure the character of present day interest in the problems of the education of the blind.

Respectfully,

EDWARD M. VAN CLEVE,

Principal.

Opportunities for the Blind Yesterday and Today.*

Once long ago a curly-headed boy of ten or twelve used to prowl about the shelves of his father's library, hungry minded, hot on the trail of whatever might prove game to his bow. It was a library of good books, many of them such as one would expect to find in a Methodist minister's collection secured by careful expenditure through thirty years of itineracy, but none of them boys' books. Among them I remember a title, "Yesterday, Today and Forever." It was a fascinating title. What was the substance of the book, the real subject back of this fanciful title, I do not recall, nor is there left the slightest trace of the disappointment the boy must have felt on tasting that book of theology—what *is* left is the memory of that mysterious group of adverbial nouns, and who knows what effect the thoughts aroused that rainy Saturday may have had as there was suggested the far-vistaed corridors of history, the present's golden day, the mysterious eternity to come.

Every student whose mind generalizes rather than narrows to only its immediate task is bound to conceive every problem of life in its aspects of past, present and future. To the consideration of the present problem, therefore, *Opportunities for the Blind Yesterday and Today*, we bring the principle and the method of the student seeking to know the whole truth.

Here for a dozen weeks this group of earnest students has been listening to such a gathering together of experience and opinion as never before has been possible. To the authorities of Harvard College and Commissioner Hayes the group owes a debt of gratitude, and the company of workers throughout the country owes a greater debt. It seems to me to indicate a kind of interest that has promise of better things in the education of the blind when some serious study is made possible by this initial attempt at a consideration of the whole problem of dealing with the sightless. Whoever has read the program of

*Abridged from an address delivered before The Graduate School of Education, Harvard University, January 28, 1921, by Edward M. Van Cleave, Principal of The New York Institute for the Education of the Blind.

topics has been struck with the comprehensive character of this course, and those who know most about the education of the blind and have not been permitted to attend have most envied you who have heard the course. It has been my privilege, through the courtesy of the speakers and the Executive Secretary, to read the outlines or the complete addresses of the speakers; therefore, I, of all absentees, rightly lay claim to knowing most about the course, and I am most regretful that it was impossible for me to be present at every session of this graduate school of students of the problem of training the blind.

The Secretary first asked me in handling this topic to make a survey of the last twenty-five years, later giving me a wider latitude, but indicating that in bringing to a close this remarkable series of addresses a résumé both of the subjects treated and of the whole field of work with, for and by the blind would be expected. A large order! If only I might fill it with satisfaction! Here am I, a newcomer into this work—only fourteen years old in it, hardly an adolescent, asked to make for you a résumé both of your course and of the quarter century; and to make it calls for a more intimate knowledge and for greater power of broad generalization than I possess. A stranger to our work can not conceive its variety, its extent, its importance. To most people the blind are a class apart, chiefly the poor fellows who infest the street corners with outstretched tin cup, a class to be pitied, yes, but to be shunned or treated to a pitiful dole.

Coming into this field of special education in 1907, just too late to know anything of the convention that was held here in Boston that summer, there soon fell into my hands the report of the discussions which took place, and it was a wonderful experience to be let into the new realm through the reading of this report, to me at that time more fascinating and engrossing than any novel. Here was an educator of nearly twenty years' experience at that time who knew little or nothing about the education of the blind, to whom that report was a revelation. Ignorance on the part of the seeing public is not, however, to be so much wondered at, since only one person in 1,200 of our population is without sight, and is, therefore, rather an unusual or marked person. In my twenty years of public school experience in Ohio villages and cities I came in contact with but

one blind child and had knowledge of one blind man in each of two communities. Of the capabilities of the sightless, therefore, as well as of the means of teaching them, it is hardly to be wondered at that there exists woeful ignorance.

Gradually this ignorance is being dispelled. Our quarter century under consideration has seen the cause of the blind brought to public attention as never before. It has seen the rise to prominence of a Senator Gore, it has heard of the scholastic attainments of a Helen Keller, and you have enjoyed the rare privilege of learning how the miracle of speech by this deaf-blind woman was achieved; this period of twenty-five years has known the culmination of the career of a Sir Francis Campbell, whose advance "From a Log Cabin to Buckingham Palace" has taught you to believe that ability and dogged perseverance *will* bring a sightless man recognition. And but just now we have seen in public life the touching spectacle of a beautiful career of usefulness fittingly rewarded by the retirement of the white-crowned blind chaplain, the beloved pastor indeed, of the national House of Representatives, Rev. Dr. Henry N. Couden. These, and many others, have called public attention to the blind. They are personages. And what they have accomplished serves both to inform the public and to encourage the sightless and those who serve them.

It is necessary to take a large look, to cast the mind back a hundred years, to appreciate what this quarter-century has brought to pass. Let us reflect that the education of the blind is only a little over a century old. Before that time little or nothing was done for those who could not see. Ninety years ago the first efforts were put forth in the United States to provide under private auspices for the training of the young blind*. Eighty-five years ago Ohio established the first wholly state supported enterprise for educating its sightless citizens. And we have reason to rejoice that the work done in the early years was on such good foundations despite, in many cases, the rule of the politician in many State schools. We have seen in these twenty-five years a considerable release of these schools from the blight of bad politics. We have observed the steady change in public sentiment which has put in the background

* In 1832 two schools opened, The New York Institute and The Perkins Institution of Boston; a year later the Pennsylvania Institution was established.

the idea of charity and exalted the idea of education as the *raison d'être* in the establishment of these schools.

In fields of cognate interest there has been in this wonderful quarter-century a great advance. In 1896 there was no magazine for the blind; we have now, through the wise beneficence of a woman of wealth, the *Matilda Ziegler Magazine*, distributed throughout the country to its thousands of grateful readers. To this must be added a few other periodicals that have brought intellectual and spiritual food to a great company of readers. Within the quarter-century we have had established the *Outlook for the Blind*, a quarterly record in ink print of all notable events in our work. Libraries for the blind were in 1896 few and ill-supplied with books, while today the annual circulation of one of them probably exceeds the total of all twenty-five years ago. The settlement of the type question belongs to the decade which has just passed, and the early future will see the opportunities and privileges of the intellectual blind greatly enlarged through the increased subsidy of the Federal Government to the American Printing House for the Blind for production of text-books and apparatus for instruction and through the hoped for acquirement of resources to print more literature for the libraries and for individual owners. Within the decade the final great achievement of Mr. Wait, the production of the Bible in two-side point in easily legible form in little more than half its former bulk, and the freer distribution of the Book of books in tactile form was accomplished.

Then there is the large group—the larger group—of the sightless who are not intellectual. This period which we are studying is made notable by the rise of the associations which have done so much to improve the condition of those who must too often, without such aid, sit in darkness and idleness. Boston has been the mother of many new and beneficent movements (as well as of some which we may in charity call weird), and among these outgivings of human helpfulness a chief one is the Massachusetts Association for Promoting the Interests of the Adult Blind, established in 1902, and functioning today as helpfully as ever. Out of this came the Massachusetts Commission, and from the example set, we have had State Commissions in various States, usually preceded by local private organizations which likewise continue their useful service even when the State has assumed certain obligations to

its adult blind citizens. Such work is indeed beneficent and proceeds from the one principle of helping the blind to help themselves.

In facing the problems of the adult blind the main considerations are, first, to bring hope and courage to the newly blinded; next, to find the field in which the subject may disport himself; then, to bring instruction, or perhaps only guidance, into play. Because blindness comes in a great majority of cases to those who have labored with their hands, handwork is a major consideration with home teacher and employer of the blind. But there are many other lines of endeavor than hand labor which are successfully pursued by those who in adult life have lost their eyesight. Once started in activity of brain or hand, many a blind man takes up his problems and solves them alone, but for many others, aid and guidance continue to be necessary. This sometimes extends even to financial aid, and we have augmentation of wages and for some that form of outdoor relief popularly known as "pensions." Successful workshops are maintained under private auspices or under public direction. Then we have the hand work done in homes which has grown to be so important a phase of scotoic labor. And a wonderfully beneficent form of service to the blind who are either by necessity or choice employed at home is the encouraging of production and the marketing of products which have brought occupation and remuneration to thousands all over the country. This latter portion of the service is no mean part of the work of agencies, both public and private, for a market is as essential as production. In the twenty-five years which we are reviewing no more remarkable advance has been made than in just this particular. Many of us remember the great improvement in character of product, and in means of selling it when properly prepared, which has taken place within the decade.

But we have learned that the blind man may be employed at hand work side by side with the seeing, "in competition with the seeing." While it is no easy task to find places and fit into them the workers, the task is being accomplished. And it is not only in hand work that those who do not see are able to find their places in the everyday work of the world, for the competent salesman who could see may remain the competent salesman when he does not see, and intellectual pursuits are as possible for the sightless as for those who are not so handi-

capped. That the competent blind man can succeed in many kinds of human endeavor I think we may maintain has been and is continually being proved.

Our twenty-five years' survey would not be complete if we failed to remark upon the attitude of helpfulness that has given rise to the establishment of the nursery for such helpless babies as are found in homes of almost as helpless mothers. The physical side of the little blind child's life is of inestimable importance, and only by devotion of time and patience and skill and never failing love can the little one be brought into right physical relations with his world. And the problem of growing physically fit continues into school life, where regular lessons in physical training and the stimulating influence of athletics are a by no means unimportant part of the instruction given.

Then, too, recent years have given us a really scientific effort to produce a psychology of the blind, if there is any such special psychology. Sporadically we have heard of this subject, papers have been prepared that have been more or less armchair efforts and have made little impression. Some of these papers have been naïve personal reports rather than scientific statements. The work of Dr. Samuel P. Hayes must always hereafter be taken into account in any inquiry into the mental states of the blind, and it is encouraging to all serious students of our problems to realize that what he has already accomplished (which is considerable) he looks upon as only a beginning. Whatever may be contributed to scientific knowledge by his research and that of his assistants and his fellow students in examination of the normal and the feeble-minded will be of lasting value, and out of these efforts it is to be hoped that practical good will come.

Any record of achievements of 1896-1921 must include some mention of the settlement of the long contest for a type to be universally used by English-speaking blind people. It is difficult for some of us to understand the need or excuse for such acerbities as marked the progress of the war of the points. Records of meetings where the subject was discussed give rather musty evidence of fur-flying, and memories are even more voluminous repositories of those bitter days which happily let us hope, have come to a close. A scene of the long drama, the last scene, was enacted one midnight in Halifax when a

group of the men who had fought the battle and had some honorable scars took heart of grace, of wisdom and affection, clasped hands in friendship and determined to give themselves to amity and united service. With bolder front because of this love-feast, we faced the Congress and secured the long-desired and longer needed increased subsidy for providing books and tangible apparatus for the schools.

As a result of war conditions the gateways to employment in industry have opened wider than ever to the sightless worker. Employers were willing to take on even inefficient help on account of scarcity, and as lacking in efficiency most men who employ labor would classify any sightless person. We who know realize that while it is true that the handicap is serious, many who do not see can overcome it and make very efficient workmen. When the place and the worker fit, the two are not separated even yet, though we are fallen on a time of increasing unemployment. It was the hope of some of us that the war-blinded soldiers, rendered efficient through excellent training at Evergreen, would each in his own home on being employed become a rallying center of employment or, at least, an advertisement of competency of the blind worker with hand or brain, because in the nature of the case each would be conspicuous. But we are fortunate to have had very few such war-blinded men. Both at the Red Cross Institute for the Blind at Evergreen, and in the training and placement work of the Federal Board of Vocational Education, we have had intelligent effort to give our blinded soldiers a kind of training that would fit each for useful occupation.

I have left to the last in this brief summary of the history of the last twenty-five years in blindness, the consideration of the movement for prevention of blindness and conservation of vision. I conceive this movement to be one of the most beneficent and fruitful of all social welfare efforts, comparable only to the work of the Anti-Tuberculosis Society. It began with the proposal of a Section of the American Medical Society to put on the statute books of all states a law making reportable a disease of the eyes of new-born infants which had to its credit a large proportion of the blindness of childhood. The purpose of the medical men was to call attention to the disease and educate the public. For nearly a decade before 1890, when this legislative effort was started, it had been known to the

leading men of medicine that in 199 out of 200 cases of child-birth, where the germ causing the disease was present, vision had been saved by a nitrate of silver treatment, whereas before the discovery and application of this treatment a very large proportion of cases resulted in loss of sight. That the well-intended campaign of education was not even moderately successful has been acknowledged by some of its sponsors, and it was not until nearly twenty years later that the vigorous effort which we now maintain with increasing success was begun. And it is to the establishment of the several associations and commissions already referred to that we must give credit for having succeeded in bringing the subject of preventable blindness to the attention of our public. Today every organization which has for its purpose the improvement of the condition of the blind chooses also to include among its activities this one of striving to prevent blindness. Who so well as they who make up these organizations know the tragedy of loss of vision and who, therefore, so competent to warn the public or so eager to stop needless blindness?

A gracious lady who as a girl had taken part in the relief measures at the close of the Civil War and has been known for many years as a constructive philanthropist heard Dr. F. Park Lewis make an address on the subject of needless loss of vision in babies, and the news that blindness is not always inevitable so startled her that she sought an interview with the noted eye surgeon for further enlightenment. Characteristically she said in the course of the interview, "Why, this cannot be! We must put a stop to it!" And then and there was born the plan of a medico-lay organization which should study and proclaim the means and methods of preventing blindness. Whatever Miss Louisa Lee Schuyler undertakes to do she does with thoroughness. From her pen there issued a pamphlet entitled "Children Who Need Not Have Been Blind," a startling title which arrested attention and invited a reading of the poignant paragraphs which followed. A conference of workers by representatives of a dozen States was called in 1910, and as a result of its deliberations the American Association for Conservation of Vision was organized, to be succeeded in 1915 by the present National Committee for the Prevention of Blindness.

This lay movement is practically seventeen years old, for it was in 1904 that the Massachusetts Association started its

work in this direction. Six years later national attention had been drawn to the importance of the subject. Since 1915 the increase of public knowledge in regard to conservation of vision has been steady, a condition brought about through the intelligent and persistent services of all the organizations to which I have referred and of many individuals who have lent a hand.

Ophthalmia neonatorum, the disease which attacks the child at birth, is under better control as evidenced by statistics which schools for the blind furnish. This is the one overshadowing cause of blindness in children, one-fourth of all our pupils being victims of the germs which produce the disease. But the National Committee for the Prevention of Blindness has discovered that in the effort to conserve vision it is bound to deal with nineteen different causes of defective sight. Chief among these are accidents, trachoma, and inherited taint.

Most interesting and most hopeful is the movement for the establishment of "Conservation of Vision Classes in Schools." Here again Massachusetts is to be credited with the start, for Mr. Allen brought forward early the need for some provision for the "semi-sighted," as he called them, taking his cue from the notable work of N. Bishop Harmon in London. Cleveland and Boston both started classes, and later many other cities have followed the lead. There is promise of a very considerable increase in the establishment of these classes in the near future. The gain to the child handicapped by visual lack can not be measured.

A better day for the blind in which to live than yesterday is today. That there may yet be a still better day I grant is not only possible, but it is our duty to bring it to pass.

It is augury of a better tomorrow for the blind that we have had this course of lectures and that seventy-three persons have enrolled for a part or the whole of the course. Already there is a call for giving a similar course elsewhere. In New York we have had our mind set on some sort of intensive study of the problem of education for the blind by which teachers, both in schools and in work with adults, might secure specific training. Our thought is that such a course might continue a whole scholastic year and include the study of psychology and pedagogy in general as well as in the specific field. It is only our minds that have been set on it so far; when our hearts are set on it we shall have it. A course of reading and a test of attainments should

accompany a course such as this has been when Dean Holmes offers it, as we hope he may, another year. Every one of the students of this group should even now do some really serious reading in the effort to fix and conserve what has been gained here. I recommend Dr. Harry Best's book, "The Blind,"* as one of the most useful text-books on our subject. It, by the way, is one of the great achievements of our quarter-century, the only really comprehensive and, in the main, authoritative publication as yet produced. Mrs. Hathaway's "Manual for Conservation of Vision Classes"† must be in the hands of every teacher or principal who fosters such a class.

It is an augury of better things in the schools when we learn that a self-chosen committee of school administrators who sought by study and conference to find means of improving their own work were made the official inquirers of the American Association of Instructors of the Blind and then, even after a rather unflattering picture of conditions had been drawn, were asked to continue. The portraiture referred to was self-revelation, as all true portraiture is—the negative of the photograph was unretouched; lines and scars and roughnesses showed—for the report of the so-called Efficiency Committee‡ was made up of the reports made by the teachers and superintendents of a majority of the schools for the blind throughout the United States, reports made up after what was intended, and in many cases proved to be a most searching self-inquiry with some searching questions to serve as guide therefor. "Know thyself," the wise man of Greece said, with the inference that such knowledge would prove a corrective of error and an incentive to seek the better ways. Opportunities for the young blind will be greater tomorrow than today if the spirit of the instructors furnishes any criterion of comparison.

There is also a better chance for the adult blind person to make a living and attain a position of influence today than in former years, and he too will have a still better chance tomorrow. The persistent intelligent effort of the many associations and societies of people interested in improving his opportunities is having quite markedly the effect of educating the public to

*THE BLIND: *Their Condition and The Work Being Done For Them in the United States.* By HARRY BEST, Ph.D. 763 pp. With Index. \$4. The MacMillan Company, New York.

†MANUAL FOR CONSERVATION OF VISION CLASSES: *A Manual to Assist in the Establishing and Conduct of Classes for Conservation of Vision.* By WINIFRED HATHAWAY, Secretary, National Committee for Prevention of Blindness. Profusely illustrated. 108 pp. 50 cents. Published by The Committee, 130 East 22d Street, New York.

‡PROCEEDINGS American Association of Instructors of the Blind, Twenty-fifth Biennial Convention, 1920, page 60. Published by the Association, C. A. Hamilton, Secretary, Batavia, N. Y.

accept more readily the services of the man without sight, and, in fact, to deem him capable of rendering service. But every man must prove himself as acceptable and worthy. Success will not come of itself no matter how much one's self and one's friends may rail at the lack of appreciation of the public of the blind man's capabilities. There's a deal too much of this. We hear it too often at our assemblies of workers in the cause of the blind. It is not a way to win the public's good will to rail and rail. Quite the contrary. It is a maxim of modern business to boost. Get your customer in a happy frame of mind if you would make him a buyer. "He that hath friends must show himself friendly," said the wise man. Entertaining a habitual grouch, and especially exhibiting it, is bound to result in failure in most cases. So we teach the boys and girls to put a good face on affairs always. A cheerful optimism is not all; one must have something to sell of service or of material things that our purchasers want. Having this something to sell, we must offer it cheerfully, persistently, patiently, but without girding at the public that fails to appreciate at once our talent. Let us have done with complaining; it gets us nowhere. I know a wonderfully talented man who could not see who developed the habit of bemoaning his fate that the world did not appreciate him, and the very fact of his having this habit closed doors to him. I recall only one blind man with a grouch who made a success, and the reason he did was that, in spite of his bad habit, people *would* have him in to tune their pianos because he did the work so well. He was the exception to the rule. It was because he made his newspaper something that people wanted to buy that Joseph Pulitzer succeeded in developing the finest newspaper property in America. And he was a blind man. The world does not shut the door in the face of any man who can do things, no matter what his condition. J. C. Swearingen succeeded as State Superintendent in North Carolina not because of nor in spite of the fact of his blindness, but because he had the ability to serve the people of his State in that way.

The young woman who labored with her hands until she had saved \$94 and went to college to secure the higher education for which she hungered was foolish even in the opinion of her best friends. Her handicaps were not only her blindness and her poverty, but the incredulity of the college authorities, who

did not know the stuff she was made of, and the lukewarmness of her friends who did know. She deserved the applause which broke out among the faculty on the occasion of her graduation three and one-half years later, for she had overcome the handicaps, and had done the four years' work which entitled her to the A. B. degree. Eleanor G. Brown succeeded as a student and has succeeded as a teacher of seeing pupils in the Steele High School, Dayton, Ohio, because with ability she had the will to succeed.

It is a form of the Shakespearean wisdom that is here once more spoken—because I think it needs to be spoken—

"Men at some times are masters of their fates;
The fault, dear Brutus, is not in our stars,
But in ourselves that we are underlings."

The disposition of many a man to hold that the world owes him a living—implying that the living is to be had without effort, or, at least, without distasteful effort on his part—is to be combatted on every appropriate occasion. One of your speakers uttered a practical as well as philosophical truth when he stated that a boy came of age when he found a duty to perform and assumed the performance of it. Then he was truly grown up.

I hold it to be our business, therefore, to maintain the ideal and secure, if possible, the practice of making useful service the criterion of success. And I believe it is our business, also, to seek to teach that a way to succeed is to face the world with cheer and meet its rebuffs not with patience alone but with some saving sense of humor. I like the attitude of mind of the blind boy who while strolling alone one evening walked straight into a wrongly placed street lamppost and bumped his forehead. He might with justice have complained of the inane stupidity of the man who placed a post in an unusual position and made inevitable the collision which he thus suffered. Instead, he was heard to address the lamppost after he had recovered his hat, which had been knocked off: "Oh, you don't need to stand up there so stiff in your pride—I know your iron is harder than my head."

Here, then, is my message of congratulation and good cheer. For the capable sightless man who really wants to succeed there are more opportunities today than ever before in the field of politics, of education, of business, of industry. The will to succeed, the way to succeed, the means by which to attain success, are his today and tomorrow.

ORGAN RECITAL

F. HENRY TSCHUDI, F.A.G.O., ASSISTED BY

WALTER C. RENKWITZ, VIOLINIST

PAUL KOSOK, ACCOMPANIST AT THE PIANO

Tuesday Evening, November 16, 1920, at 8.15 O'clock.

PROGRAM

CONCERT OVERTURE (C Minor)	- - - - -	<i>Alfred Hollins</i>
CANON (Op. 56, No. 5)	- - - - -	<i>R. Schumann</i>
FUGUE, D Minor, (The Giant)	- - - - -	<i>J. S. Bach</i>
AT TWILIGHT (A Sketch)	- - - - -	<i>C. A. Stebbins</i>

Afar in the distance the evening star gleams,
And dim music drifts through the dusk of our dreams,
While low murmur flute-strings, and soft sounds the sweep
Of swaying tree-tops in the garden of sleep.

VIOLIN SOLO

<i>a</i> Viennese Song (Old Refrain)	- - - - -	<i>Fritz Kreisler</i>
<i>b</i> Ballet Music (from "Rosamunde")	- - - - -	<i>Schubert-Kreisler</i>

SUITE - - - - - *J. H. Rogers*

I. Prologue	II. March
III. Intermezzo	IV. Toccata

FOUNTAIN REVERIE	- - - - -	<i>Percy E. Fletcher</i>
INTRODUCTION to Act III. (Lohengrin)	- - - - -	<i>Wagner</i>
BRIDAL SONG (from Wedding Symphony)	- - - - -	<i>C. Goldmark</i>

VIOLIN SOLO

Czardas Scene (Hejoe Kati)	- - - - -	<i>Jenoe Hubay</i>
HOSANNAH (Chorus Magnus)	- - - - -	<i>Theo. Dubois</i>

CHRISTMAS ENTERTAINMENT

December 17, 1920, 2.00 P. M.

1. ANTHEM—O Night of Peace and Stillness - - - - - *Spence*
CHORUS
2. RECITATION—Telling Santa
MYRA TETTER
3. RECITATION—A Christmas Thought
ROSE TAUB
4. BOYS' QUARTET
(1) Silent Night (2) Sweet and Low
ORLANDO HARRY THEODORE TAFERNER
THOMAS JOHNSON CHARLES THIELEMANN
5. CHRISTMAS
NINE PRIMARY PUPILS
6. RECITATION—Good Enough
WM. WILLSEA
7. PIANO SOLO—Serenata - - - - - *Moskoteski*
FRANCES SIEVERT
8. DANCES (1) Seeing Santa
(2) Holes in Our Stockings
SIX PRIMARY GIRLS
9. READING—Why the Chimes Rang
STANLEY WARTENBERG
10. SONG—Kerry Dance - - - - - *Molloy*
CHORUS
11. CAROL—Shepherds Watch Thy Rest at Night - - - *Parkhurst*
CHORUS
12. RECITATION—My Christmas Wish
EARLE BROWN
13. ORGAN—The Holy Night - - - - - *Dudley Buck*
THEODORE TAFERNER



THE LATE AUGUSTUS F. SCHERMERHORN,
DONOR OF THE ORGAN.

CONCERT

BY

ALICE S. GODILLOT	.....	Soprano
GEORGE MACNOE	.....	Tenor
HAYDEN SHEPARD	.....	Cellist
META CHRISTENSEN	.....	Contralto
LYMAN WELLS CLARY	.....	Baritone
BASSETT W. HOUGH	.....	at the Piano

Wednesday Evening, February 2, 1921, at 8.15

PROGRAM.

- a* BRIDAL CHORUS, from "The Rose Maiden" - F. H. Cowan
b O LOVELY MAY - Edward German
QUARTETTE
- KOL NIDREI - Max Bruch
MR. SHEPARD
- a* ELEGIE - Massenet
(CELLO OBLIGATO, MR. SHEPARD)
b HAYFIELDS AND BUTTERFLIES - Del Riego
c VALUES - Vandecpool
MRS. GODILLOT
- a* COOLAN DIU - Fanco Leoni
b A LITTLE ROCK - John Barnes Wells
c DUNA - Josephine McGill
MR. MACNOE
- LA CI DAREM, from "Don Giovanni" - Mozart
MRS. GODILLOT and MR. CLARY
- THE SALUTATION OF THE DAWN - Frederick Stevenson
(The Text from Sanskrit)
MISS CHRISTENSEN. (CELLO OBLIGATO, MR. SHEPARD)
- a* NIGHT - Landon Ronald
(CELLO OBLIGATO, MR. SHEPARD)
b I'LL SING THEE SONGS OF ARABY - Frederick Clay
c INVICTUS - Bruno Huhn
MR. CLARY
- a* LONGING - Tschaikowski
b RONDO - Boccherini
MR. SHEPARD
- a* SPANISH SERENADE - Edward Elgar
b MIGHTY LAK' A ROSE - Ethelbert Nevin
c RING OUT, WILD BELLS - Gounod
QUARTETTE

ANNIVERSARY EXERCISES

March 17, 1921

PROGRAM.

PART I.

1. ORGAN—Toccata in D - - - - - *Kinde*
FRANCES SIEVERT
2. CHORUS—*a* A Roundel - - - - - *Macfarlane*
b "My Lady Chlo'" - - - - - *Clough-Leighte*
3. PIANO—Scherzino (Vienna Carneval Scene) - - - - - *Schumann*
ROSE TAUB
4. ESSAY—Music, as taught in Our School
ANTHONY LUPPINO
5. DEMONSTRATION OF PRIMARY MUSIC WORK
6. CHORUS—Good Night, Good Night, Beloved - - - - - *Pinsuti*

PART II.

1. PIANO—Sonata Pathetique: First Movement - - - - - *Beethoven*
FRANCES SIEVERT
2. AESTHETIC DANCES
 - a* Trio: Greek Festival
ROSE TAUB BESSIE GOTTREICH RACHEL WOROBESKY
 - b* Scarf Dance
 - c* Skating Dance
BESSIE GOTTREICH FLORENCE QUINN
ANNA YAEGER ROSE TAUB
EMMA NOCK RACHEL WOROBESKY
3. DUO FOR PIANO AND ORGAN—Serenade - - - - - *Widor*
Piano, ANTHONY LUPPINO Organ, THEODORE TAFERNER
4. RECITATION—How Ruby Played - - - - - *Bagby*
CHRISTOPHER CERONE
5. ORGAN—Funeral March and Song of the Seraphs - - - - - *Guilmant*
(Performed by the author at the inauguration of the organ of Notre Dame, Paris)
THEODORE TAFERNER, A.A.G.O.
6. NATURE STUDY DEMONSTRATION
FRANK SMITH
7. CHORUS—Hail To Our Native Land, from "Aida" - - - - - *Verdi*

ANNUAL ENTERTAINMENT OF THE PRIMOLIUM CLUB

Assembly Hall, May 17, 1921, at 8.30 o'clock.

PROGRAM

ADDRESS—Our Club and Its Progress

Chairman, ANTHONY LUPPINO

ORGAN—Romance - - - - - *Tours*

THOMAS MANZI

COURT SCENE

From the "Merchant of Venice," by Shakespeare

CAST OF CHARACTERS

Antonio - - - - -	<i>Abraham Poris</i>
Bassanio - - - - -	<i>Thomas Manzi</i>
Gratiano - - - - -	<i>Isidore Schlien</i>
Shylock - - - - -	<i>Christopher Cerone</i>
Duke of Venice - - - - -	<i>James Parkinson</i>
Portia - - - - -	<i>Anna Yaeger</i>
Nerissa - - - - -	<i>Florence Quinn</i>

NOTE: The Club is assisted by the girls of the Second Year English Class

INTERMISSION

ORGAN—Assembly March from "Tannhauser" - - - - - *Wagner*

THEODORE TAFERNER

PIANO—Humoreske - - - - - *Dvorak*

CHRISTOPHER CERONE

THE VIOLIN MAKER OF CREMONA

By Francois Coppée, translated by Jerome K. Jerome

CAST OF CHARACTERS

Taddeo Ferrari - - - - -	<i>Thomas Manzi</i>
Filippo - - - - -	<i>Charles Thielemann</i>
Sandro - - - - -	<i>Anthony Luppino</i>
Giannina - - - - -	<i>Stanley Wartenburg</i>
A Group of Citizens	

SCENE: A violin maker's house in Cremona about the year 1750

INTERMISSION

PIANO—National Polish Danse - - - - - *Scharwenka*

ANTHONY LUPPINO

MISS CIVILIZATION

By Richard Harding Davis, presented by permission of Collier's Weekly

CAST OF CHARACTERS

Miss Alice Gardiner - - - - -	<i>Theodore Taferner</i>
Joseph Hatch - - - - -	<i>George Keane</i>
Harry Hayes - - - - -	<i>John Halpin</i>
"Reddy" Meakin - - - - -	<i>John Sommers</i>
Engineer Lucas - - - - -	<i>Michael Di Nucci</i>
Company of train men	

SCENE: A country house on Long Island

PRIMOLIUM CLUB SONG

ENTERTAINMENT BY THE GIRLS' CLUB

Thursday Evening, May 26, 1921, at 8.30 o'clock

THE RAINBOW KIMONA

By Eleanor Maud Crane

Miss Penelope Wright's School for Young Ladies, Clairmont on the Hudson.

CHARACTERS

Nellie Van Tassel, President of Rainbow Kimona Society	-	<i>Frances Sievert</i>
Ruth Ashton, Vice-President	- - - - -	<i>Florence Quinn</i>
Isabel Sutro, Secretary	- - - - -	<i>Isabel Hedberg</i>
Beatrice Courtney, Class Poet	- - - - -	<i>Emma Nock</i>
Olive Mercer, President of Basket Ball Team	- - - - -	<i>Anna Yaeger</i>
Winifred Turner, Student	- - - - -	<i>Mary Kleine</i>
Edith Jones, A New Senior	- - - - -	<i>Rachel Worobesky</i>
Rose Jackson, Miss Penelope's Impish Colored Maid	- - - - -	<i>Rose Taub</i>

SCENE

ACT 1—Nellie Van Tassel's sitting-room.

ACT 2—Same as Act 1, one week later

BETWEEN ACTS 1 AND 2:

PIANO—Caressing Butterfly - - - - - *Carl Bohm*

FLORENCE QUINN

PIANO—Waltz in A Flat, Op. 64, No. 3 - - - - - *F. Chopin*

ANNA PAVIA

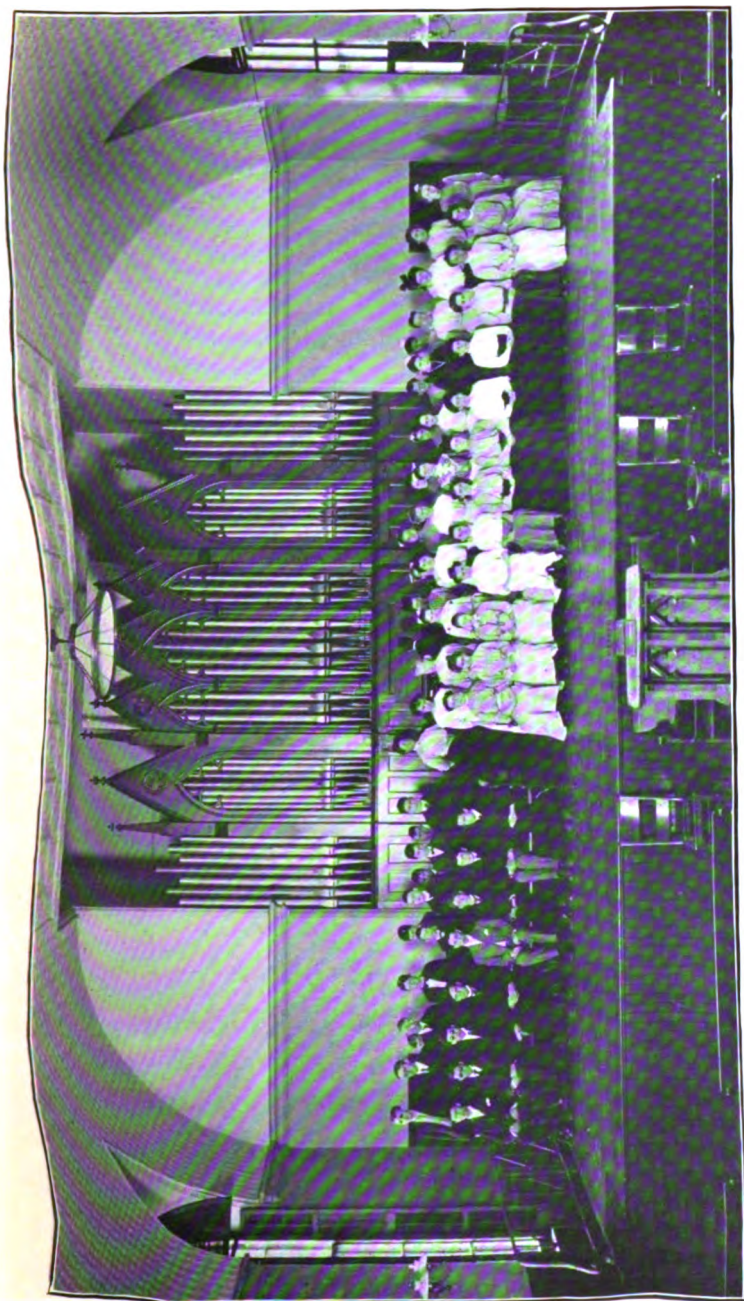
PUPILS' RECITAL

Tuesday Evening, June 7, 1921, at 8.30 o'clock

Assembly Hall, Ninth Avenue at Thirty-fourth Street, New York

PROGRAM

1. ORGAN—Marche Religieuse - - - - - *Guilmant*
FRANCES SIEVERT
2. PIANO—First Movement, Moonlight Sonata - - - *Beethoven*
THEODORE TAFFERNER
3. CHORUS—Almond Blossom - - - - - *Pestalozza*
4. PIANO—Song Without Words No. 39 - - - - - *Mendelssohn*
ROSE TAUB
5. ORGAN—Elevation in A-flat - - - - - *Guilmant*
FLORENCE QUINN
6. CHORUS—Serenade - - - - - *Schubert*
7. PIANO—Waltz - - - - - *Chopin*
ANNA PAVIA
8. PIANO—Funeral March - - - - - *Mendelssohn*
ANTHONY LUPPINO
9. ORGAN—Allegro ma non troppo, from First Sonata - - - *Borowski*
THEODORE TAFFERNER, A.A.G.O.
10. CHORUS—Departure - - - - - *Mendelssohn*
11. PIANO—Legende - - - - - *Friml*
ABRAHAM PORIS
12. PIANO—Chant d'Amour - - - - - *Stojowski*
FRANCES SIEVERT
13. CHORUS—The Woodman - - - - - *Veazie*



A CHORUS CLASS IN THE ASSEMBLY HALL.

LIST OF LEGACIES AND DONATIONS

Miles R. Burke.....	\$2,000.00	Elizabeth Magee.....	\$534.00
Jane Van Cortland.....	300.00	Chauncey and Henry Rose	5,000.00
Isaac Bullard.....	101.66	John J. Phelps.....	2,350.00
Elizabeth Bayley.....	100.00	Rebecca Elting.....	100.00
John Jacob Astor.....	5,000.00	Gerard Martins.....	500.00
William Bean.....	500.00	Regina Horstein.....	250.00
Peter G. Stuyvesant.....	3,000.00	John Alstyne.....	10,320.44
John Horsburgh.....	5,000.00	Elizabeth and Sarah	
Elizabeth Demilt.....	5,000.00	Wooley.....	5,984.83
Sarah Demilt.....	2,000.00	Benjamin Nathan.....	1,000.00
C. D. Betts.....	40.00	Thomas M. Taylor.....	6,151.94
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Sarah Bunce.....	500.00	James Peter Van Horn ..	20,000.00
Elizabeth Idley.....	196.00	Caleb Swan.....	500.00
Samuel S. Howland	1,000.00	Mrs. A. E. Schermerhorn..	10,000.00
William Howe.....	2,985.14	Henry H. Munsell.....	3,396.32
Margaret Fritz.....	100.00	Thomas C. Chardevoyne..	5,000.00
James McBride.....	500.00	William Dennistoun.....	11,892.77
Charles E. Cornell	521.96	William B. Astor.....	5,000.00
Charles E. Deming.....	50.00	Benjamin F. Wheelwright	1,000.00
Mrs. De Witt Clinton... ..	200.00	Geo. T. Hewlett, executor	500.00
W. Brown.....	465.00	J. L. (of Liverpool, Eng.)..	25.00
Elizabeth Gelston.....	1,000.00	Ephraim Holbrook.....	39,458.16
Robert J. Murray.....	500.00	Mrs. Emma B. Corning... ..	5,000.00
Seth Grosvenor.....	10,000.00	Eliza Mott.....	1,475.54
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Benjamin F. Butler.....	512.49	Daniel Marley.....	1,749.30
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Anson G. Phelps.....	5,675.68	Caroline Goff.....	4,161.59
Thomas Reilly.....	2,254.84	Catherine P. Johnston... ..	530.00
Elizabeth Van Tuyle....	100.00	Mrs. Emma Strecker.....	12,221.66
Thomas Eggleston.....	2,000.00	Eli Robbins.....	5,000.00
Sarah A. Riley.....	100.00	Margaret Burr.....	11,011.11
William E. Saunders.....	725.84	Mary Burr.....	10,611.11
Thomas Eddy.....	1,027.50	Samuel Willetts.....	5,045.00
Robert C. Goodhue.....	1,000.00	Roosevelt & Sons.....	45.00
Jonathan C. Bartlett....	190.00	Augustus Schell.....	5,000.00
Stephen V. Albro.....	428.57	James Kelly.....	5,000.00
John Penfold.....	470.00	George Merrill.....	40.00
Madam Jumel.....	5,000.00	William B. and Leonora S.	
Mrs. Steers.....	34.66	Bolles.....	2,949.11
Thomas Garner.....	1,410.00	Edward B. Underhill.....	500.00

Harriet Gross.....	\$1,000.00	Annie Stewart Miller.....	\$116,401.93
Mary Hopeton Drake...	2,340.00	Amelia B. Lazarus.....	10,000.00
George Dockstader.....	325.00	Ida M. Chapman.....	200.00
Mary Rogers.....	1,000.00	Cash (W. B. W.).....	600.00
Polly Dean.....	500.00	Mrs. Edith Smith Werle..	300.00
John Delaplaine.....	302.99	Mrs. J. J. Astor.....	20.00
Abby A. Coates Winsor..	1,000.00	E. E. West.....	60.00
Harriet Flint.....	1,776.74	Mrs. Geo. G. Wheelock..	10.00
Maria C. Robbins.....	10,000.00	Theodore P. Nichols....	8,000.00
Cash (sundry donations)..	140.18	Emma A. Tillotson.....	5,000.00
Julia A. Delaplaine.....	38,842.25	Harry Hastorf.....	25.00
Mary E. Brandish.....	89.49	William C. Egleston....	15,000.00
Thomas W. Strong.....	1,893.00	Angelina C. I. Anderson..	5,000.00
Maria Moffett.....	13,608.21	Greenhut-Siegel Cooper	
Maria Moffett, other		Co.....	15.00
stocks.....	2,800.00	Harriet B. Decker.....	3,000.00
John Vanderbilt.....	25.00	Mary Anna Wenk.....	100.00
William Clymer.....	2,000.00	Jeanne Platt.....	1,000.00
Julia L. Peyton.....	1,000.00	Emil Levy.....	1,000.00
Amos R. Eno.....	5,000.00	Catherine Jane Pryer....	1,000.00
Clarissa L. Crane.....	1,000.00	Elizabeth Kerr.....	400.00
Leopold Boscowitz.....	1,000.00	Martha H. Andrew.....	25,000.00
Emeline S. Nichols.....	5,000.00	Mary L. Howard.....	17,078.46
Margaret Salisbury.....	100.00	Rachel H. Pfeiffer.....	2,500.00
Sarah B. Munsell.....	477.56	Mary G. Harriot.....	3,457.02
Edward L. Beadle.....	4,303.99	Antonio J. Moderno.....	12,865.52
Cecelia J. Loux.....	2,000.00	The Brez Foundation....	3,000.00
Mrs. E. Douglas Smith...	315.00	Edward L. Radcliff.....	4,794.85
William C. Schermerhorn.	10,000.00	John R. Peters.....	1,000.00
Mary J. Walker.....	24,193.76	I. I. Van Alen.....	25.00
Sarah Schermerhorn		M. Menken.....	25.00
Estate.....	5,137.05	Hamilton W. Cary.....	2,500.00
Mary J. Walker Estate..	1,222.32	William Infeld.....	500.00
F. Augs. Schermerhorn		Fanny Bridgman.....	15,000.00
(for building fund)....	10,000.00	Charles E. Rhinelande..	1,000.00
(for pipe organ).....	5,840.00	Whitman-Bennett Studio	100.00
Mrs. Theodore B. Myers..	5,000.00	Julian W. Robbins.....	5.00
Peter Marié's Estate....	3,145.47	S. Charles Welsh.....	10.00
Eli Specht.....	2,816.17	George Welsh.....	5.00
Catherine Talman.....	4,996.60	Anonymous (Cash).....	325.00

FORM OF BEQUEST.

*I give and bequeath to The New York Institute for
the Education of the Blind, located at Ninth Avenue
and Thirty-fourth Street, the sum of*

_____ *Dollars,*
to the general use of said corporation.

R. S. FRENCH COLLECTION

874

1011

1011

1922

YEAR-BOOK
OF
The New York Institute
for the
Education of the Blind

EIGHTY-SEVENTH ANNUAL REPORT OF THE
BOARD OF MANAGERS—REPORT OF THE
PRINCIPAL—GENERAL INFORMATION 2 2

1922

Lux Oritur:

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK:
THE BRADSTREET PRESS, 148 LAFAYETTE STREET.
1922

The New York Institute for the Education of the Blind,

FOUNDED 1831.

OPENED 1832.

NINTH AVENUE AND THIRTY-FOURTH STREET,
NEW YORK CITY.

CALENDAR, 1922-23.

September 18, 1922	-	-	-	School opens.
November 29-December 3	-			Thanksgiving vacation.
December 22	-	-	-	Christmas holidays begin.
January 8, 1923	-	-	-	School work resumed.
January 22-26	-	-	-	Regents' examinations.
March 22	-	-	-	Anniversary exercises.
March 22	-	-	-	Easter vacation begins.
April 3	-	-	-	School work resumed.
June 16	-	-	-	Class work ended.
June 18-22	-	-	-	Regents' examinations.

September 17, 1923	-	-	-	School opens.
November 28-December 2	-			Thanksgiving vacation.
December 21	-	-	-	Christmas holidays begin.

The New York Institute for the Education of the Blind,

FOUNDED 1831

OPENED 1832.

NINTH AVENUE AND THIRTY-FOURTH STREET,
NEW YORK CITY.

The purpose of the Institute is to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians.

There is no restriction as to residence. From New York they may enter as State pupils from the Greater City and the counties of Westchester, Putnam, Rockland, Suffolk and Nassau, being appointed by the State Education Department; from New Jersey, upon application in proper form to the Governor, through the New Jersey Commission for the Blind, and from other localities by special arrangement. All communications should be addressed to the Principal, Ninth Avenue and Thirty-fourth Street.

BOARD OF MANAGERS,

1922,

WITH THEIR TERMS OF CONTINUOUS SERVICE.

WILLIAM W. APPLETON	Since 1896
FREDERIC DE PEYSTER FOSTER	“ 1902
THOMAS N. RHINELANDER	“ 1905
J. NELSON BORLAND	“ 1907
J. HARSEN RHOADES*	“ 1907
ROBERT G. HONE	“ 1908
LINZEE BLAGDEN	“ 1910
CARL A. DE GERSDORFF	“ 1910
WILLIAM E. GLYN	“ 1911
EDWARD L. PARTRIDGE, M.D.	“ 1911
PAUL TUCKERMAN	“ 1912
EDWARD J. HANCY	“ 1912
WILLIAM TURNBULL	“ 1913
J. LAWRENCE ASPINWALL	“ 1913
J. ARCHIBALD MURRAY	“ 1914
GEORGE C. KOBÉ	“ 1916
ROBERT L. HARRISON	“ 1916
GEORGE N. MILLER, M.D.	“ 1920
J. LLOYD DERBY	Since Jan. 18, 1922
DUNCAN G. HARRIS	“ “ “ 1922

* Resigned June 21, 1922.

OFFICERS OF THE BOARD.

PAUL TUCKERMAN *President*
WILLIAM W. APPLETON *Vice-President*
LINZEE BLAGDEN *Recording Secretary*
ROBERT G. HONE *Corresponding Secretary*
FREDERIC DE PEYSTER FOSTER *Treasurer*

STANDING COMMITTEES.

EXECUTIVE COMMITTEE.

LINZEE BLAGDEN, *Chairman*

ROBERT L. HARRISON	WILLIAM E. GLYN
WILLIAM TURNBULL	DR. GEORGE N. MILLER

FINANCE COMMITTEE.

FREDERIC DE P. FOSTER, *Chairman (ex-officio)*

CARL A. DE GERSDORFF	EDWARD J. HANCY
PAUL TUCKERMAN <i>(ex-officio)</i>	WILLIAM W. APPLETON <i>(ex-officio)</i>

MANAGERS

OF

The New York Institute for the Education of the Blind.

IN CHRONOLOGICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Ackerly, Samuel, M.D.....	1831-1845	Titus, Peter S.....	1836
Averill, Herman.....	1831-1832	Allen, George F.....	} 1836-1839 1841-1862
Bolton, Curtis.....	1831-1835	Trulock, Joseph.....		1836-1840
Donaldson, James.....	1831-1832	Mandeville, William.....	1836-1837
Bogert, Henry K.....	1831-1832	Chandler, Adoniram.....	1836
Remsen, Henry.....	1831-1832	Cushman, D. Alonzo.....	1837-1843
Stuyvesant, John R.....	1831-1840	Blakeman, Wm. N., M.D. }	1837-1839 1841
Price, Thompson.....	1831-1840	Wood, Isaac, M.D.....		1837-1859
Ketchum, Morris.....	1831-1837	Hart, Joseph C.....	1837-1840
Miller, Sylvanus.....	1831-1832	Holmes, Curtis.....	1837-1838
Crosby, William B.....	1831-1833	Roome, Edward.....	1837-1845
Lee, Gideon.....	1831-1836	Seton, Samuel W.....	1837
Ketchum, Hiram.....	1831-1838	Gracie, Robert.....	1838-1861
Wood, Samuel.....	1831-1836	Demilt, Samuel.....	1838
Jenkins, Thomas W.....	1831-1836	Hart, James H.....	1839
Thomas, Henry.....	1831-1834	Murray, Robert J.....	1839-1858
Nevins, Rufus L.....	1831-1832	Schermerhorn, Peter Au-	
Beers, Joseph D.....	1831-1832	gustus.....	1839-1845
Mott, Samuel F.....	1831	Tallmadge, Henry F.....	1839-1841
Patterson, Matthew C.....	1831-1833	Thompson, Martin E.....	1839
Russ, John D., M.D.....	1833-1834	Moore, Clement C.....	1840-1850
Dwight, Theodore.....	1833-1837	Olyphant, D. W. C.....	1840
Brown, Silas.....	1833-1859	Averill, Augustine.....	1840
Stagg, John P.....	1833	Beers, Cyrenius.....	1841-1853
Spring, George.....	1833-1835	Suydam, Lambert.....	1841-1842
Walker, John W.....	1833-1839	Holmes, Silas.....	1841-1842
Miller, Franklin.....	1833-1835	Case, Robert L.....	1841-1861
Steel, Jonathan D.....	1833	Crosby, John P.....	1841-1859
Allen, Moses.....	1834	Collins, Stacey B.....	1841
Lyons, Stephen.....	1834-1836	Schermerhorn, E. H.....	1841-1842
Dissosway, Gabriel P.....	1834-1836	Marsh, James.....	1842-1852
Phelps, Anson G.....	1834-1855	Murray, Hamilton.....	1842-1847
Crosby, William H.....	1835	Walsh, A. R.....	1842-1850
Hoyt, Charles.....	1835-1839		
Oakley, Charles.....	1835		

Wood, John.....	1842-1850	Brown, John Crosby.....	1862-1864
Jones, Edward.....	1843-1850	Van Rensselaer, Alex. . .	} 1862-1865
Whittemore, William T.....	1843-1845		} 1867-1877
Smith, Floyd.....	1844-1848	Irving, John Treat.....	1863-1896
Dean, Nicholas.....	1844-1848	Potter, Clarkson N.....	1863-1866
Jones, William P.....	1846-1849	McLean, James M.....	1863-1890
Thurston, William R.....	1846-1851	Clift, Smith.....	1865-1893
Sheldon, Henry.....	1846-1854	Hoffman, Charles B.....	1865-1868
King, John A.....	1848-1854	Emmet, Thos. Addis, M.D.	1865-1866
Schell, Augustus.....	1849-1883	Whitewright, William.....	1866-1898
Day, Mahlon.....	1849-1854	Schermerhorn, Wm. C.....	1866-1901
Adams, George F.....	} 1850-1859	De Rahm, Charles.....	1866-1890
	} 1865	Hilton, Henry.....	1866
Adams, John G.....	1851-1858	Burrill, John E.....	1866-1867
Ogden, Gouverneur M.....	1851-1857	Stout, Francis A.....	1867-1892
Cobb, James N.....	1851-1858	Butterfield, Daniel.....	1868
Beadle, Edward L.....	1851-1862	Hoffman, William B.....	1868-1879
Wood, Edward.....	1852-1861	Gerard, James W.....	1869-1873
Ogden, John D., M.D.....	1853-1855	Rhoades, J. Harsen.....	1869-1872
Craven, Alfred W.....	1854-1861	Schermerhorn, F. Augs.....	1870-1910
Olyphant, G. T.....	1855-1857	Marié, Peter.....	1870-1903
Abbatt, William M.....	1855-1857	Rhineland, Frederick W.	1874-1904
Noyes, William Curtis.....	1855-1859	Sheldon, Frederick.....	1874-1906
Dumont, William.....	1856-1862	Robbins, Chandler.....	1875-1904
Warren, James.....	1856-1859	Strong, Charles E.....	1875-1887
Cammann, Geo. P., M.D.....	1858	Schuyler, Philip.....	1878-1898
Rutherford, Lewis M.....	1858-1861	Prime, Temple.....	1878-1887
Van Rensselaer, Henry.....	1858-1860	Kane, John I.....	1881-1913
Hone, Robert S.....	1859-1891	King, Edward.....	1884-1893
Tomes, Francis.....	1859-1860	Schell, Edward.....	1885-1893
Norton, Charles B.....	1859-1861	Bronson, Frederick.....	1888-1900
Church, William H., M.D.	1859-1864	Kingsland, Ambrose C.....	1889-1890
Hutchins, Waldo.....	1860-1867	Robbins, George A.....	1889-1895
Tuckerman, Charles K.....	1860-1867	Kissel, Gustav E.....	1891-1911
Kennedy, James Lenox.....	1860-1864	Bowers, John M.....	1891-1906
Travers, William R.....	1860	Peabody, George L., M.D.	1891-1912
Tompkins, Daniel H.....	1860-1874	Marshall, Charles H.....	1892-1912
Aspinwall, J. Lloyd.....	1860-1861	Smith, Gouverneur M.,	
Suydam, D. Lydig.....	1861-1884	M.D.....	1893-1898
Daly, Charles P.....	1861	Davis, Howland.....	1894-1921
Hosack, Nathaniel P.....	1862-1876	Duer, William A.....	1894-1905
Grafton, Joseph.....	1862-1872	Hamilton, William G.....	1894-1905
Myers, T. Bailey.....	1862-1887	Appleton, William W.....	1896-
Edgar, Newbold.....	} 1862-1864	Tappen, Frederick D.....	1897-1901
	} 1868	Armstrong, D. Maitland..	1898-1911
Donnelly, Edward C.....	1862-1864	Wheelock, Geo. G., M.D..	1898-1907
Lord, James Cooper.....	1862-1864	Fairchild, Charles S.....	1898-1906
Schermerhorn, Alfred.....	} 1862-1865	Soley, James Russell.....	1900-1911
	} 1867-1868	Winthrop, Egerton L., Jr.	1901-1911

Wickersham, George W. 1902-1909
 Foster, Frederic DePeyster 1903-
 Rhinelander, Thomas N. 1905-
 McIlvaine, Tompkins 1905-1911
 Godkin, Lawrence 1905-1909
 Derby, Richard H., M.D. 1906-1907
 Borland, J. Nelson 1907-
 Montant, August P. 1907-1909
 Rhoades, J. Harsen 1907-1922
 Tucker, Samuel Auchmuty 1907-1919
 Hone, Robert G. 1908-
 Knapp, Arnold, M.D. 1909-1913
 Blagden, Linzee 1910-
 De Gersdorff, Carl A. 1910-
 Glyn, William E. 1911-
 Partridge, Edward L., M.D. 1911-

Dix, John A. 1911-1917
 Tuckerman, Paul 1912-
 Nash, William A. 1912-1916
 Crosswell, James G. 1912-1915
 Hancy, Edward J. 1912-
 Aspinwall, J. Lawrence 1913-
 Turnbull, William 1913-
 Murray, J. Archibald 1914-
 Kobbé, George C. 1916-
 Harrison, Robert L. 1916-
 Munroe, Henry W. 1918-1919
 Miller, George N., M.D. 1920-
 Gallatin, R. Horace 1920
 De Rham, Frederic F. 1921
 Derby, J. Lloyd 1922-
 Harris, Duncan G. 1922-

OFFICERS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Ackerly, Samuel, M.D. 1831-1842
 Phelps, Anson G. 1843-1853
 Wood, Isaac, M.D. 1854-1859
 Allen, George F. 1860-1862
 Schell, Augustus 1863-1883
 Hone, Robert S. 1884-1887

McLean, James M. 1888-1890
 Irving, John Treat 1891-1895
 Schermerhorn, William C. 1896-1901
 Schermerhorn, F. Augs. 1901-1909
 Davis, Howland 1909-1919
 Tuckerman, Paul 1919-

VICE-PRESIDENTS.

Averill, Herman 1831-1832
 Brown, Silas 1833-1835
 Titus, Peter S. 1836
 Phelps, Anson G. 1837-1842
 Wood, Isaac, M.D. 1843-1853
 Gracie, Robert 1855-1860
 Beadle, Edward L. 1861-1862
 Hone, Robert S. 1863-1883
 Suydam, D. Lydig 1884

McLean, James M. 1885-1887
 Clift, Smith 1888-1893
 Schermerhorn, William C. 1894-1895
 Marié, Peter 1896-1903
 Rhinelander, F. W. 1903-1904
 Sheldon, Frederick 1905-1906
 Peabody, George L., M.D. 1907-1912
 Kane, John I. 1913
 Appleton, William W. 1913-

TREASURERS.

Bolton, Curtis 1831-1835
 Brown, Silas 1836-1859
 Wood, Edward 1860-1861
 Schell, Augustus 1862
 Kennedy, James Lenox 1863-1864

Clift, Smith 1865
 Grafton, Joseph 1866-1871
 Whitewright, William 1872-1896
 Davis, Howland 1897-1909
 Foster, Frederic DePeyster 1909-

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Brown, John Crosby.....	1863
Russ, John D., M.D.....	1833-1834	Myers, T. Bailey.....	1864-1883
Crosby, William H.....	1835	Schermerhorn, F. Augs.....	1884-1901
Allen, George F.....	} 1836-1839 1841-1859	Marshall, Charles H.....	1901-1911
Hone, Robert S.....		1860-1862	Blagden, Linzee.....	1911-

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Church, William H., M.D.	1860
Dwight, Theodore.....	1833-1837	Tuckerman, Charles K.....	1861-1867
Wood, Isaac, M.D.....	1839-1842	Schermerhorn, William C.	1868-1893
Roome, Edward.....	1843-1844	Bronson, Frederick.....	1894-1895
Schermerhorn, Peter Augs.	1845	Sheldon, Frederick.....	1896-1905
Jones, Edward.....	1846-1850	Peabody, George L., M.D.	1905-1906
Wood, Isaac, M.D.....	1851-1853	Appleton, William W.....	1907-1913
Crosby, John P.....	1854-1859	Hone, Robert G.....	1914-

PRINCIPALS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831.

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.....	1832-1834	Cooper, T. Golden.....	1853-1860
Office unfilled.....	1835 and part of 1836	Rankin, Robert G.....	1861-1863
Jones, Silas.....	1836-1840	Wait, William B.....	1863-1905
Vroom, Peter D., M.D.....	1841-1842	Emeritus Principal.....	1905-1916
Boggs, William.....	1843-1845	Tewksbury, Everett B.....	1905-1914
Chamberlain, James F.....	1846-1852	Van Cleve, Edward M.....	1914-

Report of the Board of Managers of The New York Institute for the Education of the Blind.

*To the Honorable the Legislature
of the State of New York :*

The Managers of The New York Institute for the Education of the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the fiscal year ended June 30, 1922.

The following is a summary of the receipts and disbursements for the year:

RECEIPTS.		
Balances, June 30, 1921—		
Income fund.....	\$5,160.27	
Capital fund.....	66,516.96	
		\$71,677.23
Of Capital—		
Sales of real estate, bonds and mortgages paid, legacies, donations, etc.....		564,655.70
Of Income—		
Current receipts.....		154,135.07
		\$790,468.00
DISBURSEMENTS.		
Of Capital—		
Assessments, legal expense, investments, etc.....		\$600,938.64
Of Income—		
Taxes, improvements, etc.....		14,698.40
Maintenance.....		99,747.22
Balances—		
Capital fund.....	\$30,234.02	
Income fund.....	44,849.72	
		75,083.74
		\$790,468.00

From time to time, beginning in eighteen hundred and thirty-six, the Institute has been in receipt of legacies and donations, which the Managers have set apart in the Legacy Fund.

At the close of the fiscal year the Legacy Fund, including amounts received, both legacies and donations, and aggregating \$943,662.24, was represented by cash and investments in approved securities.

The Managers gratefully acknowledge the receipt of the following legacies: Margaret A. Howard, \$500; Estate of Catherine Jane Pryer, \$269.73; Sarah Matilda Mygatt, \$1,000; Ellen G. Auchmuty from estate of F. Augustus Schermerhorn, \$214,925.73; Martha Ann Shannon, \$12,929.25; Chas. E. Rhineland, \$1,000; and the following donations: Robert Slessor, \$10; Edith Smith Werle, \$25; Gordon V. Lyons, \$10; "A Friend," \$100; Brez Foundation, \$1,000; Edwin Gould, \$1,000.

Annexed hereto is the statistical report of the Principal, which shows the variety and character of the work done, the completeness of the facilities, and the thoroughness of the training afforded by this Institute.

Our building project has received the attention of the Board of Managers and our architects have prepared plans which have received the approval of the State authorities, and it is hoped that construction may soon be undertaken.

**The New York Institute for the
Education of the Blind.**

PAUL TUCKERMAN,
President.

LINZEE BLAGDEN,
Recording Secretary.

City and County of New York, ss.:

PAUL TUCKERMAN, of said City, being duly sworn, saith: That he is President of The New York Institute for the Education of the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

Sworn to before me this 30th
day of October, 1922.

FRANK H. AUKAMP,
Notary Public.

The New York Institute for the Education of the Blind.

TREASURER'S REPORT FOR THE YEAR ENDED
JUNE 30, 1922.

RECEIPTS.

1921 Balance, Capital fund.....	\$66,516.96	
" Income fund.....	5,160.27	
		\$71,677.23

OF CAPITAL.

Legacies.....	\$5,450.31	
Donations.....	2,145.00	
Sales of real estate.....	554,670.39	
Payment of mortgages.....	2,390.00	
		564,655.70

OF INCOME.

From New York State.....	\$32,755.99	
New York City.....	1,187.50	
New Jersey.....	10,478.75	
Other sources.....	330.00	
Counties for clothing.....	335.89	
Interest and coupons.....	107,139.74	
Sale of Kleidos, tablets, paper, etc.....	1,907.20	
		154,135.07
		\$790,468.00

DISBURSEMENTS.

OF CAPITAL.

Legal expense.....	\$7,461.67	
Insurance, Bronx and Mount Hope.....	127.83	
Architects' and engineers' services.....	1,350.00	
Commission on sale of real estate.....	875.00	
Assessments and taxes.....	39,582.69	
Purchase of securities.....	551,541.45	
		<u>\$600,938.64</u>

OF INCOME FOR TAXES, ETC.

Taxes, Yonkers.....	\$1,989.43	
Interest accrued on securities purchased.....	2,118.97	
Services for collection of mortgages, etc.....	500.00	
Special building improvement fund.....	3,640.00	
Fixed charges.....	1,450.00	
		<u>9,698.40</u>

OF INCOME FOR MAINTENANCE.

Pay roll.....	\$57,079.78	
Household supplies.....	4,604.39	
Food supplies.....	16,086.08	
House and grounds.....	14,464.27	
Educational supplies.....	3,165.40	
Miscellaneous expense.....	4,347.30	
		<u>99,747.22</u>
Special repairs.....		5,000.00

Balances, June 30, 1922—		
Capital fund.....	\$30,234.02	
Income fund.....	44,849.72	
		<u>75,083.74</u>
		<u>\$790,468.00</u>

FREDERIC DE P. FOSTER,
Treasurer.

The foregoing account has been compared with the vouchers and accounts and is certified as correct.

TOWNSEND, DIX & POGSON,
Accountants and Auditors.

August 3, 1922.

STATISTICAL REPORT OF THE PRINCIPAL.

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the school year ended June 30, 1922:

Number of pupils June 30, 1921.....	94
Admitted during the year.....	35
Whole number instructed.....	129
Reductions.....	20
Number remaining.....	109

The school curriculum provides for complete primary and secondary courses, based on the syllabuses of the University of the State of New York, and includes music, manual training and physical training. The daily schedule may be found on pages 20 and 21.

In the high school, there are now classes in the following subjects:

English, first year.	French 2.
English, second year.	Latin 1.
English, three years.	Latin 3.
English, four years.	Physiology and Hygiene.
Elementary Algebra.	History, Major Sequence, Course B.
Intermediate Algebra.	Civics.

The following is a list of the music subjects and the number of pupils in each:

	Boys	Girls	Total
Beginning music.....	9	15	24
Piano.....	20	17	37
Organ.....	3	2	5
Junior harmony.....	4	5	9
Tuning.....	16	--	16
Voice.....	2	3	5
Music history and appreciation.....	4	5	9
Intermediate harmony.....	3	3	6

The following is a list of the subjects in which examinations were taken during the year, with the number of pupils passing in each:

Reading.....	10
Spelling.....	10
Writing.....	5
Elementary English.....	5
Arithmetic.....	5
Elementary United States History and Civics.....	9
Geography.....	7
English, three years.....	5
Physical Geography.....	5
Latin, two years.....	3
Latin 3.....	3
Elementary Algebra.....	4
Intermediate Algebra.....	2
Plane Geometry.....	2
Civics.....	6
Major Sequence History, Course A.....	4
Physiology and Hygiene.....	11
Advanced Harmony and Counterpoint.....	5

And the record of the Regents' examinations for the past year is as follows:

Number of examination days.....	10
Pupils examined.....	42
Subjects covered.....	18
Answer papers written.....	127
Answer papers claimed.....	103
Papers allowed by the Regents.....	101

The following table gives the results of the examinations held from 1907 to 1922:

	No. examined.	No. claimed.	No. allowed.	Per cent. claimed of No. examined.	Per cent. allowed of No. examined.	Per cent. allowed of No. claimed.
1907.....	172	157	155	91.28	90.11	98.72
1908.....	203	170	169	83.74	83.25	99.41
1909.....	162	149	145	91.97	89.50	97.31
1910.....	185	155	151	83.78	81.62	97.41
1911.....	167	145	136	86.82	81.43	93.79
1912.....	73	68	68	93.15	93.15	100.00
1913.....	75	64	63	85.33	84.00	98.43
1914.....	98	70	68	71.42	69.38	97.14
1915.....	114	97	94	85.08	82.45	96.90
1916.....	117	104	95	88.88	81.19	91.34
1917.....	107	98	91	91.57	85.04	92.85
1918.....	110	103	99	92.81	90.00	96.11
1919.....	115	94	91	81.73	79.13	96.80
1920.....	89	74	72	83.14	80.89	97.29
1921.....	119	104	97	87.39	81.51	93.26
1922.....	127	103	101	81.10	79.54	98.05



WEAVING ART LINEN FABRICS AND RUGS.



TUNING A PLAYER-PIANO.

The following is a list of the pupils present during the year 1921-1922 who have earned Regents' certificates:

PRELIMINARY CERTIFICATES.

Richard Bolls,	Bessie Gottreich,	Orlando Harry,
Christopher Cerone,	Thomas Manzi,	Frances Sievert,
Stanley Wartenberg,	Anna Pavia,	Theodore Taferner,
James Parkinson,	Isador Schlien,	Anna Yaeger,
Michael Di Nucci,	John Halpin,	Rose Taub,
Robert Judkins,	Emma Nock,	Leroy Watlington.

18 COUNT CERTIFICATES.

Thomas Manzi,	Florence Quinn,	Isador Schlien,
Christopher Cerone,	Rose Taub,	Anna Yaeger.
Frances Sievert,	Theodore Taferner,	

36 COUNT CERTIFICATES.

Thomas Manzi,	Frances Sievert,	Theodore Taferner.
Christopher Cerone,	Isador Schlien,	

54 COUNT CERTIFICATES.

Isador Schlien,	Frances Sievert,	Theodore Taferner.
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72 COUNT CERTIFICATES.

Frances Sievert,	Theodore Taferner.
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Respectfully submitted,
EDWARD M. VAN CLEVE,
Principal.

DAILY SCHEDULE. MORNING PERIODS.

	LITERARY DEPARTMENT.	MUSIC DEPARTMENT.	MANUAL TRAINING DEPARTMENT.
8-8.30	PRAYERS.		
8.30-9	Spelling, Grades 1, 2, 3, 4, 5. Sub-primary.	Piano.	Manual training.
9-9.40	Arithmetic, Grade 7.	Organ.	Tuning.
9.40-10.15	Reading, Grades 1, 2, 3, 4, 5. Sub-primary.	Piano.	Manual training. Caning.
10.15-10.20	Language, Grades 1, 2, 3, 4, 5. Sub-primary.	Piano.	Tuning.
10.20-11	Elementary English, English, 1st year.	Organ.	Tuning.
11-11.35	Latin 3.	Piano.	Tuning.
11.35-11.40	RECESS.	Organ.	Tuning.
11.40-12.15	Arithmetic, Grades 1, 2, 3, 4, 5, 6. Sub-primary.	Piano.	Tuning.
12.15-1.15	Physiology and Hygiene.	Organ.	Tuning.
11-11.35	English, 3 years. Geography, Grade 2.	Tuning.	Junior harmony. Piano. Intermediate harmony.
11.35-11.40	RECESS.	Piano.	* Manual training. Caning.
11.40-12.15	Beginning Science.	Tuning.	* Manual training. Caning.
12.15-1.15	DINNER HOUR.	Piano.	* Manual training. Caning.
	Nature Study.	Senior chorus class. Junior chorus class.	* Manual training. Caning.

* Machine sewing, knitting, crocheting, hand sewing, basketry, woodwork, weaving, etc.

AFTERNOON PERIODS.

	LITERARY DEPARTMENT.				MUSIC DEPARTMENT.		PHYSICAL CULTURE. MANUAL TRAINING.
	Elementary U. S. History and Civics, Grades 3 and 1.	Reading and Writing	Geography, Grade 1. Civics.	History, Major Sequence, Course B.	Piano.	Organ.		Tuning.
1.15-2	Elementary U. S. History and Civics, Grades 3 and 1.	Reading and Writing	Geography, Grade 1. Civics.	History, Major Sequence, Course B.	Piano.	Organ.	Tuning. * Manual training. Handwork.
2-2.45	Elementary U. S. History and Civics, Grade 2. Reading ungraded.	Reading and Writing. (Geography, Grade 4. Intermediate Algebra.)			Music History and Appreciation. Piano.	Music class, 2d year, girls.	* Manual training. Handwork. Caning.
2.45-3	RECESS.						
3-3.30	Geography, Grade 3.	Latin 1.			Piano.	Music class, 2d year, boys. Organ.	Tuning. * Manual training. Caning. Physical culture.
3.30-4		English 2.	Typewriting.		Piano.	Music class, 1st year, girls.	Physical culture. * Manual training. Caning.
4-4.30		Typewriting.			Piano.	Music class, 1st year, boys.	Physical culture. * Manual training. Caning.
4.30-5	Typewriting.				Piano.	Normal class in music.	Physical culture. * Manual training. Caning.

* Machine sewing, knitting, crocheting, hand sewing, basketry, woodwork, weaving, etc.
 Class in physical culture three evenings and one evening hygiene each week for older girls.
 Physical culture class for older boys three days and hygiene one day, 4.45 to 5.30.
 Study period 7.45 to 8.45, unless otherwise assigned.
 Harmony, counterpoint, organ and piano practice every evening until 8.15.

LIST OF PUPILS.

BOYS.

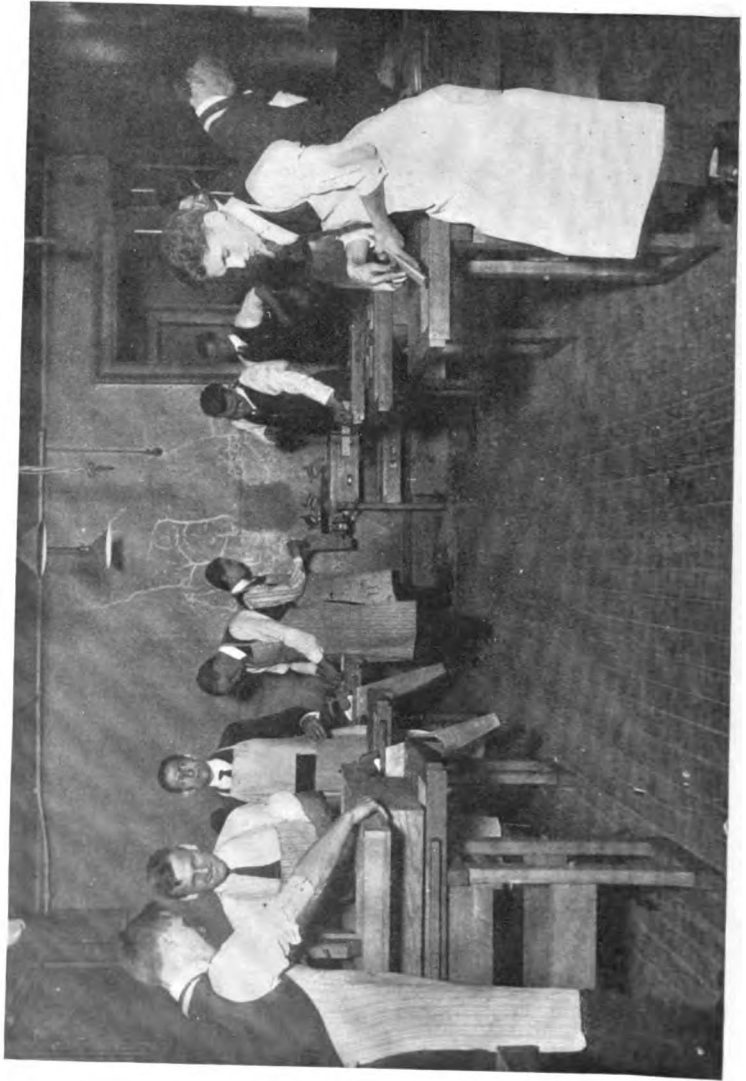
ACOCELLA, PASQUALE
ALLEN, LOUIS
BALLARD, EUGENE
BANGERT, VALENTINE
BEARD, FRANCIS
BIGBY, SYLVESTER
BITO, JOHN
BOCCHIARO, LEONARD
BOLLS, RICHARD
BRANDOFINA, FRANK
BRIAMONTE, DOMINICK
BROWN, EARLE
BUCHKO, EMIL
BUCHNER, JULIUS
BURNETT, BELFIELD
BUTLER, MATHEW
CAMPANELLA, JOSEPH
CASSIDY, THOMAS
CENTIMOLE, ANTONIO
CERONE, CHRISTOPHER
CHICACHEE, JAMES
CHYLKA, MICHAEL
CILANO, FRANK
CONKLIN, STEWART
CRIMMINS, WILLIAM
CROSBY, MILES
CUNNINGHAM, EDWARD
CUNNINGHAM, JULIUS
CUNNION, CHARLES
DANIELS, FRANK
DE FEO, WILLIAM
DE JOHN, DOMINIC
DE MUCCI, FRANK
DESSART, ARTHUR
DI NUCCI, MICHAEL
DUFFY, EDWARD
FERRARA, JOHN
FRANKLIN, JOSEPH
GREENBERG, ABRAHAM
GRIFFIN, HOWARD
HALPIN, JOHN
HARRY, ORLANDO
INGRAHAM, LAWRENCE
JOHNSON, THOMAS

JUDKINS, ROBERT
KEANE, GEORGE
KEARNEY, JAMES
KLEIN, ANTHONY
KREBS, HARRY
LANE, HOWARD
LARKIN, EDWARD
LARSEN, CHRISTOPHER
LARSEN, OLAF
LEMANOWICZ, ALFRED
LUPPINO, ANTHONY
MAIORANO, JOSEPH
MANZI, THOMAS
MILLER, HERMANN
MOLLAT, HENRY
MUNTER, ADOLPH
NAPOLITANO, FRANK
OLSZEWSKI, ALEXANDER
OPITZ, PETER
PARKINSON, JAMES
PISCUSA, CAMILLO
PITCHERSKY, DAVID
PLUMMER, WALTER
PORIS, ABRAHAM
REACH, ARTHUR
RODENBAUGH, JOSEPH
SAVIANO, FRED
SCHLIEN, ISADOR
SCHNEIDER, ADOLPH
SCHROEDER, WILLIAM
SMITH, FRANK
SMITH, SAMUEL
SOMMERS, JOHN
STRICKLAND, HOWARD
TAFERNER, THEODORE
TASCO, MICHAEL
THIELEMAN, CHARLES
VADURRO, MICHAEL
WALLACH, ISADOR
WARTENBERG, STANLEY
WATLINGTON, LEROY
WILLSEA, ALBERT
YOUNG, GEORGE

GIRLS.

AMAROSA, MARIA
ARNOLD, MARGARET
BAHNSEN, DOROTHY
BASIL, MARION
BEDELL, EMILIA
BICKER, JOSEPHINE
BOCCIA, ROSE
BUTLER, ESTHER
CANCELOSI, ANGELINA
GANLY, WINIFRED
GOTTREICH, BESSIE
HASSELBERG, VERA
HEDBERG, ISABEL
HESLIN, MAY
HORACEK, LILLIAN
KLEINE, MARY
LIVINGSTON, MAY
MENTOR, GLADYS
MISKOVSKY, EMILY
MOONEY, PAULINE
NELSON, JENNIE

NOCK, EMMA
PAVIA, ANNA
QUINN, FLORENCE
ROBINSON, MIGNON
ROOKS, LAURA LEE
ROSENTHAL, FRIEDA
SAMPSON, ELSIE
SCHWIZER, MATILDA
SCRIBER, HELEN
SIEVERT, FRANCES
SILVERSTEIN, PEARL
SMITH, JENNIE
SPRINGSTEEN, VERA
TAUB, ROSE
TETTER, JARMILLA
VAN PELT, HELEN
WESSEN, HELEN
WOROBESKY, RACHEL
YAEGER, ANNA
YOUNG, PEARL
ZAWELSKA, STELLA



A CLASS IN WOOD-WORK.

Principal's Annual Report of the Progress of the Institute for the Year Ended June 30, 1922.

To the Board of Managers,

The New York Institute for the Education of the Blind.

GENTLEMEN:—I am pleased to present this report for the year 1921-1922. The school year opened September 19, 1921, and closed June 23, 1922. Elsewhere are shown the statistics of the Institute; here are presented some comments bearing upon its work.

In point of scholastic attainments in the literary department, our table showing the percentages of papers accepted by the Education Department in the Regents' examinations* gives eloquent testimony to the excellent work of students and teachers. Two pupils received special distinction in music: Theodore Taferner passed the examination given by the American Guild of Organists for the degree of Fellow; he had been accepted, after examination, as Associate two years before; and Frances Sievert successfully met the tests in the spring of 1922 and was admitted to the Guild as Associate. These two pupils having completed the regular work of the Institute, the former has matriculated at Columbia University; the latter is pursuing further preparation for teaching of music.

MANUAL TRAINING.

As set forth in my report for last year, in each succeeding year's Anniversary Exercises special emphasis is laid on some one feature in the fourfold development of our work. Literary attainments were given prominence one year, musical proficiency was made the prominent feature at the exercises of the next year, and in the spring of 1922 we stressed manual training. While every part of the Institute's work receives its due emphasis always, there is none which for the public has quite the appeal that hand-work presents. This is, of course, quite natural, since whatever of accomplishment can be seen and felt is considered most remarkable. Hand-

*See page 17.

work, too, can be displayed better than work in arithmetic and history and language, and also better than achievements even in the musical studio. It was, therefore, an audience unusually well impressed with the work done at the Institute which saw and heard and tasted the accomplishments in our manual training department. Every feature was shown from the simplest sewing to the highest art in needle and machine work, knitting, crocheting, weaving, woodwork, caning, basket-making, piano-tuning, and cooking.

Emphasis must here and always be laid upon the fundamental purpose of all these manual activities in a school for the blind. Their first and foremost aim is the coördination of hand with brain—the training of the hand to do what the brain directs. There is no more pitiable spectacle than an intelligent blind person who cannot manipulate even the commonest implements of his daily life. He may think well and yet be manually feeble-minded. Every pupil of the Institute is, therefore, required to do as much of the manual work as possible. Frequently the brightest pupils become masters of all the manual arts in which they are given training.

In some schools this work is called "industrial," thus emphasizing its possible vocational character. Aside from the objection that so to characterize what is essentially neither vocational nor even properly industrial results in giving the wrong impression, namely, that schools of our character are expected to develop chiefly hand-workers, there is also the objection that the pupils themselves will be misled either to think their hand-work the supreme end because through the exercise of skilled hands they may earn their living, or, taking the opposite extreme, to deem mere hand-work beneath their dignity. We insist on the term "manual training" properly defined and call it part of the general instruction which every pupil must have, of equal importance in its way with the instruction in literary subjects or in music.

OUTSIDE THE SCHOOL-ROOM.

Some students of our colleges are given to declaring that what they gain in attendance upon institutions of learning is not only, nor chiefly, knowledge but association and direction of thought and action in and through student activities outside the class-room. There is much exaggeration, doubtless, in

these statements, but that a great deal is gained by proper exercise of voluntary association on playground and otherwise socially is true. Our pupils find a means of cultivating their social natures and learning the value of team-work in their clubs which they manage themselves and in the associations of the playground. Their interests are not confined to their studies alone. Much enjoyment has been found by some of our boys in experimenting with radio receiving sets which they have themselves erected and with which they have occupied some leisure time.

A HELPING HAND TO PORTO RICO.

Outside the actual work of giving the pupils assembled at the Institute their opportunities for receiving schooling, our organization's most notable service to the blind in general during the year was rendered through the visit of the Principal to our Caribbean island Porto Rico. Having been called thither by the invitation of the Children's Bureau of our national government to the National Committee for the Prevention of Blindness, of which the Principal is Managing Director, to coöperate in "Children's Year" in Porto Rico, he found opportunity to assist in the plans for the future of the school for the blind there. In December, 1921, a party of workers left New York for the island to carry on a month's campaign for the prevention of blindness through lectures, motion pictures, conferences, et cetera. A group of persons there who had become interested in this work and in the amelioration of the condition of the blind had joined in the invitation to this party of experts and a warm welcome was extended to its members on arrival. Very soon it developed that one of the most urgent needs in Porto Rico was a school building for the children who do not see. The authorities called on the Principal for advice and assistance; he addressed numerous audiences urging the need of such provision for the young blind; encouraged the workers in their efforts in this direction; advised the official having the matter in hand with reference to a site and the kind of buildings needed, and gained from the powers-that-be a promise of prompt action in the realization of the plans.

Establishment of this school has been the dream of the devoted teacher of the blind in the little school connected

with the only hospital for the blind in Porto Rico, Miss Loaizo Cordero. With indomitable energy and never-failing courage, she showed the people that the blind can be taught and persuaded the legislature to vote for the establishment of a school. Until a few years ago, when her little group of learners were gathered in a two-room shack which hardly deserves the name of house, just across the street from the hospital, there had been given no opportunity for instruction to the blind of the island, of whom there are many, and the children who were blinded have grown up in ignorance and into an adult condition of despised dependence that was and is most demoralizing. To Miss Cordero the Porto Rico blind people of the future will look as their savior from a most unhappy fate.

Our Board of Managers has encouraged the work in Porto Rico not only by sending the Principal there to render such service as he might, but also by contributing such appliances as may be available for the use of the teachers and by inviting them to visit the Institute for training.

TEACHER TRAINING HERE AND ELSEWHERE.

Successful beyond expectation was the course of training for home teachers of the blind offered at Columbia University Summer School in 1921. A second summer session in 1922 includes besides this course another for teachers of classes for conservation of vision. At Harvard, academic work in study of the problems of teaching and helping the blind was carried on the first semester of 1921-22. In Peabody College for Teachers, Nashville, Tennessee, a summer course in 1922 repeated the success of the preceding summer. In the 1922 course at Peabody College the Principal had a part through the delivery of three lectures.

As a part of this report, there is presented the address of the Principal in his function as President of the American Association of Instructors of the Blind delivered at the meeting held in June, 1922, at Austin, Texas. It will serve to record some events of importance and tendencies in the work of education of the blind.

Respectfully,

EDWARD M. VAN CLEVE,

Principal.

PRESIDENT'S ADDRESS.

American Association of Instructors of the Blind.*

Two years ago it was my duty as Vice-President to preside over the deliberations of this Association, serving for our lamented Dr. Argo, prevented by his physical state from meeting with us. Now as President I enjoy once more the privilege. For this dignity I thank the Association and express here my high appreciation of the honor conferred two years ago.

We meet for the first time in the southwest, drawn hither by the record of performance and the promise of a great future in work for the blind in Texas, to see in these buildings the visible evidence of her people's interest and to contribute by our presence to the assurance of the promised future.

Let us see what the two years since last we met have held of interesting achievement, of progress, of the making of history in the field of educating the blind.

INVENTIONS AFFECTING THE BLIND: THE RADIOPHONE.

Until one definitely sets himself to the backward look he little realizes how full life is of advance, how richer life may be through the unfolding processes of nature and of human achievement. Among inventions which have been put forward are two touching the interests of the blind most nearly—the radiophone and the optophone, the one serving the world of all men, the latter seeking to serve the world of the sightless.

Imagination falters in the effort to conceive what may be attained in the application of the principles which are used in drawing out of the ether those movements which we call sound. The romance of science is fascinating for its intellectual satisfactions and for its applications to the comfort and safety of man. It seems but a little while since Jack Binns became a world known hero for his insistent cry from that sinking vessel into the darkness, a cry that was heard and in a new way brought help and safety for imperiled lives. When Columbus

*Delivered at the biennial meeting of the Association, held at Austin, Texas, June 27, 1922, by Edward M. Van Cleve, President, Principal of The New York Institute for the Education of the Blind.

voyaged into the unknown he and his sailors faced dangers and loneliness unimagined. So always they that go down to the sea in ships have challenged admiration as brave men and the Church has prayed for them insistently as taking their lives into their hands and needing a special Providence. Today the passenger upon the widest sea lies down in peace to sleep, for in a very true way God, through the revelation to men of the principles of using His universe, makes him to dwell in safety. No longer fog and reef must be feared because of lack of means whereby to chart a course, no longer is the vessel alone on any sea. It seems only yesterday that we were told of the fruition of a great hope when wireless telephony was achieved and the spoken word leaped from the wire through the ether and instantly was heard a thousand miles away. The most recent months have served to make the marvel of tapping the reservoir of ether, or whatever it is in which the magnetic pulsations reside, a privilege of every school boy. The knowledge of the world of man's activities as spoken into the ether becomes now the property of every shut-in who cares to reach out for it. To the blind, especially to him who lives remote from great centers or is in any other sense shut in, the radio is proving a source of entertainment, information, enjoyment and profit. One hesitates to prophesy what more it may mean to him in the days to come.

THE OPTOPHONE.

The optophone as a useful instrument may be soon achieved. One of the most encouraging evidences of man's inherent nobleness is the spirit of helpfulness to the handicapped shown by "hard boiled" business. Not once but several times have I been told by men making new machines for business purposes of their discovery of some new appliance which they deemed possible of serving the interests of the blind. Such a spirit of helpfulness is exhibited in the words of Mr. A. Russell Bond, Secretary of the Federated Engineer Development Corporation, now studying and seeking to perfect the optophone: "We do not expect to receive any commercial return from the optophone, but will feel amply repaid if we can succeed in introducing this machine among the blind of this country, and give them an opportunity to read literature which heretofore has been closed to them." Great progress has been made

since this Association in 1915 at the Berkeley meeting had the opportunity to test Professor Brown's machine for turning the black and white page into a sounding medium. Extraordinary conception! The knowledge that selenium crystals have the power to make light waves audible has been possessed by scientists for a long time, but not until now has the application of this knowledge been rendered serviceable. At Jersey City for ten months a patient effort to perfect the machine which utilizes the principle has been going forward. Miss Margaret Hogan, a graduate of The New York Institute for the Education of the Blind and of Barnard College, was engaged by the Company to operate it. Some simplifications have been made in the instrument; the sounds given off by it are amplified so as to make them more readily discernible, and now a blind woman reads from the novel of the day at the rate of twenty-five words a minute.

The optophone has no practical value to the sighted that I know of. It is of use only to the blind. What its future will be no one can foretell. It is not wise to deem it only a passing wonder. Some of us can recall without much effort the first telephone—which was pronounced a mere toy; the first phonograph—which was looked upon as a marvel but not important; the first typewriting machine—which was not expected ever to become a commercial necessity. Let us hope these new inventions which interrupt the ether in ways to bring the world to our ears may prove a real boon to the sightless.

SOME ADVANCE STEPS: DUAL SCHOOLS PASSING.

For many years educators of the blind have urgently sought to bring about the separation of the blind and the deaf brought together for schooling into institutions established by the states to provide for the appropriate education of these handicapped persons. In this country public opinion conceives it the State's duty to educate the deaf, the blind. As a measure of economy in administration, perhaps, and sometimes from a lack of appreciation of the unwisdom of putting the deaf and the blind into close association, "dual" schools have been established. (Indeed, one state formerly maintained an institution for the deaf, the blind and the feeble-minded! A most unfortunate grouping, especially for the blind who suffer most in any combination.) Recently, in 1921 and 1922,

California and Virginia have taken definite steps to withdraw the blind children into separate establishments, West Virginia, too, having made some progress in this line in the previous biennium. Actual physical separation still waits in each case on building operations.

Gradually the public mind accepts the truth that these are not "asylums." Even yet the pioneer schools for the blind, encumbered by names which have for many people a significance only of providing for the care of the dependent or defective—Perkins Institution, Pennsylvania Institution, and until recently the New York Institution—labor through their directors to overcome the public misapprehension and to emphasize the exclusively scholastic character of these schools. The policy of choosing as superintendents men who had their training in the profession of teaching rather than in politics is being followed much more than in the old days when, as Dr. Hastings H. Hart says, "superannuated clergymen, unsuccessful business men, and hungry politicians filled these responsible places."

EFFORTS TOWARD A PEDAGOGY OF THE BLIND.

Education of the blind is a highly specialized process, full of its own special difficulties and problems, as a former president of this Association pointed out in that admirable address at Halifax. We are seeking to make its working out a problem of thoughtful consideration rather than a haphazard meeting of varying conditions. The Efficiency Committee of the Association has for its problem the formulation of a body of principles and methods that may be proclaimed an acceptable pedagogy for the blind. Some steps, rather short, I fear, in this direction have been taken since 1920. A notable effort to satisfy a long felt need for some sort of preparation of teachers in schools for the blind and for home training of the blind, begun in Brooklyn several years ago at the instance of Charles B. Hayes, resulted in a half-year course of lectures under the auspices of the Harvard University Graduate School of Education in the first half of the scholastic year 1920-1921, repeated in part at the University of Pennsylvania in the spring of 1921, and the offering of a six weeks' course by Columbia University in the summer school in 1921 for home teachers of the blind. In the meantime, Peabody College for Teachers, Nashville,

instigated thereto by Supt. Wampler, announced as part of its summer session of 1921 a course of instruction for teachers of the blind. Each of these was in varying degree a success. With the coöperation of Perkins Institution and the personal devotion of Mr. Allen, the Harvard Graduate School maintained a course of academic training in teaching the blind for the half-year ended January, 1922. It has announced the continuance of this course for 1922-23. Peabody Summer School continues to offer to teachers of the blind a six weeks' study of principles and methods in their work. Columbia University again offers a summer session's course for Home Teachers and adds a course for Sight Conservation Teachers.

We must all of us, if we are candid, confess that we have too little knowledge, theoretical and practical, of our work, including its history, its principles and its practice. It would be a fine thing if out of all these beginnings we might develop more of a professional standing for teachers of the sightless.

AMERICAN PRINTING HOUSE ADDITION.

The Kentucky Legislature heartened the educational forces devoted to training the young blind when it generously provided in 1922 funds for enlarging the plant of the American Printing House for the Blind. This action was taken, too, when other appropriations for State interests were scaled down or refused, and the thanks of the profession are due to Kentucky for thus fostering this establishment of national usefulness. Credit for securing this generous treatment must be given to Miss Merwin, the Superintendent of the Printing House, and the local members of the Board of Trustees at Louisville.

AMERICAN FOUNDATION FOR THE BLIND.

Writing the history of the biennium the chronicler of events must give prominent place to the establishment of the American Foundation for the Blind. Long dreamed of as a desirable means of promoting all the interests connected with the sightless, it found consummation in the creative act of our fellow organization, the American Association of Workers for the Blind, at its meeting in Vinton, Iowa, June, 1921. Planned most comprehensively in the brain of the president of that association, Mr. H. Randolph Latimer, the fundamental law of the proposed Foundation was subjected to the friendly scrutiny

and constructive criticism of a large committee and presented to the American Association of Workers for the Blind and was enthusiastically adopted at the end of long and careful consideration and debate. One of its high purposes is to foster every form of educational endeavor, and it is hoped and expected that its aims will so appeal to the members of this organization that we may at this session vote our cordial support. The Foundation thus born, sprung from a community of needs and interests, planned to serve all the workers in every field of service to the sightless, deserves, and we confidently expect it will achieve, a position of influence and great usefulness.

A CERTAIN TREND IN EDUCATION PROCEEDING OUT OF THE GREAT WAR'S INFLUENCES.

We are feeling the effects of the war in the adolescent conception of the usefulness of an education. Uncle Sam led all young men to believe that an education was worth while by fostering the Students' Army Training Corps at a great variety of colleges. Never before had our government set such a seal of approval on higher education. To be a leader you must have a developed mind, said Uncle Sam. Many a youth, who never before seriously considered going to college, made up his mind that it must be a good thing in peace time to have a trained mind if it was so very useful for war time leadership. That is, we note a new appreciation of the value of education.

On the other hand, the war called attention to the man who could do things—the supreme example a Hoover, the man who had an opportunity and seized it. A whole host of dollar-a-year men, captains of industry, came forward to serve the need, some with great success, and some indifferently. The old, old controversy was once more set going whether the training of the higher schools was an asset or a liability in the attainment of business success. A new sort of mental test for applicants at the laboratory of a scientific worker set all the nation's tongues to wagging. Edison's right to choose his helpers in his own way was liberally criticised. Is knowledge the more important or is power to think? On one's answer depends the shaping of the program of educating the youth.

HAVE AMERICAN SCHOOLS FAILED?

Once more: the war has had a tremendous effect in turning popular attention to popular education and noting its so-called failures. We have been reading and hearing much criticism of our educational systems, particularly since scientific mental testing applied to our boys who were candidates for war service revealed startling facts. We were still a boastful people, as when Dickens visited us so now, and of all our boasts none was more confident than that about our universal education. To our dismay we have learned that illiteracy is shockingly common and widespread. Hence, an avalanche of editorial and other explanation. Criticism of method, of purpose, of program, of content of courses has been caustic and on the whole destructive. We can bear with equanimity, perhaps, at least with patience, such criticism when it issues from the men of light and leading among us—those of our own profession; we excusably see red when such criticism is voiced by ignoramuses, men of business or journalism or whatever, eminent in their fields but ignorant of the principles and the methods of education. Everyone, however, deems himself competent to pass final judgment on such a simple matter as teaching children. And they damn the schools and pillory the schoolmasters because, forsooth, the schools and their masters have not been able to inspire the youth with a love for knowledge that would attract him and hold him for a sufficient time to educate him, while these same critics are all the while holding before him by example and precept a view of life's values that makes a true education seem needless. There has grown up among us, all unconsciously to some, a materialistic view of life which has made of the school a mere detention camp of childhood, the teachers to be looked upon less as the inspired guides of future effective citizens of an intelligent democracy than as caretakers in business or bridge hours and crammers of sufficient knowledge to render the youth keen to make his way, meaning to get to earning money as quickly and capably as possible. For the more advanced portion of our people, advanced in the social scale, that is, this meant something a bit more comprehensive than it meant for the child of the artisan or the ordinary toiler, be he native or immigrant. But the underlying desire and expectation were the same. Chasing material gains, what wonder if we lost vision and were willing

to look on man as part of the machine and even children as means of exploiting success—the success of mere wealth? I do not mean to set up here a defense of our schools and teachers, merely to point out the fact of the critical attitude of many of the public and call your attention to an interesting anomaly.

WANTED: A CHANCE TO SECURE DISCIPLINE.

Curiously enough, while men damn the schools and lampoon the educators the young people flock to the seats of learning and overwhelm the staffs of instructors and the physical accommodations. Elementary and secondary schools are crowded, and, most striking anomaly of all, the colleges are inventing new means of testing candidates and erecting new and higher barriers to keep out the hungry horde of young people, who, hearing the destructive criticisms and bearing in mind the warnings of great captains of industry or invention that education of a formal nature is not to be compared for the attainment of material success with the schooling of experience, yet flock to the academic shades to subject themselves to four or more years of semi-monastic life. What does it mean? I think that somehow the great common sense of the people and the observant minds of the youth put faith in the principle that a trained and disciplined mind is worth to its possessor all that it costs.

“THE LIFE IS MORE THAN MEAT.”

All this affects us in the schools for the blind, though not so manifestly as it does the college people. The more we can induce our students and their parents to seek after a training of mind and spirit, the developing of power rather than facility, the better will our end results be. We shall always hear, “I don’t want to study algebra, it will never be any *use* to me,” or “I don’t care if my boy aint no scholar so you learn him something he kin do.” Let the educators hark back to a more noble aim, to help the youth to realize his best self, to love knowledge, to seek after truth, to enjoy the thrill that comes to him who can think and feel with great souls—in short, to exalt the spiritual rather than the material. Of course, there is one’s living to make, but life should have its aspirations for more than meat and movies, its capacities for satisfactions higher than those of mere animal existence and trivial amuse-

ment. Let our ambition be to help our pupils to love the best, to live unselfishly, to scorn all meanness, to care for truth and beauty. And this sort of ideal can be carried into the work of the class in arithmetic and in geography, in sewing and in music, on to the playground and into every part of the learner's life. A writer for a Sunday newspaper magazine section, sympathetically considering the condition of the sightless and offering a kind of solace, held out as its high aim "to help this afflicted human being to get away from his own eternal society and mingle with the world of fun." Perhaps it might be managed rather to develop a kind of personality that would not grow too quickly wearied of his own society because conscious, yet humbly withal, of his own real worth.

If the tendency of the day in the minds of parents and pupils is to have a better opinion than formerly of the value to its possessor of a formal education, how is the attitude of teachers affected? We, too, had been influenced by the materialistic philosophy. "Learn to do by doing" shouldered aside a kind of mental training which made more of the power to think. Going a little farther, "do what you like to do" was chosen by many teachers to guide pupils toward attainment instead of a sterner and less pleasant setting of tasks to be done whether or no. As a result of adopting these tenets, facility of a sort and one-sided development took the place of well-rounded mentality with a certain toughness of fiber much needed in dealing with problems of right living. More important still than power to think clearly and to grapple life's problems without fear or flinching is the capacity to feel deeply. Training the emotions has not been as much a part of our task as it ought to be. Consequently, we have observed among our people in all the evidences of their emotional life a certain frothiness or lightness that has given the thoughtful great anxiety. Literature and history must again as in the rather distant past arouse noble enthusiasms and create high emulations if this power of feeling deeply is to be more adequately exercised and trained.

MATERIALISM IN EDUCATION DISCREDITED.

What I mean to set forth is that educators need to take the spiritual view of our work. Our pupils are of necessity bound to live a life of contemplation. Let us see to it that the life

within is not a barren waste of *things* lacking meaning. Recently some prophets of our cult have set forth the need of practical education and have despised the teachings of religion and neglected its exercise. Such a state of affairs is indeed a far cry from the practices of our forbears who deemed it most desirable for those who must live with themselves a great deal that they learn the lessons of right living from the Book of books and from the lips and examples of men of piety. For my part I would join the company of the reverent and, while not a teacher of dogma, and properly so, would seek to inculcate in the pupils an ethic based upon no utilitarian philosophy of eat-drink-and-be-merry but the ethics of the Sermon on the Mount and the Golden Rule.

As we get a little farther away from the World War and can study more calmly its effects and its lessons we are being drawn to the conclusion that the only hope of the world is in reliance upon spiritual forces and subordinating the material. This is the war's greatest lesson. Time was when we thought to adopt the German philosophy of education was to find the way to supreme excellence. And we chose Herbart as our prophet rather than Hegel! We have sadly learned that a materialistic philosophy of education leads to catastrophe. To attain only efficiency by whatever means, that is not the law of highest human development. To reach the best human development we must love beauty and truth, we must also mind the things of others.

So much of our school training has been self-centered, and none more than that provided in our schools for the blind, that it needs to be said again and again, let us seek to develop in the young an increasing enthusiasm for service rather than self-aggrandizement, a greater desire to minister rather than to be ministered unto.

Thoughtful clergymen whose house of promise crashed in the world catastrophe, who looked in consternation upon the reversion of humanity to arts of savagery and found themselves in a world worse than topsy-turvy, are calling attention now with a new and confident earnestness to what seems the only hope of the world, the spiritual interpretation of life. What shall it profit if one gain the world and lose his soul? So the preaching we hear, while not lacking any of the social significance which of late has so informed the messages of our religious

leaders, no longer puts reliance so implicitly on material manifestations of religiosity, but calls our minds back to contemplation of great spiritual laws of life.

This, then, is the trend of thought in this world of ours now struggling back from a welter of savage bestiality, shameful to our civilization, this is the trend in religion and in education: to place once more the emphasis where it rightly belongs, on the things of the spirit, having been taught full poignantly that the material satisfactions cannot for man compare in worth with the spiritual satisfactions.

ORGAN RECITAL

F. HENRY TSCHUDI, F.A.G.O., ASSISTED BY
BERNARD BERGEN, TENOR
ARTHUR C. LEONARD, ACCOMPANIST AT THE PIANO
Wednesday Evening, December 14, at 8.15 O'clock

PROGRAM

1. OVERTURE TO EGMONT (Op. 84) *L. van Beethoven*
2. CANTILENE (Op. 29) *Gabriel Pierne*
3. CONCERT PRELUDE AND FUGUE *Wm. Faulkes*
4. PROCESSION DU ST. SACRAMENT *Charles Chauvel*
5. FINALE IN E MINOR *Ernest Douglas*
6. SONGS
 - a Give a Man a Horse *O'Hara*
 - b A Persian Serenade *Ware*
7. SUITE (Op. 205) *H. N. Bartlett*
 - a Choral
 - c Andante
 - b Introduction and Scherzo
 - d Finale
8. INTERMEZZO *Joseph Callaerts*
9. OFFERTORY ON CHRISTMAS CAROLS *Alex. Guilmant*
10. CHRISTMAS (On Old Carols) *Arthur Foote*
11. SONGS
 - a The Pipes of Gordon's Men *Hammond*
 - b Smilin' Through *Penn*
12. FESTIVAL TOCCATA *Percy E. Fletcher*

CHRISTMAS ENTERTAINMENT

In the Assembly Hall, Friday, December 23, 1921, 2.00 P. M.

ORGAN—Christmas Pastoral *Merkel*
FRANCES SIEVERT

CHORUS—Prayer of Thanksgiving *Dutch*
THOMAS MANZI AT THE ORGAN

RECITATION—How Santa Claus Came Down the Chimney
HOWARD McLANE

HOLIDAY DUETS

The Chimes. *French Folk Tune*
MYRA TETTER and STELLA ZAWELSKA

On Christmas Day *German Folk Tune*
EARL BROWN and WILLIAM CRIMMINS

Happy New Year. *French Folk Tune*
ESTHER BUTLER and VERA HASSELBERG

EXERCISE—Jolly Santa Claus
PUPILS OF THE LOWER SCHOOL

RECITATION—A Christmas Wish
ESTER BIGBY

ANTHEM—Break Forth Into Joy *Caleb Simper*
THEODORE TAFFNER AT THE ORGAN

CHRISTMAS READING
ANTHONY KLEIN

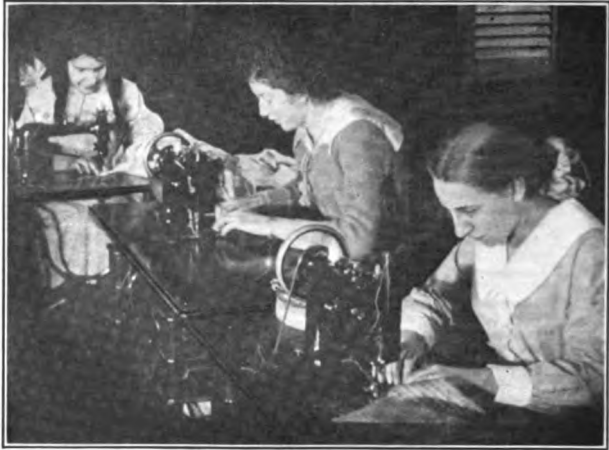
RECITATION—The Best Tree
FRANK SMITH

STORY—Piccola *Celia Thaxter*
RACHEL WOROBESKY

DECLAMATION—The Old Scotch Christmas *Scott*
HOWARD GRIFFIN

PIANO—Told at Sunset *McDowell*
CHRISTOPHER CERONE

CHRISTMAS GREETING *Frank Napolitano*



SEWING BY MACHINE.



KNITTING AND CROCHETING.

ANNIVERSARY EXERCISES

April 6, 1922

PROGRAM

1. ORGAN—Grand Chorus in D *Frederick Maxson*
FRANCES SIEVERT
2. PIANO—A May Song *Arthur Foote*
ANNA YAEGER
3. CHORUS—Santa Lucia (Neapolitan Barcarolle)
Harmonized by Clifford Page
4. DUO FOR PIANO AND ORGAN—Cavatina *Raff*
ROSE TAUB and FLORENCE QUINN
5. PIANO—Kamennoi Ostrow *Rubinstein*
FRANCES SIEVERT
6. ORGAN—Chromatic Fantasy *Thiele*
THEODORE TAFERNER, A.A.G.O.
7. "THE EDUCATIONAL AND PRACTICAL USES
OF MANUAL TRAINING"
ISADOR SCHLIEN
8. CHORUS—Hail to the Chief *Prout*

ANNIVERSARY EXERCISES—Continued

9. DEMONSTRATION OF MANUAL TRAINING WORK

Rake Knitting

GLADYS MENTOR

Hammock Knolling

ANGELINA CANCELOSI

Hand Sewing

STELLA ZAWELSKA

ESTHER BUTLER

Machine Sewing

FRANCES SIEVERT

MARGARET ARNOLD

Bead Work

BESSIE GOTTREICH

Wool Flowers

ANNA PAVIA

Crocheting

MAY LIVINGSTON

Cooking

MARY KLEINE

Knitting

PEARL YOUNG

ANNA YAEGER

Woodwork

MYLES CROSBY

LEONARDO BOCCHIARO

Caning

EDWARD CUNNINGHAM

EMIL BUCHKO

Weaving

OLAF LARSEN

CHARLES THIELEMANN

Basketry

MICHAEL DI NUCCI

LEROY WATLINGTON

Tuning

JOHN SOMMERS

CHRISTOPHER CERONE

AN EXHIBITION OF THE WORK OF THE PUPILS WILL FOLLOW
THE EXERCISES



BASKET MAKING.



CLASS IN COOKING.

RECITAL

In Recognition of New York's Music Week

Thursday Evening, May 4, 1922, at 8.30

LOUISE HOMER STIRES	<i>Soprano</i>
MARIE ROEMAET ROSANOFF	<i>Cellist</i>
MILDRED DILLING	<i>Harpist</i>
VERA FONAROFF	<i>Violinist</i>
KATHARINE SWIFT WARBURG	<i>at the Piano</i>

PROGRAM

- THE HARMONIOUS BLACKSMITH *Händel*
 - WILL O' THE WISP *Hasselmans*
 - THE FOUNTAIN *Zadel*

MISS DILLING

- ARIE FROM "IL RE PASTORE" *Mozart*
(Violin obbligato Mme. Vera Fonaroff)

MRS. STIRES

- APRES UN REVE *Faure*
 - SPINNING WHEEL *Faure*
 - SPANISH SERENADE *Popper*

MRS. ROSANOFF

- DANSE ORIENTALE *Harriet Cady*
 - NORSE BALLADE *Poenitz*

MISS DILLING

- TWYCKENHAM FERRY *Marzials*
 - MOTHER GOOSE SONGS *Sidney Homer*

MRS. STIRES

- AVE MARIA *Bruch*
 - HUNGARIAN RHAPSODY *Liszt-Popper*

MRS. ROSANOFF

**ANNUAL ENTERTAINMENT OF THE
PRIMOLIUM CLUB**

Thursday Evening, May 25, 1922, at 8.30 o'clock

PROGRAM

PIANO DUET—Concert Polonaise *Engelmann*

STANLEY WARTENBURG

THEODORE TAFERNER

1. A PLAY

"The Zone Police"

By Richard Harding Davis

CAST

Bullard, a Policeman	<i>John Sommers</i>
Sergeant Mehan	<i>Christopher Cerone</i>
Standish, a Lieutenant of Police	<i>Howard Griffin</i>
Major Aintree of the United States Army	<i>John Halpin</i>

SCENE

The Las Palmas Police Station on the Isthmus of Panama

TIME: Night

VIOLIN—"Simple Confession"

F. Thome

HOWARD STRICKLAND

RECITATION—"A Zoo-Illogical Spree"

Jean Ferguson Black

EARLE BROWN

2. QUARREL SCENE FROM SHAKESPEARE'S "JULIUS CAESAR"

(In this the Club will be assisted by girls of the Junior English Class)

CAST

Cassius	<i>Mr. Edgecomb</i>
Brutus	<i>Isadore Schlein</i>
Poet	<i>Christopher Cerone</i>
Titinius	<i>Florence Quinn</i>
Messala	<i>Anna Yeager</i>
Lucilius	<i>Anna Pavia</i>
The Ghost of Caesar	<i>James Parkinson</i>

SCENE: Brutus' Tent

TIME: Night

PIANO SOLO—Largo

Händel

CHRISTOPHER CERONE

3. TWO SCENES FROM GEORGE ELIOT'S "SILAS MARNER"

(Dramatized by the Second Year English Class. The Club is assisted in the presentation by members of the class)

CAST

Prologue	<i>Michael Di Nucci</i>
Silas Marner	<i>Charles Thielemann</i>
Jem Rodney	<i>George Keane</i>
Dunstan Cass	<i>Louis Allen</i>
Eppie, Silas' Adopted Daughter	<i>Rose Taub</i>
Godfrey Case	<i>John Halpin</i>
Nancy, His Wife	<i>Theodore Taferner</i>
Aaron Winthrop	<i>Louis Allen</i>

SCENE: Silas Marner's Cottage

TIME: Scene 1—A rainy November night in the year 1815

Scene 2—A summer evening sixteen years later

PRIMOLIUM CLUB SONG

PUPILS' RECITAL

Tuesday Evening, June 13, 1922, at 8.30 o'clock

PROGRAM

1. ORGAN—Grand Choeur *Rogers*
THOMAS MANZI
2. CHORUS—The Heavens Are Declaring *Beethoven*
THEODORE TAFERNER AT THE ORGAN
3. PIANO—Nocturne in E flat *Chopin*
ROSE TAUB
4. PIANO—Scherzo *Kullak*
BESSIE GOTTREICH
5. CHORUS—Bella Napoli *Boscovitz*
6. PIANO—Gavotte *Ornstein*
PEARL YOUNG
7. ORGAN—Pastorale, from 2d Symphony *Widor*
FRANCES SIEVERT
8. PIANO—Norwegian Bridal Procession *Grieg*
ANNA PAVIA
9. CHORUS—The Kilties' March *Murchison*
10. PIANO—Liebestraum in A flat *Liszt*
FRANCES SIEVERT
11. ORGAN—Finale, from 1st Symphony *Vierne*
THEODORE TAFERNER, F.A.G.O.

LIST OF LEGACIES AND DONATIONS

Miles R. Burke.....	\$2,000.00	Elizabeth Magee.....	\$534.00
Jane Van Cortland.....	300.00	Chauncey and Henry Rose	5,000.00
Isaac Bullard.....	101.66	John J. Phelps.....	2,350.00
Elizabeth Bayley.....	100.00	Rebecca Elting.....	100.00
John Jacob Astor.....	5,000.00	Gerard Martins.....	500.00
William Bean.....	500.00	Regina Horstein.....	250.00
Peter G. Stuyvesant.....	3,000.00	John Alstyne.....	10,320.44
John Horsburgh.....	5,000.00	Elizabeth and Sarah	
Elizabeth Demilt.....	5,000.00	Wooley.....	5,984.83
Sarah Demilt.....	2,000.00	Benjamin Nathan.....	1,000.00
C. D. Betts.....	40.00	Thomas M. Taylor.....	6,151.94
Sarah Penny.....	500.00	Simeon Abrahams.....	5,052.70
Sarah Bunce.....	500.00	James Peter Van Horn ..	20,000.00
Elizabeth Idley.....	196.00	Caleb Swan.....	500.00
Samuel S. Howland	1,000.00	Mrs. A. E. Schermerhorn..	10,000.00
William Howe.....	2,985.14	Henry H. Munsell.....	3,396.32
Margaret Fritz.....	100.00	Thomas C. Chardevoyne..	5,000.00
James McBride.....	500.00	William Dennistoun.....	11,892.77
Charles E. Cornell.....	521.96	William B. Astor.....	5,000.00
Charles E. Deming.....	50.00	Benjamin F. Wheelwright	1,000.00
Mrs. De Witt Clinton.....	200.00	Geo. T. Hewlett, executor	500.00
W. Brown.....	465.00	J. L. (of Liverpool, Eng.)..	25.00
Elizabeth Gelston.....	1,000.00	Ephraim Holbrook.....	39,458.16
Robert J. Murray.....	500.00	Mrs. Emma B. Corning...-	5,000.00
Seth Grosvenor.....	10,000.00	Eliza Mott.....	1,475.54
Elijah Withington.....	100.00	Maria M. Hobby.....	2,509.82
Benjamin F. Butler.....	512.49	Daniel Marley.....	1,749.30
Frissel Fund.....	2,000.00	Henry E. Robinson.....	6,000.00
Simeon V. Sickles.....	6,561.87	Henry Schade.....	20.00
Anson G. Phelps.....	5,675.68	Caroline Goff.....	4,161.59
Thomas Reilly.....	2,254.84	Catherine P. Johnston...-	530.00
Elizabeth Van Tuyle.....	100.00	Mrs. Emma Strecker....-	12,221.66
Thomas Eggleston.....	2,000.00	Eli Robbins.....	5,000.00
Sarah A. Riley.....	100.00	Margaret Burr.....	11,011.11
William E. Saunders.....	725.84	Mary Burr.....	10,611.11
Thomas Eddy.....	1,027.50	Samuel Willetts.....	5,045.00
Robert C. Goodhue.....	1,000.00	Roosevelt & Sons.....	45.00
Jonathan C. Bartlett.....	190.00	Augustus Schell.....	5,000.00
Stephen V. Albro.....	428.57	James Kelly.....	5,000.00
John Penfold.....	470.00	George Merrill.....	40.00
Madam Jumel.....	5,000.00	William B. and Leonora S.	
Mrs. Steers.....	34.66	Bolles.....	2,949.11
Thomas Garner.....	1,410.00	Edward B. Underhill....-	500.00

Harriet Gross.....	\$1,000.00	Mrs. Geo. G. Wheelock..	\$10.00
Mary Hopeton Drake...	2,340.00	Theodore P. Nichols....	8,000.00
George Dockstader.....	325.00	Emma A. Tillotson.....	5,000.00
Mary Rogers.....	1,000.00	Harry Hastorf.....	25.00
Polly Dean.....	500.00	William C. Egleston....	15,000.00
John Delaplaine.....	302.99	Angelina C. I. Anderson..	5,000.00
Abby A. Coates Winsor..	1,000.00	Greenhut - Siegel Cooper	
Harriet Flint.....	1,776.74	Co.....	15.00
Maria C. Robbins.....	10,000.00	Harriet B. Decker.....	3,000.00
Cash (sundry donations)..	140.18	Mary Anna Wenk.....	100.00
Julia A. Delaplaine.....	38,842.25	Jeanne Platt.....	1,000.00
Mary E. Brandish.....	89.49	Emil Levy.....	1,000.00
Thomas W. Strong.....	1,893.00	Catherine Jane Pryer....	1,269.73
Maria Moffett.....	16,408.21	Elizabeth Kerr.....	400.00
John Vanderbilt.....	25.00	Martha H. Andrew.....	25,000.00
William Clymer.....	2,000.00	Mary L. Howard.....	17,078.46
Julia L. Peyton.....	1,000.00	Rachel H. Pfeiffer.....	2,500.00
Amos R. Eno.....	5,000.00	Mary G. Harriot.....	3,457.02
Clarissa L. Crane.....	1,000.00	Antonio J. Moderno.....	12,865.52
Leopold Boscowitz.....	1,000.00	The Brez Foundation....	4,000.00
Emeline S. Nichols.....	5,000.00	Edward L. Radcliff.....	4,794.85
Margaret Salisbury.....	100.00	John R. Peters.....	1,000.00
Sarah B. Munsell.....	477.56	J. J. Van Alen.....	25.00
Edward L. Beadle.....	4,303.99	M. Menken.....	25.00
Cecelia J. Loux.....	2,000.00	Hamilton W. Cary.....	2,500.00
Mrs. E. Douglas Smith...	315.00	William Infeld.....	500.00
William C. Schermerhorn.	10,000.00	Fanny Schermerhorn	
Mary J. Walker.....	24,193.76	Bridgham.....	15,000.00
Mary J. Walker.....	1,222.32	Charles E. Rhinelande..	2,000.00
Sarah Schermerhorn....	5,137.05	Whitman-Bennett Studio	100.00
F. Augustus Schermerhorn		Julian W. Robbins.....	5.00
(for building fund)....	10,000.00	S. Charles Welsh.....	10.00
(for pipe organ).....	5,840.00	George Welsh.....	5.00
Mrs. Theodore B. Myers..	5,000.00	Cash (Anonymous).....	325.00
Peter Marié.....	3,145.47	Margaret A. Howard....	500.00
Eli Specht.....	2,816.17	Sarah Matilda Mygatt...}	1,000.00
Catherine Talman.....	4,996.60	Ellen Schermerhorn	
Annie Stewart Miller....	116,401.93	Auchmuty.....	} 214,925.73
Amelia B. Lazarus.....	10,000.00	F. Augustus Schermer-	
Ida M. Chapman.....	200.00	horn.....	
Cash (Wm. B. Wait)....	600.00	Martha Ann Shannon...}	12,929.25
Mrs. Edith Smith Werle..	325.00	Gordon V. Lyons.....	10.00
Mrs. J. J. Astor.....	20.00	"A Friend".....	100.00
E. E. West.....	60.00	Edwin Gould.....	1,000.00

FORM OF BEQUEST.

*I give and bequeath to The New York Institute for
the Education of the Blind, located at Ninth Avenue
and Thirty-fourth Street, the sum of*

_____ *Dollars,*
to the general use of said corporation.

YEAR-BOOK
OF
The New York Institute
for the
Education of the Blind

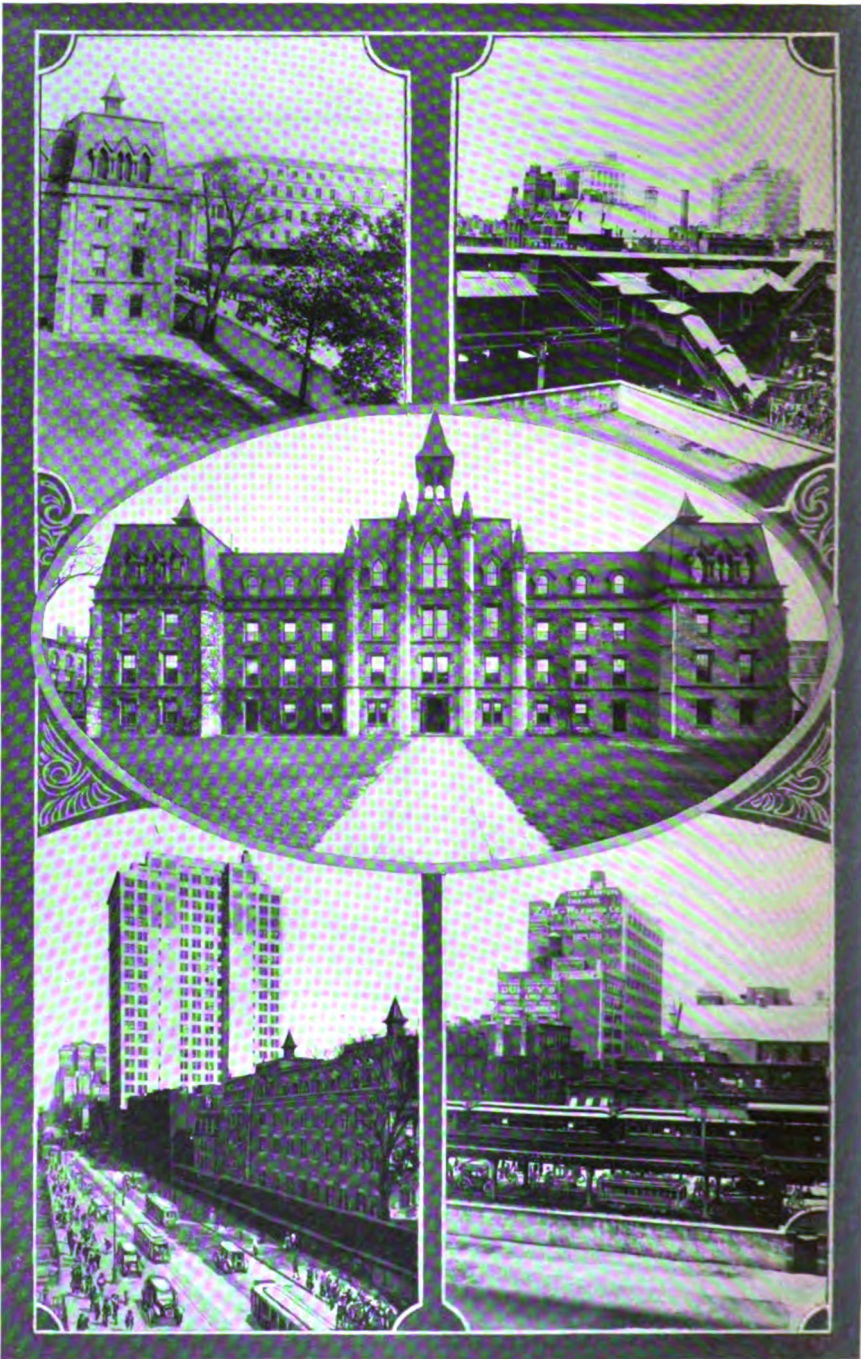
EIGHTY-EIGHTH ANNUAL REPORT OF THE
BOARD OF MANAGERS—REPORT OF THE
PRINCIPAL—GENERAL INFORMATION 2 2

1923

Lux Oritur:

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK:
THE BRADSTREET PRESS, 148 LAFAYETTE STREET.
1923



THE INSTITUTE BUILDINGS AND SURROUNDINGS AT NINTH AVENUE AND THIRTY-FOURTH STREET.

Views to South, North, East and West, showing the busy and congested character of the region.

The New York Institute for the Education of the Blind,

FOUNDED 1831.

OPENED 1832.

NINTH AVENUE AND THIRTY-FOURTH STREET,
NEW YORK CITY.

CALENDAR, 1923-24.

September 17, 1923	-	-	-	School opens.
November 28-December 2	-			Thanksgiving vacation.
December 21	-	-	-	Christmas holidays begin.
January 7, 1924	-	-	-	School work resumed.
January 21-25	-	-	-	Regents' examinations.
April 10	-	-	-	Anniversary exercises.
April 10	-	-	-	Easter vacation begins.
April 22	-	-	-	School work resumed.
June 13	-	-	-	Class work ended.
June 16-20	-	-	-	Regents' examinations.
<hr/>				
September 15, 1924	-	-	-	School opens.
November 26-30	-	-	-	Thanksgiving vacation.
December 19	-	-	-	Christmas holidays begin.

The New York Institute for the Education of the Blind,

FOUNDED 1831

OPENED 1832.

**NINTH AVENUE AND THIRTY-FOURTH STREET
NEW YORK CITY.**

The purpose of the Institute is to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians.

There is no restriction as to residence. From New York they may enter regularly as State pupils from the Greater City and the counties of Westchester, Putnam, Rockland, Suffolk and Nassau, being appointed by the State Education Department; from New Jersey, upon application in proper form to the Governor, through the New Jersey Commission for the Blind, and from other localities by special arrangement. All communications should be addressed to the Principal, Ninth Avenue and Thirty-fourth Street.

BOARD OF MANAGERS,

1923,

WITH THEIR TERMS OF CONTINUOUS SERVICE.

WILLIAM W. APPLETON	Since 1896
FREDERIC DE PEYSTER FOSTER*	" 1902
THOMAS N. RHINELANDER	" 1905
J. NELSON BORLAND	" 1907
ROBERT G. HONE	" 1908
LINZEE BLAGDEN	" 1910
CARL A. DE GERSDORFF	" 1910
WILLIAM E. GLYN	" 1911
EDWARD L. PARTRIDGE, M.D.†	" 1911
PAUL TUCKERMAN	" 1912
EDWARD J. HANCY	" 1912
WILLIAM TURNBULL	" 1913
J. LAWRENCE ASPINWALL	" 1913
J. ARCHIBALD MURRAY	" 1914
GEORGE C. KOBBE‡	" 1916
ROBERT L. HARRISON	" 1916
GEORGE N. MILLER, M.D.	" 1920
JAMES LLOYD DERBY	" 1922
DUNCAN G. HARRIS	" 1922
W. THORN KISSEL	Since Jan. 17, 1923
JOHN MUNROE	" " 1923
HOWLAND S. DAVIS	" May 16, 1923

* Resigned May 16, 1923. † Resigned November 15, 1922. ‡ Died March 11, 1923.

OFFICERS OF THE BOARD.

PAUL TUCKERMAN *President*
WILLIAM W. APPLETON *Vice-President*
LINZEE BLAGDEN (to June 20, 1923) *Recording Secretary*
JAMES LLOYD DERBY,
(from June 20, 1923) *Recording Secretary*
ROBERT G. HONE *Corresponding Secretary*
FREDERIC DE PEYSTER FOSTER,
(to May 16, 1923) *Treasurer*
LINZEE BLAGDEN (from May 16, 1923) . . . *Treasurer*

STANDING COMMITTEES.

EXECUTIVE COMMITTEE.

DR. GEORGE N. MILLER, *Chairman*
ROBERT L. HARRISON WILLIAM E. GLYN
JAMES LLOYD DERBY W. THORN KISSEL, *Secretary*

FINANCE COMMITTEE.

FREDERIC DE P. FOSTER, *Chairman (ex-officio)* (to May 16, 1923)
LINZEE BLAGDEN, *Chairman (ex-officio)* (from May 16, 1923)
CARL A. DE GERSDORFF EDWARD J. HANCY
PAUL TUCKERMAN WILLIAM W. APPLETON
(*ex-officio*) (*ex-officio*)

SPECIAL BUILDING COMMITTEE.

J. LAWRENCE ASPINWALL, *Chairman*
LINZEE BLAGDEN EDWARD J. HANCY
J. ARCHIBALD MURRAY THOMAS N. RHINELANDER
PAUL TUCKERMAN (*ex-officio*)

ORGANIZATION.

(School Year 1923-24)

EDWARD M. VAN CLEVE *Principal*
HUBERT V. GUILLE, M.D. *Attending Physician*
ROBERT G. REESE, M.D. *Consulting Ophthalmologist*
BERNARD SAMUELS, M.D. *Attending Ophthalmologist*

LITERARY DEPARTMENT.

MARY B. SCHOONMAKER CLARA L. AUSTIN
ALTA REED MARION MILLER
ETTA D. LEWIS LORETTA BUTLER
FLORENCE L. PHELAN CHARLES F. EDGECOMB
HENRIETTA GROSBACK, *Librarian and Teacher*
of Typewriting

MUSIC DEPARTMENT.

BASSETT HOUGH, *Director*
GERTRUDE L. MARTIN EMILIE HAHN
F. HENRY TSCHUDI ARTHUR H. RICHMOND

TUNING.

ROBERT J. HARVEY

MANUAL TRAINING AND HOME SCIENCE.

ANGIE D. KELLY DANIEL MCCCLINTOCK
JULIA E. MYERS JOHN NUSSBAUM

PHYSICAL TRAINING.

MARGUERITE PENNY ROBBINS ARTHUR H. RICHMOND
VESTA D. LOGAN *Matron*

MANAGERS

OF

The New York Institute for the Education of the Blind.

IN CHRONOLOGICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Akerly, Samuel, M.D.....	1831-1845	Titus, Peter S.....	1836
Averill, Herman.....	1831-1832	Allen, George F.....	} 1836-1839
Bolton, Curtis.....	1831-1835		} 1841-1862
Donaldson, James.....	1831-1832	Trulock, Joseph.....	1836-1840
Bogert, Henry K.....	1831-1832	Mandeville, William.....	1836-1837
Remsen, Henry.....	1831-1832	Chandler, Adoniram.....	1836
Stuyvesant, John R.....	1831-1840	Cushman, D. Alonzo.....	1837-1843
Price, Thompson.....	1831-1840	Blakeman, Wm.N., M.D. }	1837-1839
Ketchum, Morris.....	1831-1837		{ 1841
Miller, Sylvanus.....	1831-1832	Wood, Isaac, M.D.....	1837-1859
Crosby, William B.....	1831-1833	Hart, Joseph C.....	1837-1840
Lee, Gideon.....	1831-1836	Holmes, Curtis.....	1837-1838
Ketchum, Hiram.....	1831-1838	Roome, Edward.....	1837-1845
Wood, Samuel.....	1831-1836	Seton, Samuel W.....	1837
Jenkins, Thomas W.....	1831-1836	Gracie, Robert.....	1838-1861
Thomas, Henry.....	1831-1834	Demilt, Samuel.....	1838
Nevins, Rufus L.....	1831-1832	Hart, James H.....	1839
Beers, Joseph D.....	1831-1832	Murray, Robert J.....	1839-1858
Mott, Samuel F.....	1831	Schermerhorn, Peter Au-	
Patterson, Matthew C.....	1831-1833	gustus.....	1839-1845
Russ, John D., M.D.....	1833-1834	Tallmadge, Henry F.....	1839-1841
Dwight, Theodore.....	1833-1837	Thompson, Martin E.....	1839
Brown, Silas.....	1833-1859	Moore, Clement C.....	1840-1850
Stagg, John P.....	1833	Olyphant, D. W. C.....	1840
Spring, George.....	1833-1835	Averill, Augustine.....	1840
Walker, John W.....	1833-1839	Beers, Cyrenius.....	1841-1853
Miller, Franklin.....	1833-1835	Suydam, Lambert.....	1841-1842
Steel, Jonathan D.....	1833	Holmes, Silas.....	1841-1842
Allen, Moses.....	1834	Case, Robert L.....	1841-1861
Lyons, Stephen.....	1834-1836	Crosby, John P.....	1841-1859
Dissosway, Gabriel P.....	1834-1836	Collins, Stacey B.....	1841
Phelps, Anson G.....	1834-1855	Schermerhorn, E. H.....	1841-1842
Crosby, William H.....	1835	Marsh, James.....	1842-1852
Hoyt, Charles.....	1835-1839	Murray, Hamilton.....	1842-1847
Oakley, Charles.....	1835	Walsh, A. R.....	1842-1850

Wood, John.....	1842-1850	Brown, John Crosby.....	1862-1864
Jones, Edward.....	1843-1850	Van Rensselaer, Alex... }	1862-1865
Whittemore, William T.....	1843-1845		1867-1877
Smith, Floyd.....	1844-1848	Irving, John Treat.....	1863-1896
Dean, Nicholas.....	1844-1848	Potter, Clarkson N.....	1863-1866
Jones, William P.....	1846-1849	McLean, James M.....	1863-1890
Thurston, William R.....	1846-1851	Clift, Smith.....	1865-1893
Sheldon, Henry.....	1846-1854	Hoffman, Charles B.....	1865-1868
King, John A.....	1848-1854	Emmet, Thos. Addis, M.D.....	1865-1866
Schell, Augustus.....	1849-1883	Whitewright, William.....	1866-1898
Day, Mahlon.....	1849-1854	Schermerhorn, Wm. C.....	1866-1901
Adams, George F.....	1850-1859	De Rahm, Charles.....	1866-1890
	1865	Hilton, Henry.....	1866
Adams, John G.....	1851-1858	Burrill, John E.....	1866-1867
Ogden, Gouverneur M.....	1851-1857	Stout, Francis A.....	1867-1892
Cobb, James N.....	1851-1858	Butterfield, Daniel.....	1868
Beadle, Edward L.....	1851-1862	Hoffman, William B.....	1868-1879
Wood, Edward.....	1852-1861	Gerard, James W.....	1869-1873
Ogden, John D., M.D.....	1853-1855	Rhoades, J. Harsen.....	1869-1872
Craven, Alfred W.....	1854-1861	Schermerhorn, F. Augs.....	1870-1910
Olyphant, G. T.....	1855-1857	Marié, Peter.....	1870-1903
Abbatt, William M.....	1855-1857	Rhineland, Frederick W.....	1874-1904
Noyes, William Curtis.....	1855-1859	Sheldon, Frederick.....	1874-1906
Dumont, William.....	1856-1862	Robbins, Chandler.....	1875-1904
Warren, James.....	1856-1859	Strong, Charles E.....	1875-1887
Cammann, Geo. P., M.D.....	1858	Schuyler, Philip.....	1878-1898
Rutherford, Lewis M.....	1858-1861	Prime, Temple.....	1878-1887
Van Rensselaer, Henry.....	1858-1860	Kane, John I.....	1881-1913
Hone, Robert S.....	1859-1891	King, Edward.....	1884-1893
Tomes, Francis.....	1859-1860	Schell, Edward.....	1885-1893
Norton, Charles B.....	1859-1861	Bronson, Frederick.....	1888-1900
Church, William H., M.D.....	1859-1864	Kingsland, Ambrose C.....	1889-1890
Hutchins, Waldo.....	1860-1867	Robbins, George A.....	1889-1895
Tuckerman, Charles K.....	1860-1867	Kissel, Gustav E.....	1891-1911
Kennedy, James Lenox.....	1860-1864	Bowers, John M.....	1891-1906
Travers, William R.....	1860	Peabody, George L., M.D.....	1891-1912
Tompkins, Daniel H.....	1860-1874	Marshall, Charles H.....	1892-1912
Aspinwall, J. Lloyd.....	1860-1861	Smith, Gouverneur M.,	
Suydam, D. Lydig.....	1861-1884	M.D.....	1893-1898
Daly, Charles P.....	1861	Davis, Howland.....	1894-1921
Hosack, Nathaniel P.....	1862-1876	Duer, William A.....	1894-1905
Grafton, Joseph.....	1862-1872	Hamilton, William G.....	1894-1905
Myers, T. Bailey.....	1862-1887	Appleton, William W.....	1896-
Edgar, Newbold.....	1862-1864	Tappen, Frederick D.....	1897-1901
	1868	Armstrong, D. Maitland.....	1898-1911
Donnelly, Edward C.....	1862-1864	Wheelock, Geo. G., M.D.....	1898-1907
Lord, James Cooper.....	1862-1864	Fairchild, Charles S.....	1898-1906
Schermerhorn, Alfred... }	1862-1865	Soley, James Russell.....	1900-1911
	1867-1868	Winthrop, Egerton L., Jr.....	1901-1911

Wickersham, George W.	1902-1909	Nash, William A.	1912-1916
Foster, Frederic DePeyster ..	1903-1923	Croswell, James G.	1912-1915
Rhineland, Thomas N.	1905-	Hancy, Edward J.	1912-
McIlvaine, Tompkins	1905-1911	Aspinwall, J. Lawrence ..	1913-
Godkin, Lawrence	1905-1909	Turnbull, William	1913-
Derby, Richard H., M.D.	1906-1907	Murray, J. Archibald	1914-
Borland, J. Nelson	1907-	Kobbé, George C.	1916-1923
Montant, August P.	1907-1909	Harrison, Robert L.	1916-
Rhoades, J. Harsen	1907-1922	Munroe, Henry W.	1918-1919
Tucker, Samuel Auchmuty ..	1907-1919	Miller, George N., M.D.	1920-
Hone, Robert G.	1908-	Gallatin, R. Horace	1920
Knapp, Arnold, M.D.	1909-1913	De Rham, Frederic F.	1921
Blagden, Linzee	1910-	Derby, James Lloyd	1922-
De Gersdorff, Carl A.	1910-	Harris, Duncan G.	1922-
Glyn, William E.	1911-	Kissel, W. Thorn	1923-
Partridge, Edward L., M.D. ..	1911-1922	Munroe, John	1923-
Dix, John A.	1911-1917	Davis, Howland S.	1923-
Tuckerman, Paul	1912-		

OFFICERS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Akerly, Samuel, M.D.	1831-1842	McLean, James M.	1888-1890
Phelps, Anson G.	1843-1853	Irving, John Treat	1891-1895
Wood, Isaac, M.D.	1854-1859	Schermerhorn, William C. ..	1896-1901
Allen, George F.	1860-1862	Schermerhorn, F. Augs.	1901-1909
Schell, Augustus	1863-1883	Davis, Howland	1909-1919
Hone, Robert S.	1884-1887	Tuckerman, Paul	1919-

VICE-PRESIDENTS.

Averill, Herman	1831-1832	McLean, James M.	1885-1887
Brown, Silas	1833-1835	Clift, Smith	1888-1893
Titus, Peter S.	1836	Schermerhorn, William C. ..	1894-1895
Phelps, Anson G.	1837-1842	Marié, Peter	1896-1903
Wood, Isaac, M.D.	1843-1853	Rhineland, F. W.	1903-1904
Gracie, Robert	1855-1860	Sheldon, Frederick	1905-1906
Beadle, Edward L.	1861-1862	Peabody, George L., M.D.	1907-1912
Hone, Robert S.	1863-1883	Kane, John I.	1913
Suydam, D. Lydig	1884	Appleton, William W.	1913-

TREASURERS.

Bolton, Curtis	1831-1835	Grafton, Joseph	1866-1871
Brown, Silas	1836-1859	Whitewright, William	1872-1896
Wood, Edward	1860-1861	Davis, Howland	1897-1909
Schell, Augustus	1862	Foster, Frederic DePeyster ..	1909-1923
Kennedy, James Lenox	1863-1864	Blagden, Linzee	1923-
Clift, Smith	1865		

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Brown, John Crosby.....	1863
Russ, John D., M.D.....	1833-1834	Myers, T. Bailey.....	1864-1883
Crosby, William H.....	1835	Schermerhorn, F. Augs.....	1884-1901
Allen, George F.....	) 1836-1839 (1841-1859	Marshall, Charles H.....	1901-1911
Hone, Robert S.....		1860-1862	Blagden, Linzee.....	1911-1923
		Derby, James Lloyd.....	1923-

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Church, William H., M.D.....	1860
Dwight, Theodore.....	1833-1837	Tuckerman, Charles K.....	1861-1867
Wood, Isaac, M.D.....	1839-1842	Schermerhorn, William C.....	1868-1893
Roome, Edward.....	1843-1844	Bronson, Frederick.....	1894-1895
Schermerhorn, Peter Augs.....	1845	Sheldon, Frederick.....	1896-1905
Jones, Edward.....	1846-1850	Peabody, George L., M.D.....	1905-1906
Wood, Isaac, M.D.....	1851-1853	Appleton, William W.....	1907-1913
Crosby, John F.....	1854-1859	Hone, Robert G.....	1914-

PRINCIPALS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831.

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.....	1832-1834	Cooper, T. Golden.....	1853-1860
Office unfilled.....	1835 and part of 1836	Rankin, Robert G.....	1861-1863
Jones, Silas.....	1836-1840	Wait, William B.....	1863-1905
Vroom, Peter D., M.D.....	1841-1842	Emeritus Principal.....	1905-1916
Boggs, William.....	1843-1845	Tewksbury, Everett B.....	1905-1914
Chamberlain, James F.....	1846-1852	Van Cleve, Edward M.....	1914-

Report of the Board of Managers of The New York Institute for the Education of the Blind.

*To the Honorable the Legislature
of the State of New York :*

The Managers of The New York Institute for the Education of the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the fiscal year ended June 30, 1923.

The following is a summary of the receipts and disbursements for the year:

		RECEIPTS.	
Balances, June 30, 1922—			
	Income fund.....	\$44,849.72	
	Capital fund.....	30,234.02	
		\$75,083.74	
Of Capital—			
	Sales of securities, bonds and mortgages paid, legacies, donations, etc.....	830,860.35	
Of Income—			
	Current receipts.....	133,873.88	
		\$1,039,817.97	
		DISBURSEMENTS.	
Of Capital—			
	Building expenditures, investments, etc.	\$661,838.74	
Of Income—			
	Taxes, improvements, etc.....	29,227.79	
	Maintenance.....	102,848.86	
Balances—			
	Capital fund.....	\$209,949.05	
	Income fund.....	35,953.53	
		245,902.58	
		\$1,039,817.97	

From time to time, beginning in eighteen hundred and thirty-six, the Institute has been in receipt of legacies and donations, which the Managers have set apart in the Legacy Fund.

At the close of the fiscal year the Legacy Fund, including amounts received, both legacies and donations, and aggregating

\$980,064.29, was represented by cash and investments in approved securities.

The Managers gratefully acknowledge the receipt of the following legacies: Mary B. Dortic, \$17,327.05; Arnold Thayer, \$5,000; Ellen G. Auchmuty, from the estate of F. Augustus Schermerhorn, \$5,000; Charles E. Rhineland, \$5,000; Henry Fatton, \$1,000; and the following donations: A. V. Victorius & Co., \$10; R. E. Woodward & Co., \$15; Mary Skidmore Rogers, \$2,000; Brez Foundation, \$1,000; Grenville Kleiser, \$50.

Annexed hereto is the statistical report of the Principal, which shows the variety and character of the work done, the completeness of the facilities, and the thoroughness of the training afforded by this Institute.

As noted in our report for the year ended June 30, 1922, the building project which had been before the Board of Managers for some years had at the time of submitting the report advanced to the stage of approved plans. In January, 1923, a contract for erecting the buildings on the site purchased for the purpose in 1917 was entered into and in April, 1923, the work of construction was begun. The Board of Managers expects to open the school year 1924-25 in the new buildings.

**The New York Institute for the
Education of the Blind.**

PAUL TUCKERMAN,
President.

JAMES LLOYD DERBY,
Recording Secretary.

City and County of New York, ss.:

PAUL TUCKERMAN, of said City, being duly sworn, saith: That he is President of The New York Institute for the Education of the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

Sworn to before me this
first day of November, 1923.

FRANK H. AUKAMP,
Notary Public.

The New York Institute for the Education of the Blind.

TREASURER'S REPORT FOR THE YEAR ENDED

JUNE 30, 1923.

RECEIPTS.

1922 Balance, Capital fund.....	\$30,234.02	
" Income fund.....	44,849.72	
	85,083.74	\$75,083.74

OF CAPITAL.

Legacies.....	\$33,327.05	
Donations.....	3,075.00	
Payment of mortgages.....	29,875.00	
Interest on securities.....	26,370.39	
Sale of bonds and securities.....	738,212.91	
	830,860.35	830,860.35

OF INCOME.

From New York State.....	\$36,133.33	
New York City.....	1,287.50	
New Jersey.....	8,372.50	
Counties for clothing.....	189.20	
Interest and coupons.....	85,503.97	
Sales of pupils' work, Kleidographs, tablets, paper, etc.....	2,387.38	
	133,873.88	133,873.88
		\$1,039,817.97

DISBURSEMENTS.

OF CAPITAL.

Legal expense.....	\$10.42	
Insurance, Bronx and Pelham Parkway.....	351.63	
Architects' and engineers' services and builder.....	51,721.85	
Purchase of securities.....	608,797.94	
Miscellaneous.....	956.90	
		<u>\$661,838.74</u>

OF INCOME FOR TAXES, ETC.

Taxes, Yonkers.....	\$4,443.36	
Interest accrued on securities purchased.....	1,327.72	
Services for collection of mortgages, etc.....	139.69	
Special building improvement fund.....	21,892.02	
Fixed charges.....	1,425.00	
		<u>29,227.79</u>

OF INCOME FOR MAINTENANCE.

Pay roll.....	\$60,922.51	
Household supplies.....	3,397.08	
Food supplies.....	14,859.44	
House and grounds.....	14,513.25	
Educational supplies.....	3,677.86	
Miscellaneous expense.....	5,478.72	
		<u>102,848.86</u>

Balances, June 30, 1923—

Capital fund.....	\$209,949.05	
Income fund.....	35,953.53	
		<u>245,902.58</u>
		<u>\$1,039,817.97</u>

LINZEE BLAGDEN,
Treasurer.

The foregoing account has been compared with the vouchers and accounts and is certified as correct.

TOWNSEND, DIX & POGSON,
Accountants and Auditors.

August 1, 1923.

STATISTICAL REPORT OF THE PRINCIPAL.

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the school year ended June 30, 1923:

Number of pupils June 30, 1922.....	109
Admitted during the year.....	27
Whole number instructed.....	136
Reductions.....	35
Number remaining.....	101

The school curriculum provides for complete primary and secondary courses, based on the syllabuses of the University of the State of New York, and includes music, manual training and physical training. The daily schedule may be found on pages 20 and 21.

In the high school, there are now classes in the following subjects:

- | | |
|-----------------------|------------------------------------|
| English, first year. | French 3. |
| English, second year. | Latin 2. |
| English, three years. | Physiology and Hygiene. |
| Elementary Algebra. | History, Major Sequence, Course A. |
| Geometry. | Civics. |
| French 1. | Physical Geography. |

The following is a list of the music subjects and the number of pupils in each:

	Boys	Girls	Total
Beginning music.....	14	15	29
Piano.....	11	15	26
Organ.....	2	2	4
Junior harmony.....	5	--	5
Tuning.....	13	--	13
Voice.....	1	4	5
Intermediate harmony.....	2	4	6
Senior harmony and counterpoint.....	3	3	6

The following is a list of the subjects in which examinations were taken during the year, with the number of pupils passing in each:

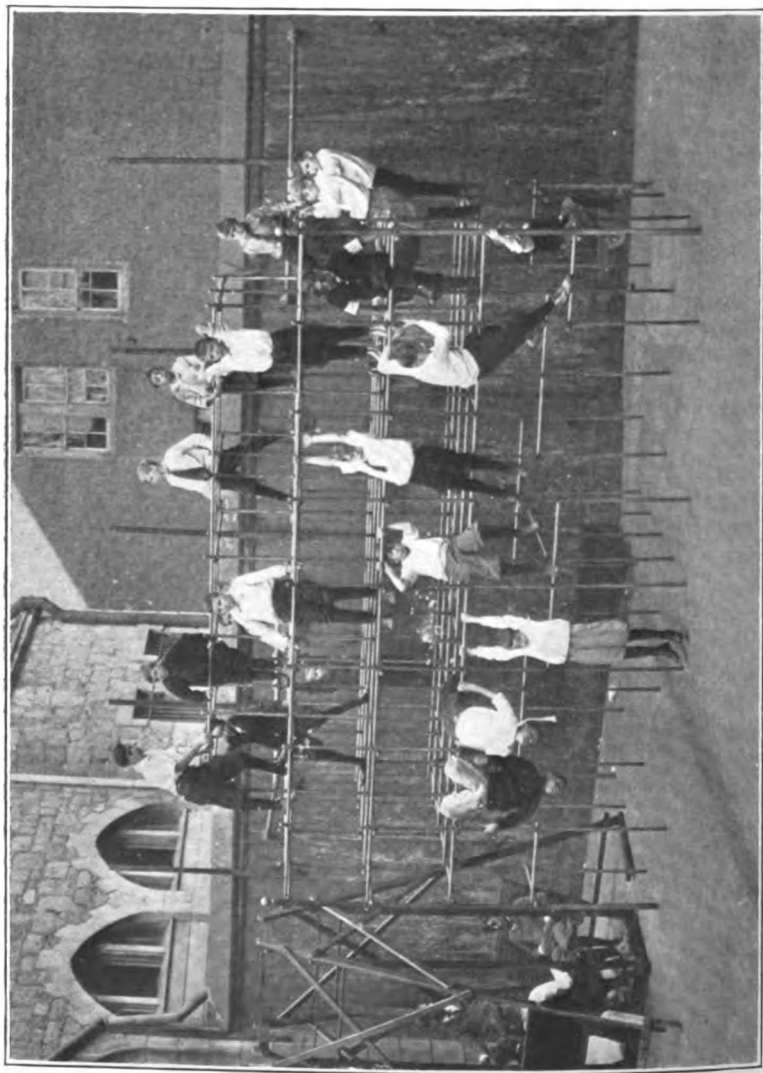
Reading.....	9
Spelling.....	11
Writing.....	5
Elementary English.....	5
Arithmetic.....	5
Elementary United States History and Civics.....	8
Geography.....	4
English, 4.....	6
Latin, two years.....	1
Latin, 3.....	2
French, two years.....	1
Elementary Algebra.....	4
Intermediate Algebra.....	5
Civics.....	7
Major Sequence History, Course B.....	7
Physiology and Hygiene.....	8
Elementary Zoölogy.....	5
Advanced Harmony and Counterpoint.....	5
Elementary Harmony.....	6
History of Music and Appreciation.....	8

And the record of the Regents' examinations for the past year is as follows:

Number of examination days.....	8
Pupils examined.....	43
Subjects covered.....	21
Answer papers written.....	121
Answer papers claimed.....	108
Papers allowed by the Regents.....	101

The following table gives the results of the examinations held from 1908 to 1923:

	No. <i>examined.</i>	No. <i>claimed.</i>	No. <i>allowed.</i>	<i>Per cent.</i> <i>claimed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>claimed.</i>
1908.....	203	170	169	83.74	83.25	99.41
1909.....	162	149	145	91.97	89.50	97.31
1910.....	185	155	151	83.78	81.62	97.41
1911.....	167	145	136	86.82	81.43	93.79
1912.....	73	68	68	93.15	93.15	100.00
1913.....	75	64	63	85.33	84.00	98.43
1914.....	98	70	68	71.42	69.38	97.14
1915.....	114	97	94	85.08	82.45	96.90
1916.....	117	104	95	88.88	81.19	91.34
1917.....	107	98	91	91.57	85.04	92.85
1918.....	110	103	99	92.81	90.00	96.11
1919.....	115	94	91	81.73	79.13	96.80
1920.....	89	74	72	83.14	80.89	97.29
1921.....	119	104	97	87.39	81.51	93.26
1922.....	127	103	101	81.10	79.54	98.05
1923.....	121	108	101	89.25	83.47	93.51



THE JUNGLE GYM... A FINE SUBSTITUTE FOR TREES AND A MEANS OF PLEASURE TO THE JUNIOR BOYS.

The following is a list of the pupils present during the year 1922-1923 who have earned Regents' certificates:

PRELIMINARY CERTIFICATES.

Christopher Cerone,	Adolph Munter,	Charles Thielemann,
Stanley Wartenberg,	Bessie Gottreich,	Frances Sievert,
James Parkinson,	Thomas Manzi,	Anna Yaeger,
Michael Di Nucci,	Isador Schlien,	Rose Taub,
Robert Judkins,	Emma Nock,	Leroy Watlington.
Olaf Larsen,	Howard Strickland,	

18 COUNT CERTIFICATES.

Thomas Manzi,	Florence Quinn,	Anna Yaeger,
Christopher Cerone,	Rose Taub,	George Keane,
Frances Sievert,	Olaf Larsen,	May Livingston.
Bessie Gottreich,	Isador Schlien,	

36 COUNT CERTIFICATES.

Thomas Manzi,	Florence Quinn,	George Keane,
Christopher Cerone,	Frances Sievert,	Anna Yaeger.
	Isador Schlien,	

54 COUNT CERTIFICATES.

Isador Schlien,	Frances Sievert,	Thomas Manzi.
Christopher Cerone,	George Keane,	

72 COUNT CERTIFICATES.

Frances Sievert.

Respectfully submitted,

EDWARD M. VAN CLEVE,

Principal.

DAILY SCHEDULE.

MORNING PERIODS.

	PRAYERS.	LITERARY DEPARTMENT.	MUSIC DEPARTMENT.	MANUAL TRAINING DEPARTMENT.
8-8.30				
8.30-9	Spelling, Grades 1, 2, 3, 4, 5. Sub-primary.	Arithmetic, Grade 7.	Piano. Voice.	Tuning.
9-9.40	Reading, Grades 1, 2, 3, 4, 5. Sub-primary.	Arithmetic, Grade 7.	Piano. Organ. Voice.	Tuning.
9.40-10.15	Language, Grades 1, 2, 3, 4, 5. Sub-primary.	Elementary English. English, 1st year. English, 3 years.	Piano. Organ.	Tuning.
10.15-10.20	RECESS.			
10.20-11	Arithmetic, Grades 1, 2, 3, 4, 5, 6. Sub-primary.		Piano. Organ. Voice.	Tuning.
11-11.35	Beginning Science.	Physiology and Hygiene. Geography, Grade 2. Physical Geography	Tuning. Junior harmony. Piano. Intermediate harmony.	* Manual training. Caning.
11.35-11.40	RECESS.			
11.40-12.15		Nature Study.	Piano. Senior choral class. Piano class, 2d year.	* Manual training. Caning.
12.15-1.15	DINNER HOUR.			

AFTERNOON PERIODS.

LITERARY DEPARTMENT.		MUSIC DEPARTMENT.		PHYSICAL CULTURE. MANUAL TRAINING.
1.15-2	Elementary U. S. History and Civics, Grades 3 and 1.	Writing Braille	Piano. Voice.	* Manual training. Handwork.
2-2.45	Elementary U. S. History and Civics, Grade 2.	Geography, Grade 4. Geometry.	Junior Chorus Class. Piano class, 2d year.	* Manual training. Handwork.
2.45-3	RECESS.			
3-3.30	Geography, Grade 3.		Music class, Eurythmics. Piano. Organ.	* Manual training. Caning. Physical culture.
3.30-4		English 2.	Piano. Music class, 2d year, girls.	Physical culture. * Manual training. Caning.
4-4.30		Typewriting.	Piano. Music class, 1st year, boys.	Physical culture. * Manual training. Caning.
4.30-5	Typewriting.		Piano. Music class, 1st year, girls.	Physical culture. * Manual training. Caning.

* Machine sewing, knitting, crocheting, hand sewing, basketry, woodwork, weaving, etc.
 Class in physical culture three evenings and one evening hygiene each week for older girls.
 Physical culture class for older boys three days and hygiene one day, 4.45 to 5.30.
 Study period 7.45 to 8.45, unless otherwise assigned.
 Harmony, counterpoint, organ and piano practice every evening until 8.15.

LIST OF PUPILS.

BOYS.

ACOCELLA, PASQUALE
ALLEN, LOUIS
BALLARD, EUGENE
BANGERT, VALENTINE
BEARD, FRANCIS
BELL, WALTER
BIGBY, SYLVESTER
BITO, JOHN
BOCCHIARO, LEONARDO
BRIAMONTE, DOMINICK
BROWN, EARLE
BUCHKO, EMIL
BUCKNER, JULIUS
CASSIDY, THOMAS
CASTAGNA, ANGELO
CERONE, CHRISTOPHER
CHICACHEE, JAMES
CHYLKA, MICHAEL
CONKLIN, STEWART
CRIMMINS, WILLIAM
CROSBY, MYLES
CUNNION, CHARLES
DEFEO, WILLIAM
DE MUCCI, FRANK
DI NUCCI, MICHAEL
DUFFY, EDWARD
FERRARO, JOHN
GERMAIN, WARREN
GREENBERG, ABRAHAM
HANBURY, FRANK
INGRAHAM, LAWRENCE
JUDKINS, ROBERT
KARSON, WILLIAM
KEANE, GEORGE
KEARNEY, JAMES

KENNEY, JAMES
KLEIN, ANTHONY
KREBS, HARRY
LAMPSON, SHERWOOD
LANE, HOWARD
LARSEN, CHRISTOPHER
LARSEN, OLAF
MACILLARO, RAPHAEL
MANZI, THOMAS
MILLER, DAVID
MILLER, HERMAN
MITTENTAG, SAMUEL
MUNTER, ADOLPH
OPITZ, PETER
PARKINSON, JAMES
PLUMMER, WALTER
REACH, ARTHUR
REARDON, TIMOTHY
REEVE, FRED
RODENBAUGH, JOSEPH
SCHLIEN, ISADOR
SCHROEDER, WILLIAM
SMITH, FRANK
SMITH, SAMUEL
SMITH, WARREN
SOMMERS, JOHN
STRICKLAND, HOWARD
TASCO, MICHAEL
THIELEMANN, CHARLES
WARTENBERG, STANLEY
WATLINGTON, LEROY
WILLIAMS, WILLIAM
WILLSEA, ALBERT
YATMAN, WILLIAM
YOUNG, GEORGE

GIRLS.

ARNOLD, MARGARET
BAHNSEN, DOROTHY
BICKER, JOSEPHINE
BOCCIA, ROSE
BUTLER, ESTHER
CANCELOSI, ANGELINA
GANLY, WINIFRED
GOTTREICH, BESSIE
HANLON, KATHERINE
HASSELBERG, VERA
HOFFMIRE, MARGARET
HORACEK, LILLIAN
JONES, HAZEL
KLEINE, MARY
LI CALSI, CATHERINE
LI CALSI, NICOLINA
LI CALSI, ROSE
LIVINGSTON, MAY
MENTOR, GLADYS
MISKOVSKY, EMILY
MOONEY, PAULINE

MORRIS, ELIZABETH
MOSES, ANNIE ROSE
MUSIER, GERTRUDE
NOCK, EMMA
QUINN, FLORENCE
ROOKS, LAURA LEE
ROSENTHAL, FRIEDA
SAMPSON, ELSIE
SCRIBER, HELEN
SCHWIZER, MATILDA
SIEVERT, FRANCES
SILVERSTEIN, PEARL
SMITH, JENNIE
SPRINGSTEEN, VERA
TAUB, ROSE
TETTER, JARMILLA
VINGOE, EDNA
WOROBESKY, RACHEL
YAEGER, ANNA
ZAWELSKA, STELLA

Principal's Annual Report of the Progress of the Institute for the Year Ended June 30, 1923.

To the Board of Managers,

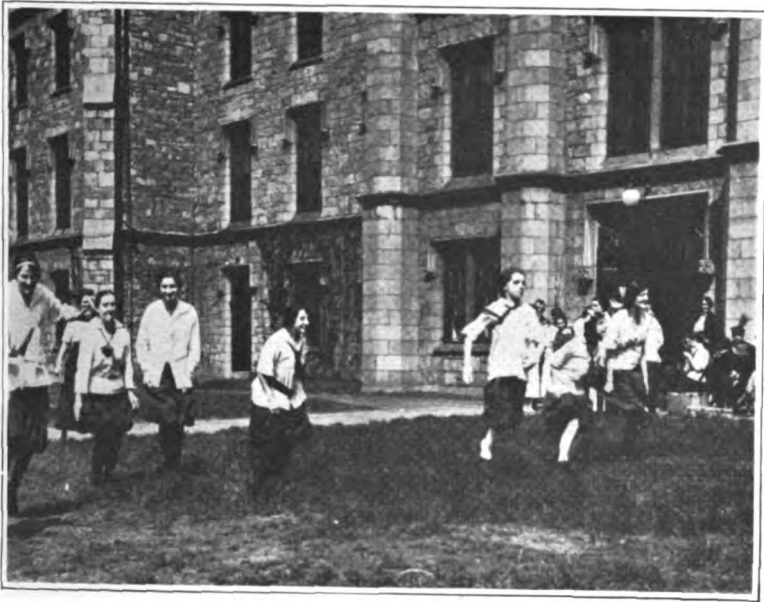
The New York Institute for the Education of the Blind.

GENTLEMEN:—The ninetieth session of this school opened September 18, 1922, and closed June 22, 1923. Its record of achievement is written partly in the pages of formal statistics, which accompany this report, and more truly, but less obviously, in the growth in mind and character of our one hundred and more pupils.

Our former pupils who have here been prepared and have gone to schools for more advanced training have done well. One of them, Edward K. Campbell, completed a four years' arts course at Cornell University and was graduated in June. He had been elected last March to Phi Beta Kappa.

PHYSICAL TRAINING.

One of the interesting sidelights upon the college careers of these former pupils is the interest most of them take in athletics. Mr. Campbell, in a letter to the Principal, refers in terms of appreciation to what had been done for him in this school in the way of physical training, and urges extension of opportunities and means for the upbuilding of the body with more emphasis upon competitive athletics. He himself tried for a place on the crew at Cornell. A quotation here from his letter is useful as showing what the department of physical training does for our pupils who take proper and intelligent interest in it: "I feel that the physical training has been of inestimable value to me, and the best evidence I can give is that the habit of taking regular exercise, a habit taught me at the Institute, resulted in my having never been absent from college on account of sickness or physical indisposition of any sort. Of course, this speaks quite as well for Cornell and Ithaca as for the training at the Institute, but had I not built up a sound body there I could never have made such a record here."



FIELD DAY SPORTS.



AWAITING THE WORD "GO!"—A RACE OF EXTENDED LEGS.

Emphasis is put on the need for physical development as a health measure in the teaching at the Institute, and urgent measures are taken to see that the children use all the means provided for free as well as directed play and exercise. Our front lawn, our courts and the piazzas are used as much as the weather will permit, in addition to the regular class work of the indoor gymnasium. Indeed, whenever practicable, the class work in gymnastics is carried on out of doors. It is one of the chief attractions of the new site on the Bronx and Pelham Parkway, where new buildings for the Institute are being erected, that the outdoor life of the pupils will be more than doubled in point of time, and facilities for physical development will be multiplied.

THE PHYSICAL LIFE OF THE PUPILS.

When the Anniversary Exercises of this ninetieth year were given March 22, the general subject was "The Physical Life of the Pupils." The program was made up for the most part of actual transferences to the platform of activities from gymnasium and playground, and furnished an illuminating and thoroughly interesting exhibit of what goes on in this department of the school's life. The program is printed at page 62. As a feature of this program there were presented two papers, chosen out of a score offered by pupils, describing in detail how the school day is spent. It is interesting to have the viewpoint of the pupils as thus volunteered, and one of these papers may be appropriately included here:

A Day at Our School.

BY GEORGE KEANE.

There is one mistake which some of our friends make in thinking of our school. They think that night and day must be the same to us, or that our days and nights are foreign to those of the ordinary sighted pupil. They are not. And I am going to take you with me through a day's work to convince you of this fact. The program for each day is nearly the same, and I have decided to use Tuesday as my model. By this time the school is always settled down to hard work.

I am just ready to leap from the Colossus of Rhodes, or am having the thrill of exploring King Tut's tomb, when I suddenly hear a terrible commotion over my head. I begin to think that the tomb is tumbling about me when a gruff voice jars me into consciousness. It says something like this: "Didn't

you hear that bell? Hustle up or you'll be late for breakfast." I finally manage to grumble into my clothes and go down to get ready for the morning meal. At seven o'clock sharp the breakfast bell rings, and there is a general movement toward the dining room. This meal over, we have the time to twenty minutes of eight to ourselves, which we spend in various ways. Some of us go to our study rooms to work on lessons. The twenty minutes of eight bell rings and we go to our dormitories to make our beds. This takes about five minutes, and afterwards we go out into the hall and walk till the chapel bell rings at eight o'clock.

The chapel program is as follows: A hymn is sung and a psalm repeated in unison by the school, then a scripture reading and a prayer by Mr. Van Cleve, followed by a response sung by the chorus class. Every morning we have some sort of an exercise from the literary or musical department. On this particular Tuesday, one of our pupils is playing Paderewski's Minuet. She plays it especially well, and we go to our first class in a pleasant frame of mind.

Our first period in the morning is English. At this time most of our pupils have either arithmetic or algebra. In English we are studying debating. We are talking about the question for debate when the bell rings, and we go up to tuning. We have not quite finished tuning the grand when the next bell rings, and we go to Latin; this period isn't quite as welcome as our others, especially when we haven't made very thorough preparation. After Latin we have a resting period for five minutes. The next bell calls us to French. We are studying a fine novel about the French Revolution, called "Madame Therese." We go through this period very nicely and everybody seems to enjoy it. The bell rings only too quickly and we take ourselves over to the cane shop where we continue to cane a chair which we have been working on. We discuss current events while we work. This period is followed by another short recess.

Our chorus class comes next. This is a very interesting part of the day. We are studying our American folk songs. This is very easy, as most of us know them. Then we continue our work with such songs as you see on our program tonight. After this class there is a recess of fifteen minutes before the dinner bell rings.

After this meal we have about half an hour before we go to Modern History. During this time the pupil does according to his inclinations. Finally history time comes. We are studying about Russia now, the fall of the Romanoffs and the policy of these rulers. The bell rings before we realize it, and we hurry off to another interesting class. This is Algebra, and we always try to be well prepared, or otherwise the atmosphere may become rather frigid in our vicinity. We verify the

answers to the problems assigned and manipulate our slates or kleidographs for the rest of the period, working out the intricacies of this science. This period is finally over and we have fifteen minutes recess before the next, which is a study period for some and a class or manual training period for others. The last period in the afternoon we have gym. We have plenty of fun and work during this time preparing the pyramids which we are to do tonight. There is other work on the parallel bars and the poles. After this we go down and take a shower, and after a good rub down get dressed for supper.



FOUR RADIO FANS AND AN INTERESTED TEACHER.
The receiving set was assembled by the boys without assistance.

After supper we have an hour for recreation before our regular evening study period. Some of the boys go out of the building, some of us go up to Room 65, which is set aside for dancing, and spend an hour or so at this pastime. At half-past seven the chapel bell rings and we go up for evening devotions, after which we have an hour of study.

The final hour of our day is spent in recreation. This is the time when we all listen in over the radio. Mr. Van Cleve has had an aerial put on the roof and there are several lead-in wires. Most of us have radio sets, some of which the boys here in the school have made. We hear some very fine concerts and lectures. The final bell rings and we get ready for bed.

The program which I have just given you is that of the higher grades. Besides this, there is a beginners' class and

primary department which makes up what is known as the lower school. We learn from time to time what they are accomplishing from the exercises they give us in morning chapel.

I think that now that you have followed me through a day here, you will feel satisfied that there is a vital difference between night and day at our school.

EXTENSION OF THE INSTITUTE'S INFLUENCE.

Besides the work done in the school through the regular channels, there are many ways in which the education of the young blind is being promoted in general by the Institute and its workers. Among these may be mentioned the engagement of our teacher, Miss Mary B. Schoonmaker, to be an instructor in the summer school for teachers of the blind at Nashville, Tennessee, in Peabody College for Teachers. Her long and successful experience here has made her most competent to serve in such capacity.

It has been the policy of the Institute's management in recent years to foster all efforts for teacher training. This year it was proposed, with our coöperation, to continue the courses successfully carried at Columbia University for two previous summers; but the effort failed of accomplishment.

Another method of serving the cause of educating blind children was the provision for receiving into the teaching organization student-teachers from other schools. During the year we have had with us from Porto Rico Miss Loaiza Cordero and her assistant, Miss Monsarrate de Quevedo, and from the West Virginia School, Miss Ruth Drinkworth.

THE YEAR'S GREATEST EVENT.

Without doubt the year's most notable event was the decision of the Board of Managers to proceed with the building program which had been so long in contemplation. On the bluff overlooking the Hudson near Fort Washington it had been for years the purpose of the Board to erect new buildings until in 1909 a site deemed more desirable was secured in Bronxville only to be abandoned for another in Yonkers a year later. This last was rejected by the Board in 1914, and to the present Principal, soon after the assumption of his duties in September of that year, was committed the search for a site more accessible than either of those in Westchester County and more extensive than the small plateau near Fort



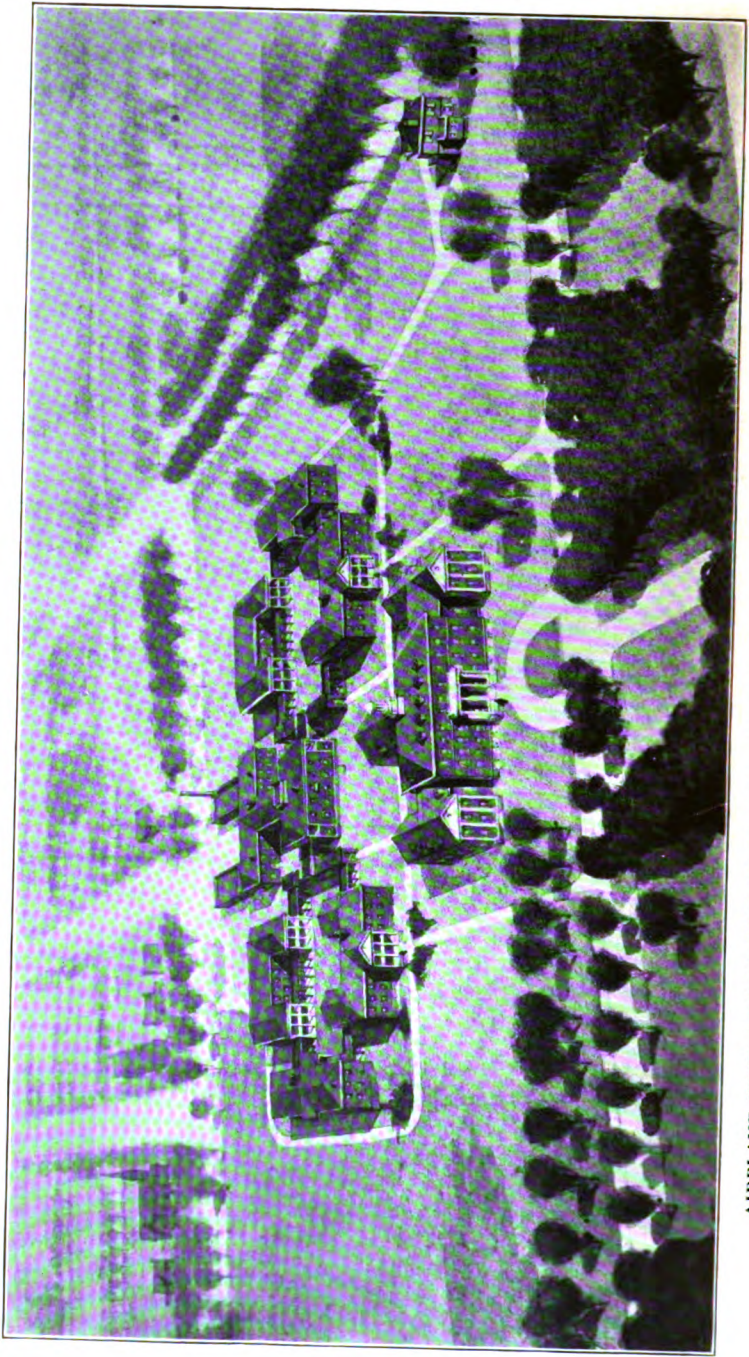
BREAKING GROUND FOR THE NEW BUILDINGS ON PELHAM PARKWAY, APRIL 5, 1923.
Dr. George N. Miller, Murray, J. Archibald, Mrs. Van Cleave, Chairman Building Committee, William Turnbull, Miss Van Cleave,
August Peterson, Superintendent of Construction,
J. Lawrence Aspinwall, William Crawford, Builder.

Washington. This was found in the eighteen acres purchased in 1917 from Vincent Astor, located on the Bronx and Pelham Parkway at Williamsbridge Road, bounded on the north by Astor Avenue and on the west by Bronxwood Avenue. Four of these acres are parts of city streets and fourteen are for the school's use.

Following the selection of an architect, plans were prepared, studied and revised, considered by the Board of Managers, but action was delayed because of the exigencies of war times and their aftermath. After careful consideration, however, a plan for the construction of a group of buildings which seemed the best practicable was offered by the Building Committee, having received the approval of the proper officials of the State, and was adopted in May, 1922. Proposals for building in accordance therewith were invited from a number of builders and on January 31, 1923, the Board accepted one of these and directed that a contract be entered into for the construction of the new home for the Institute.

Ground was broken officially by Mr. J. Lawrence Aspinwall, Chairman of the Building Committee, on April 5, and on June 12, 1923, the corner-stone of the school building, the largest of the group, was laid by the President of the Board of Managers, Mr. Paul Tuckerman. An account of the ceremonies attendant upon the laying of the corner-stone may be found on pages 43 to 56.

Considerations determining the choice of the new site were: (1) accessibility, (2) availability, (3) extent, (4) location. It is deemed best that the school should be easily reached and with as little expense as possible in view of the custom of permitting the pupils to spend the time from Friday evening to Monday morning of each week at their homes. The chosen site is reached by the chief rapid transit systems of the city and for a five-cent fare from the larger part of the area of Greater New York. Its availability for the purpose is unquestionable, being practically level or with just enough slope to provide natural drainage, yet in a high position as respects neighboring land, a healthful situation, and with surroundings that seem to promise, for a long time at least, separation from the noises and commotion of the business sections of a great city. The buildings will face on a parkway 400 feet in width, the other sides of the property being bounded by wide streets. In



AIRPLANE VIEW OF THE NEW BUILDINGS ON PELHAM PARKWAY—FROM ARCHITECTS' SKETCH.

Three Houses for Boys.

The Dining Hall, Kitchen, Laundry, etc.

The School Building.

The Teachers' House.

The Principal's House.

extent it furnishes space sufficient for the development of an ideal school of 200 pupils with all the necessary and many of the desirable accoutrements of such a school, especially living quarters so separated that small groups may be housed together in families and with plenty of room to play out of doors. In point of location it is as near the center for its clientele as possible, both for the present and with a view to the future growth of the metropolitan district which it is the Institute's first privilege to serve.

Concerning the plan, only a brief description is attempted at this time. At a place about 500 feet west from Williamsbridge Road and facing the Parkway, and about 300 feet back from the main drive, will be the entrance to the school building, which will rise four stories and provide for all the work of the school—literary, manual training, music and physical training. It will have besides the classrooms and workrooms, a gymnasium, an assembly room and the offices for administration. Immediately in its rear and separated by a lawn 100 feet by 120 feet will be located the dining hall and back of this in the same building the kitchen, store rooms, laundry, and so forth. Living quarters for the pupils and teachers and others will be provided in houses of two stories' height, arranged so as to form two quadrangles, one for the boys and one for the girls, one end of each quadrangle being made by the entrances to the dining hall. These living quarters are connected with the dining hall by covered (but not enclosed) walks. A house for teachers forms one end of the quadrangle for the girls. Playgrounds for both boys and girls are large and will be equipped with attractive apparatus. A large athletic field for outdoor sports occupies the west end of the plot.

At the corner of the Parkway and Williamsbridge Road a Principal's House is provided.

For a future report is reserved a discussion of the principles of management and of efficient pupil development which have dictated the arrangement of these buildings. It will be sufficiently clear from the statement above made that the effort of those responsible for this new home for the Institute has been to provide for the sightless children who are now and hereafter will be its pupils the best opportunities within the reach of our Board of Managers.

As usual, the Principal has been called on to represent the

Institute at conferences having to do with public welfare and particularly the welfare of the blind. At one of these was presented a paper on "The Blind Child: His Schooling," which is appended as a part of this report.

Respectfully,

EDWARD M. VAN CLEVE.

Principal.

THE BLIND CHILD: PROVISION FOR HIS SCHOOLING.*

One day Jimmie, five years old and blind, sat on the floor playing with his nine-months-old sister. Pretty soon the mother heard him say, "Rosie, you give me your eyes and I give you my eyes." Then he looked up and said, "Oh, God, give me some good eyes. I don't care whether they're dog's eyes or cat's eyes or *any kind* of eyes, just so they're good eyes."

Into the home of this family, poor in worldly goods but in refinement and intelligence above the stratum of her usual clients, enters the friendly visitor directed by the news of a social need. When the chill of a first meeting is lost in the converse of the cultured mother with a woman of a social status above that of her neighbors the pitiful story of the five-year-old's longing for a pair of eyes is related with an anxious plea for help to know what to do for the little fellow so active, so eager to know his world as his little sister knows it and all the other people of his acquaintance know it.

To the social worker the problem of a blind child in the home which is visited is one requiring knowledge of what may be done and skill in bringing to pass what ought to be done for the benefit of both child and family. Doubtless, said social worker, if not already callous on account of innumerable previous demands, now lets free a sigh and a complaint: "Here's another requirement for omniscience in my calling! When will these specialists realize that no one can be an expert in forty diverse fields of human need?" But let patience, to prevent that murmur, have its way until the present speaker files a demurrer to the charge of expecting too large or too minute acquaintance with his own special field.

I know full well what sinking of the heart is experienced by one who knows little of what blindness means in the family, of what intelligence and proper sympathy have done to meet the well understood difficulties, of what provisions have been made for teaching and training the blind child. First of all let it be known that even when blindness comes all is not lost. It is true that one means, and that the best, of physical contact

* An Address delivered at the meeting of the National Conference of Social Work, held at Washington, D. C., May 2, 1923, by Edward M. Van Cleave, Principal of The New York Institute for the Education of the Blind.

with the world and its people is taken away, but there are other means. A wise parent, after the first overwhelming sorrow is past, seeks how the loss of sight may be made up for by special training of the other senses, how hearing may be made acute and accurate, how touch may grow keen and reliable, how smell may come more into its own through use and training, above all how a will to succeed in play and work may be encouraged in the child and the depressant influence of unwise pity may be kept out of its hearing and knowledge. Advice from an expert is available, an expert teacher of the blind, herself without sight, in a pamphlet entitled, "Helps for the Mother of a Blind Child," by Amy K. Halfpenny. And in her opening paragraph Miss Halfpenny invites the attention of a larger audience for her message by offering it to any "mother, teacher, social worker, nurse, physician, church worker" or even business person who may "find an opportunity of passing this message on to the person for whom it is primarily intended." (This document was published in the *Outlook for the Blind*, April, 1914, and reprints may be had at ten cents each, by addressing Principal O. H. Burritt, Pennsylvania Institution for the Instruction of the Blind, Philadelphia, Pa.) Specific instructions for every contingency one need not expect in reading this message, but principles of action are wisely and with authority set forth in easily understood language.

Social workers should know what to do when a blind child is found. Somehow the tragedy of its growing up in ignorance should be avoided. And yet it does occur. One would think it impossible that in New York City, seat of the School of Philanthropy as it was, School of Social Work as it is now known, and seat of The New York Institute for the Education of the Blind, the earliest of all schools in the United States to open its doors for the education of blind children and keenly interested in searching out clients, a girl should have come to maturity and to the age of twenty-four without knowledge on the part of parents or friends that for her there was the opportunity of schooling. M—— A—— was born in Harlem, ninety blocks from the corner of Ninth Avenue and Thirty-fourth Street, where is located the school of which I am Principal; she grew up to girlhood and womanhood, and at twenty-four the New York Commission for the Blind, an organization of the State's philanthropy, engaged chiefly in helping the adult

blind, found her and began through a home teacher to open the way for "doing something," for the greatest curse of the blind is idleness. When the Secretary of the Commission told me her story and asked for help I pleaded her cause with the authorities to such purpose that she was given several years' tuition in our school, although over the age at which persons are admitted. And she simply ate up knowledge for a time, and her gratitude for a chance to learn was beautiful and pitiful.

Provisions for proper training of the young blind have been made almost universally in this country. Yet historically the education of the blind is a new venture. Prior to 1784, when Valentine Haüy founded in Paris the first school for the blind in the world, there were few efforts to let in to these physically darkened lives the light of intellectual achievement. In America, nearly the first third of the 19th century passed before in New York City, Boston and Philadelphia, practically simultaneously, schools were established by private philanthropy. In 1837 Ohio established the fourth school in the United States, the first to be wholly supported and managed by the State, a constitutional provision declaring it the obligation of the State to educate its blind children as well as those who see. The lead of Ohio has been followed by 35 States in which State schools for the blind are maintained and controlled by the State. Eight other commonwealths contract with schools in neighboring States for the education of their young blind or make local provisions in the larger cities. Massachusetts, Connecticut, Pennsylvania and Maryland have schools, like the New York City Institute, under management of boards of trustees not appointed by the State but supported in part at State expense. In 15 larger cities* classes for the blind have been opened in the public schools where special teachers and special appliances are provided. There is no reason, therefore, why any child in continental United States should grow up in ignorance if in possession of requisite intelligence though blind.†

This is not, perhaps, the place, nor is there occasion for a full discussion of the comparative merits of public school

* Buffalo, Chicago, Cincinnati, Cleveland, Detroit, Duluth, Jersey City, Los Angeles, Milwaukee, Minneapolis, Newark, New Orleans, New York, Racine and Toledo.

† Provisions for instruction of blind children in the outlying possessions of the United States are only lately being made. In Manila and Honolulu there are the beginnings of special schools, and in Porto Rico a very promising start has been made.

classes and boarding schools in the training of the young blind. Yet I have some convictions after more than fifteen years' experience in this field of special education that lead me to say a few words relative to a false interpretation of institutional life as respects the blind. There is a strong current of sentiment running in social service circles against the institution as such. For this there is justification in conditions found in some Institutions, particularly in some Homes, where life for years had the effect of "institutionizing," as the word goes, the children therein confined. Extremists have intimated that the home maintained by parents, however low and degraded, is superior to any Home (with the capital H), however well conducted. The inference is, of course, that maternal solicitude is incomparably better than foster maternity in the lump, so to speak. As a consequence of this very general sentiment against the grouping of children for care and support it has become quite fashionable for social workers to seize upon any expedient that will abolish the Institutions, making no distinctions among them. Such an extreme view as has been here indicated is, of course, untenable. Institutions for the blind whose task is the education of children who do not see are not to be put in the class suggested above. Rather they are comparable to the boarding schools for the children of parents able financially and socially to patronize them. I have never heard that the children fortunate enough to spend some years away from home at the Virginia Military Institute or Culver, at Lasell or Ogontz, at Groton, Hotchkiss, or the Hill School, bore the stigma of being institutionized. No more do the pupils in boarding schools for the blind deserve to be so stigmatized.

Classes for blind children in the schools of their home city may be desirable, but only if they are well conducted and well supported. These are essential qualifications. If the instruction is not markedly superior and the teacher more than usually self-forgetful and devoted, unless the educational authorities are willing to spend lavishly, the blind child will fail of gaining his proper training. Only in exceptional cases will he be better off than in the established and liberally supported boarding schools so generally available.

Entered at school, as soon as he is able to dress and care for himself, which is usually at seven or eight years of age,

the blind child meets a teacher who is set apart for this special work by peculiar ability and self-sacrificing devotion and a motherly woman who, too, is something of a missionary and loves little blind folks. He soon finds he is not in a queer world such as the one which he has left, the one where he is looked upon as somebody different, needing physical guidance and pity, and where he received too much attention. To his great surprise he learns there are other little boys who cannot see and, wonder of wonders, they do not need a guide to get around—they run and romp, get bumped and experience falls—in short, live a normal life instead of a carefully sheltered one. Everybody is cheerful and he hears no longer the shuddering pity of the neighbors and friends of the family who weep as they sympathize with his parents over the hard lot of a blind child in the family.

A dozen or more years of school life are before him, packed with work and play, and these in the associations of his peers, so that after the high school courses are completed he is fit to hold his own, to stand on his own feet, having developed mental, physical and moral backbone enough to set forth on such a career as may be open to him or to continue in college preparation for some superior occupation. To enter college and complete its four years' work requires besides ambition dogged perseverance and willingness to work more pronounced than in the case of the seeing student. One sightless young man is to be graduated from Cornell in June, 1923, who won election in March to Phi Beta Kappa, and his career illustrates to a nicety the analysis given above.

Schools for the blind generally in this country follow in the main the courses of study of the public schools in their State or city. In New York we set for our pupils the same pace as in the schools for the seeing, using the same examinations as are given to all students, the examinations being conducted under the State authorities at Albany. It requires for a blind child a bit more time usually, and in the elementary and academic courses taken together a handicap allowance of two years is considered reasonable. However, while the intellectual development is going forward these special schools also provide training of a superior sort in the manual arts, in physical development, and, if talented, in a special line such as music, which is peculiarly acceptable as a means of education for those

who do not see. In all the schools that I know the moral training also is not neglected, though sectarianism is discountenanced.

The character of the instruction in scholastic subjects in schools for the blind is usually so good that the attainments of the intellectually minded among the pupils are superior to those who attend schools for the sighted. Manual training is given a prominent place in these schools and is long continued so that the sightless person may be able with skill to use his hands as his mind directs. In some schools this manual training becomes trade training and the students use the skill developed in their occupations after school days. Physical training is also made much of because freedom and ease in bodily carriage must be developed by long and patient instruction where such development is unassisted by imitation; it is mainly by ocular observation that most of us are influenced to do the things we do. And, finally, schools for the blind make a great deal of music instruction, first of all that the pupil may develop æsthetically, second that he may have an accomplishment whereby to interest and please his friends, and third, that he may perhaps find in the field of performance or that of teaching a career.

That the schools succeed is evidenced by many examples of competent sightless citizens whose training has been secured in them. Of one thing these schools are especially proud, namely, that few of their graduates are beggars. The blind beggar is usually a person who has lost his sight in mature years. Along with the education of these sightless youth in letters, manual arts, physical control, and special talent goes an inculcation of the spirit of independence or of self-dependability, of ambition, of cheerful acceptance of the hardships so many and so cruel but still so surely awaiting their entrance on the field of self-support, a spirit that sustains what to most of us looking on is an inexplicably blind optimism—blind both figuratively and literally.

At the 1916 meeting of this Conference the General Superintendent of Chicago's United Charities gave utterance to this wise and true judgment: "To declare * * * that those who have lost eyesight, unfortunate as such an affliction is, are necessarily a dependent class is vicious." Too many people look upon a blind man as either a wonder

or a weakling. A new social consciousness with respect to these our fellow citizens is developing, but oh, so slowly! Dr. Harry Best, whose book "The Blind" is the authoritative and only complete treatment of the subject,* says in his chapter of "Conclusions": "Our message is, then, after all, one of hope. This hope has ground in the increasingly determined efforts to reach and help all those who sit in darkness. Such may mean that a new day is dawning for the blind, in which their estate will be higher than it has ever been hitherto in the world."

What is blindness socially? Some make it a plea for alms. And the appeal is tremendous. I have been told by a blind beggar that he considers he would be a fool to work when he can take a place on the street corner and accumulate doles to the extent of as much as twelve to twenty dollars a day. Certain people have sympathies that are easily stirred (and as easily satisfied) and they drop a dime or a quarter in the tin cup held out and they go along with the thud of the coin resounding in their ears and a glow of self-satisfaction in their hearts over a good deed done. Whereas the really efficient way to serve the blind is to give them a chance to do their work in the world. A blind beggar is no better, and no worse, than a seeing beggar.

What is blindness socially? To many it is a thing repugnant, a sightless person, one to be avoided—passed by on the other side. These persons may be selfish merely and desire to avoid the call of awakened conscience. Or they may be hysterically sympathetic, as was a great actor whom I once begged to come over from the theater across the street from our school to speak some words of encouragement to our pupils. "Oh, I can never do it! You mustn't ask me. I could not act for a week after looking at a hundred blind children." (He invited us, however, to bring them all over to see the play as his guests.)

What is blindness socially? To a few, but I believe an increasing number, it is the appeal to Christlike sympathy and service. Best of all service we social workers can perform is to find the means if possible to prevent the occurrence of blindness or if it is coming on to find a cure. But prevention failing and cure being impossible, let us seek to open the way whereby the blind may learn to walk erect and confidently, trained to a life of usefulness, and then by our efforts, coupled

*The Blind: Their Condition and the Work Being Done for Them in the United States. By Harry Best. Ph. D. 763 pp. With Index. \$4. The Macmillan Company, New York.

with their own, given a place in the workaday world for the use of their developed talents. For nearly seventy years there has appeared on the title page of the Year-Book of The New York Institute for the Education of the Blind a motto and a quotation from the prophecy of Isaiah which I commend to all social workers as one to be made their own: "Lux Oritur: And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."

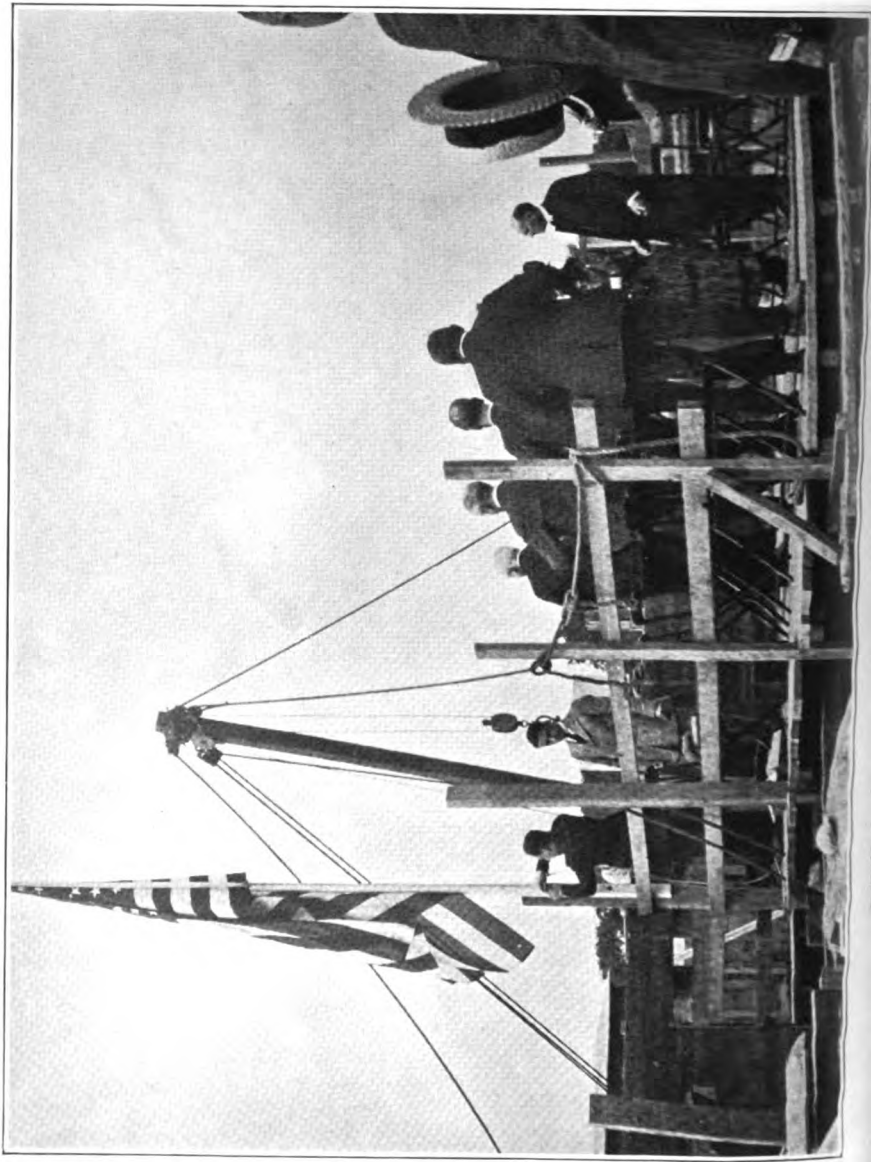
ACCOUNT OF THE

Proceedings at the Laying of
the Corner-Stone

OF THE SCHOOL BUILDING

Bronx and Pelham Parkway

June 12, 1923



**ACCOUNT OF THE PROCEEDINGS AT THE LAYING OF THE
CORNER-STONE OF THE SCHOOL BUILDING, BRONX
AND PELHAM PARKWAY, JUNE 12, 1923.**

Tuesday afternoon, June 12, 1923, was bright and sunny, yet comfortable, and a large number of interested people gathered at the site of the new buildings of The New York Institute for the Education of the Blind for the laying of the corner-stone of the school building. The pupils to the number of 100 with their teachers and other members of the staff had been transported from Ninth Avenue and Thirty-fourth Street by motor buses, and there were present members of the Board of Managers and their friends, a considerable number of the parents of the pupils, many former pupils of the Institute and interested friends.

The program opened promptly at 3.30, President Tuckerman presiding, with a "Hymn of Thanksgiving," an old Dutch melody, sung by a chorus of pupils. The invocation was made by The Right Reverend Herbert Shipman, D.D., Suffragan Bishop, Diocese of New York, Protestant-Episcopal Church. The presiding officer then announced that at the beginning it was appropriate that there should be unfurled for the first time upon these premises devoted to the work of the Institute our American flag, and requested the Principal, Mr. Edward M. Van Cleve, to make a few remarks. On the pole erected for the purpose the flag was raised to its place by Christopher Cerone of Orange, New Jersey, and Earle Brown of Rockville Center, Long Island, pupils of the school, the audience standing. Mr Van Cleve spoke as follows:

MR. PRESIDENT, LADIES AND GENTLEMEN:

This is a day of consummation of a purpose and a hope, long deferred, it is true, yet worth what it has cost of waiting, since here we see begun a group of buildings which will more adequately provide for the best growth of the pupils of this Institute. Nearly eighty-six years ago, at Ninth Avenue and Thirty-fourth Street, a company similar to this gathered to

lay the corner-stone of the gray stone building which has been for all these years the home of the school. It was with high purpose and noble zeal and large vision that the founders of the Institute set about their task almost a century ago.

I am thinking today of those men to whose purpose and zeal and vision we owe the successful accomplishment of the great work done for the sightless youth of this city and neighborhood. Let us recall with veneration the good physician, Dr. Samuel Akerly, father of this institution and its first president, and Samuel Wood, a benevolent member of the Society of Friends, through whose indefatigable labors in conjunction with the president the needed funds were procured, and Dr. John D. Russ, first teacher of the blind in the United States, our first Principal. Let us think for a moment of the great service of the man who gave to this school and to the world of the blind his whole life and his genius for achievement, William Bell Wait, teacher and principal for fifty-five years; and of F. Augustus Schermerhorn, forty years a member of the Board of Managers and for ten years its president, representative of a long line of men and women who have given of their means and influence to make possible the continuance of the Institute's service to the blind.

It behooves us who now carry the work along to pledge ourselves to new devotion, these Managers and officers to see that the funds are wisely and purposefully disposed, these teachers that no opportunity of proper training shall be lacking to those entrusted to their care, these pupils that every effort be put forth to develop into upright, intelligent citizens of the Republic. As an earnest of the purpose so to do it is fitting that we teachers and pupils here and now together pledge our allegiance in the salute to the flag (the pupils joining):

"I pledge allegiance to my flag and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all."

The chorus of pupils then sang the patriotic ode of Katherine Lee Bates, "O Beautiful for Spacious Skies."

President Tuckerman in introducing the next speaker said: "We are all proud of our State and of its efficient organization, but of all the functions of the State we are proudest of its educational work. We are pleased to have with us a representative of the New York State Department of Education at

Albany, and I now have the honor to introduce Mr. Avery W. Skinner, B.A."

Mr. Skinner took as his subject, "The Mission of the Schools."

THE MISSION OF THE SCHOOLS.

MR. PRESIDENT, MR. PRINCIPAL, LADIES AND GENTLEMEN:

I am glad to have a share today in this notable event. This institution, set in the heart of a great city, has for nearly a century done a significant work in education. It has had a distinctive mission, it has shown a rare vitality in the performance of this mission. It stands now on the threshold of a new career of service.

To some of you long associated with this institution, memories mellowed by the years recall endearing associations of the old school. Within its walls were kindled the generous enthusiasms of youth. There, boys and girls sat at the feet of earnest teachers, like Gamaliel and Paul of old, and received a preparation for lives of usefulness. These memories give perspective to life and event and form a fitting background for this significant occasion.

These sunny days in June, so full of promise for fruitful harvest, are well called Commencement Days. They have an appeal to our interest and to our sympathy that is ever fresh; they mark more than the passing of a year in the life of a school; they are a completion and a commencement; the end and the beginning. Old duties have been finished; new ones are at hand.

It is symbolic, then, that this ceremony which typifies the beginning of a new building should take place in such a season. Today your Board of Managers, your faculty, your alumni and students set up a golden milestone in the educational history of this institution, a milestone that marks the fruition of years of endeavor.

"Hope deferred maketh the heart sick" has not been wholly true here, for there have been men and women among you who have had long ago a vision, who would not be discouraged or denied, who fought the good fight and who see in these spacious plans for the future their vision made real. To this auspicious occasion and to these friends here gathered, I bring greetings from the great central schoolhouse in Albany. I wish that this message might have come to you directly from the Commissioner of Education. He is a man of such ripe scholarship, of such breadth of view and of such happy sympathy with the work of the schools, that it is always a privilege to have him present on such an occasion, but he is, as you may know, in Europe, and I must bear the message.

I would like, then, to consider with you the mission of the schools. We have here in America a passion for education and a profound belief in its efficacy for solving all our problems. Possibly, we are too optimistic in our faith. Education may not be a panacea for all ills, but it is certain that without it our civilization would crumble and decay.

We believe in the common school. By this, I do not mean the graded school or the rural school or any other particular type of educational institution. I refer rather to the school of all the people founded and sustained for the common good. Such a school and such traditions have come to us from our New England ancestry, and it is to the support of such a system that

New York state is committed. Not every man can be a banker or an editor or a machinist, but we are all engaged in a common business, and that is the education of the children of our commonwealth. He is an unworthy citizen who evades his personal responsibility in this undertaking or who pays grudgingly his share of the common tax.

I have a belief that education may mould the life of a community or of a state or of a nation, possibly to a greater degree than any other agency. The press and the pulpit exert a wide range of influence, but they affect for the main part the thought and conduct of adults. The school touches humanity in its formative period. Courage and character, the spirit of fair play, of liberty and justice are a vital part of the training of our common schools. Indeed, the high purpose of all right education is to prepare the youth of our country to be better men and women, not for their own sake only, but for the sake of humanity. Such education is vital in a democracy; the perpetuity of our institutions depends upon it, for without it democracy dies.

The teacher must then have a clear mind and a high purpose if he is to accomplish this desirable end. He must have as his ideal the desire not only to fit his children for earning a livelihood, but in a fuller measure to prepare them for effective lives. To do this he must kindle in their minds a desire for the things that give life dignity and worth.

There is, therefore, great need at the present time for a restatement in our educational programs of some truths clearly recognized in the past. The materialistic measure of a success spelled in terms of dollars and cents; the lessened spiritual control which the church exerts; the mass influence in our great cities of an unassimilated foreign element are gradually cultivating a disrespect for law and order and a failure to appreciate that the larger liberty which we have in America does not mean license. This must be checked if we are to preserve and to strengthen our present form of government. There must be in this restatement of educational values an understanding on the part of teachers of the importance of an ethical and a moral control. Disciplinary problems which confront the teachers are often created through the influence of a soft pedagogy which would leave to the immature judgment of pupils, decisions, both as to conduct and as to courses of study, which they cannot wisely make. We must therefore set standards to which they should conform until they are old enough to determine right values for themselves. There is some virtue still in a formal discipline which makes it worth while to do a difficult and, sometimes, a distasteful task. The strengthened will, the trained intellect and the sense of power which come from such accomplishment are in themselves a desirable educational product.

Today it does not take a long time to train boys and girls as productive workers; training in conduct and in character is a vastly more important task, although it is a slower and a more difficult process. We ought therefore to be occupied with the moral and intellectual values in education more than with the material, if we are to fit our youth for the supreme business of living. The inheritances of nature, of science and of art, the cumulative wisdom of the ages expressed in literature, the pageant of history and the steady advance of humanity toward the ideals of democracy are the things with which the mission of the school is concerned. He will be a more skillful worker who has

been shown this larger vision of life. He will be a worthier citizen who has been given this clearer understanding of the past. He will be a better man, who has had this enrichment of mind and of soul.

Following the address of Mr. Skinner came the laying of the corner-stone by Mr. Paul Tuckerman, President of the Board of Managers of The New York Institute for the Education of the Blind.

Mr. Tuckerman said:

"I have listened with the greatest interest to the address which Mr. Skinner has been so kind as to make; and on behalf of the Board of Managers I wish to thank him and Bishop Shipman, as well as all the others who, by their presence here today, have testified to their interest in our work.

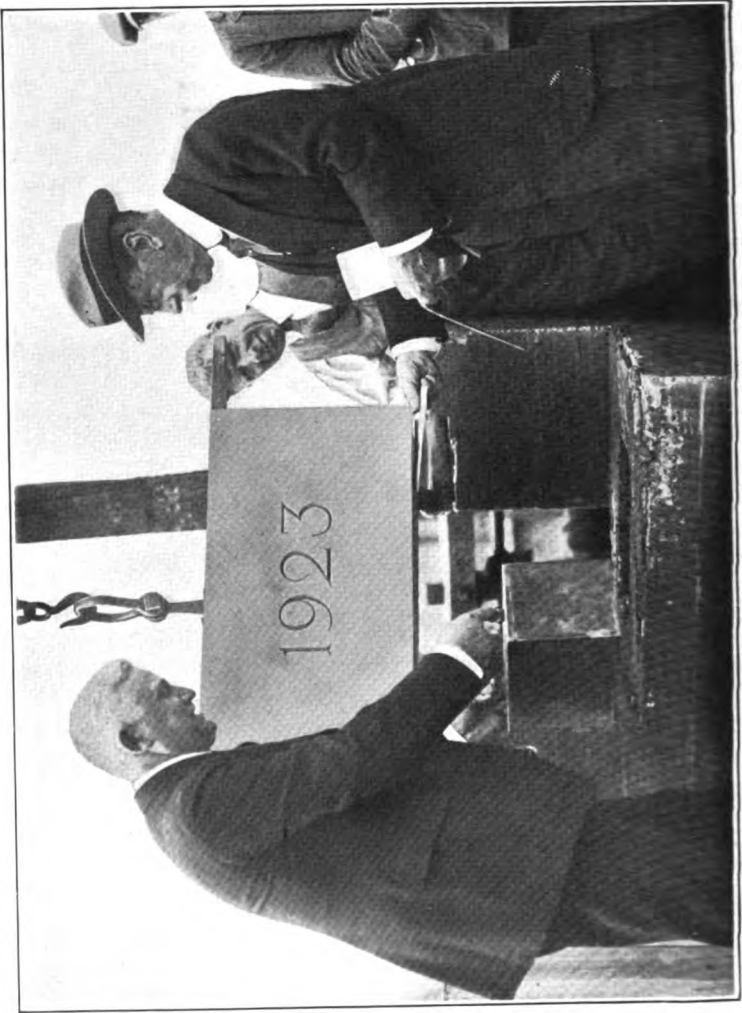
"Joseph Chamberlain, the British statesman, once said: 'The hope of the future lies in the recognition by the community of the responsibility it owes to its weaker and poorer members.'

"When, nearly a hundred years ago, a small group of philanthropic citizens met and formed this Institute for the Education of the Blind, it was the recognition of that responsibility which inspired them, as it has inspired us, their successors, today.

"Let us hope that in another century our successors, in their turn, will still be recognizing their responsibility to the blind children of this city.

"We are now ready to place in the corner-stone the copper receptacle which has been filled with documents particularly appropriate which, perhaps, in a hundred years from now will be examined with curious interest when the building which we are now erecting may be destroyed to make way for another."

Mr. Tuckerman then read the list of documents given herewith.



PLACING THE COPPER BOX IN THE CORNER-STONE.

CONTENTS OF THE COPPER BOX

Deposited in the
Corner-Stone of the School Building

NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND

June 12, 1923

Read by the President

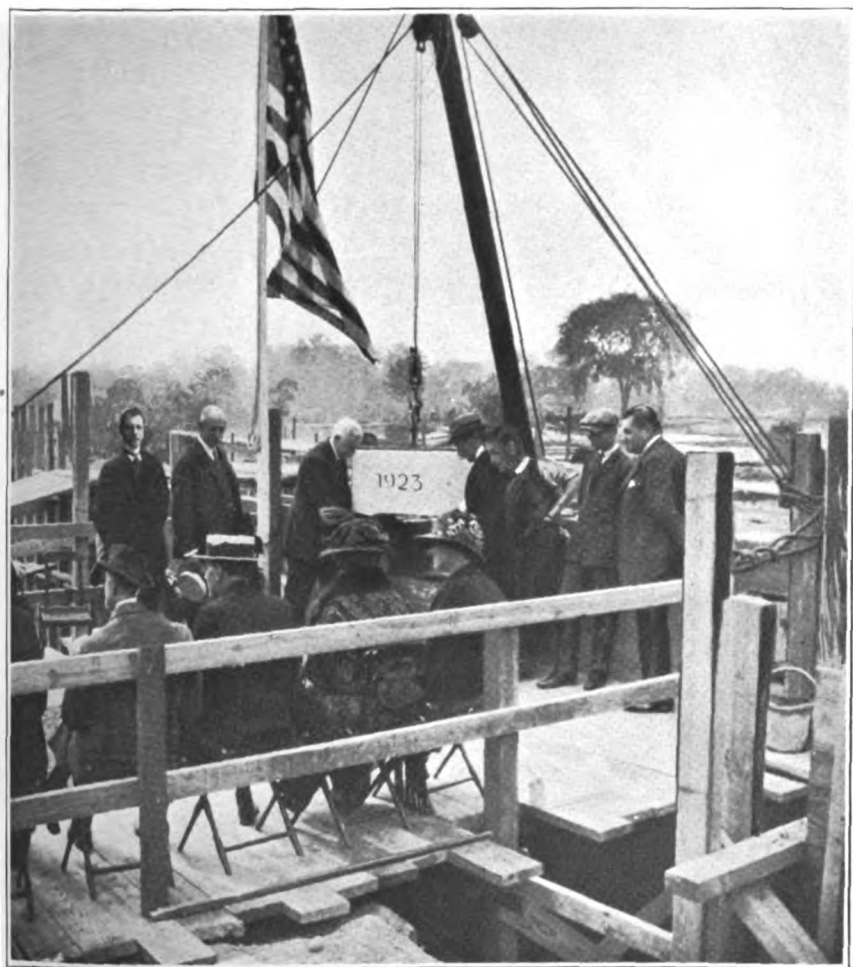
1. Copy of the latest issue of the Year-Book of the Institute, 1922.
2. Copy of the Year-Book for 1916, containing sketch of the life and services of William Bell Wait.
3. Copy of the Year-Book for 1921, containing reproduction of the portrait of F. Augustus Schermerhorn.
4. Copy of the Announcement, Certificate of Incorporation and By-Laws of The American Foundation for the Blind.
5. Copy of The Outlook for the Blind, Vol. 17, No. 1, May, 1923.
6. Copy of "New York Today," by Henry Collins Brown, issued in 1917.
7. Seventy-two views of New York City in 1923.
8. Maps and Diagrams, "New York and Its Environs, 1923," published by the Committee on Plan of New York and Its Environs.
9. The Outlook, an illustrated weekly journal of current life for Wednesday, June 13, 1923.
10. Official Directory of the City of New York, 1923, containing the roster of the Legislature of the State of New York, of the Congress of the United States, of the officers of the several counties, of the public libraries, museums, et cetera, the New York State Departments, Boards and Commissions, and the United States Departments, Boards and Commissions.
11. Announcement of New York's Silver Jubilee as broadcasted by radio.
12. Invitation to the ceremony of laying of the corner-stone of this building.
13. Copies of the newspapers:
 - Newark (New Jersey) Sunday Ledger of June 10
 - New York Evening Post
 - The Evening Mail
 - Bronx Home News
 - and
 - Brooklyn Standard Union, of June 11
 - The New York Times
 - The New York Herald
 - The World
 - The New York Tribune
 - and
 - New York American, of June 12, 1923.

14. List of names of the Board of Managers of The New York Institute for the Education of the Blind, of the officers, of the Building Committee, of the architects, and the builder, as follows:

BOARD OF MANAGERS

(WITH THE YEAR OF ELECTION OF EACH.)

WILLIAM W. APPLETON, 1896; THOMAS N. RHINELANDER, 1905; J. NELSON BORLAND, 1907; ROBERT G. HONE, 1908; LINZEE BLAGDEN, 1910; CARL A. DE GERSDORFF, 1910; WILLIAM E. GLYN, 1911; PAUL TUCKERMAN, 1912; EDWARD J. HANCY, 1912; WILLIAM TURNBULL, 1913; J. LAWRENCE ASPINWALL, 1913; J. ARCHIBALD MURRAY, 1914; ROBERT L. HARRISON, 1916; GEORGE N. MILLER, M.D., 1920; J. LLOYD DERBY, 1922; DUNCAN G. HARRIS, 1922; W. THORN KISSEL, 1923; JOHN MUNROE, 1923; HOWLAND S. DAVIS, 1923.



CORNER-STONE BEING LOWERED INTO PLACE.

In the group standing (from left to right) T. H. Van der Bent, of the firm of Architects, J. Lawrence Aspinwall, the Principal, President Paul Tuckerman, and (at extreme right) William Crawford, Builder.

OFFICERS OF THE INSTITUTE.

PAUL TUCKERMAN, President; WILLIAM W. APPLETON, Vice-President;
LINZEE BLADGEN, Treasurer; ROBERT G. HONE, Corresponding Secretary,
J. LLOYD DERBY, Recording Secretary; EDWARD M. VAN CLEVE, Principal.

BUILDING COMMITTEE

J. LAWRENCE ASPINWALL, Chairman; PAUL TUCKERMAN, (ex-officio);
LINZEE BLADGEN, EDWARD J. HANCY, J. ARCHIBALD MURRAY, THOMAS N.
RHINELANDER.

ARCHITECTS

McKIM, MEAD AND WHITE

BUILDER

WILLIAM CRAWFORD

Assisted by Principal Van Cleve and the mason, Mr. Tucker-
man then placed the copper box in its receptacle, the stone
was lowered in place, and having tried the stone he said:
"I pronounce this corner-stone of the School Building of The
New York Institute for the Education of the Blind true and
plumb."

The audience then sang "America" and the benediction was
pronounced by Rev. Frederick Gordon, D.D.

The Invitation



The Board of Managers and the Principal

of the

NEW YORK INSTITUTE

FOR THE EDUCATION OF THE BLIND

invite you and your friends to be

present at the

LAYING OF THE CORNER-STONE

of the New School Building

Bronx and Pelham Parkway, near Williamsbridge Road

Tuesday, June 12, 1923

at Three-Thirty in the Afternoon

THE PROGRAM

SONG HYMN OF THANKSGIVING
CHORUS OF PUPILS

INVOCATION

THE RIGHT REVEREND HERBERT SHIPMAN, D.D.
Suffragan Bishop, Diocese of New York

FLAG-RAISING
AND
SALUTE TO THE FLAG

CHRISTOPHER CERONE and EARLE BROWN AND THE SCHOOL

SONG O BEAUTIFUL FOR SPACIOUS SKIES
KATHERINE LEE BATES
CHORUS OF PUPILS

ADDRESS

MR. AVERY W. SKINNER, B.A.
New York State Department of Education, Albany

LAYING OF THE CORNER-STONE

MR. PAUL TUCKERMAN
President of the Board of Managers of The New York
Institute for the Education of the Blind

SONG AMERICA
SAMUEL FRANCIS SMITH
BY THE AUDIENCE

BENEDICTION

REV. FREDERICK GORDON, D.D.
Secretary Brooklyn Federation of Churches

ORGAN RECITAL

F. HENRY TSCHUDI, F. A. G. O., ASSISTED BY

MAY LAZAR, SOPRANO

IDIS LAZAR, AT THE PIANO

You and your friends are cordially invited.

Present this program at the door.

Wednesday Evening, November 15, at 8.15 O'clock

PROGRAM

1. CONCERT OVERTURE IN E FLAT *Wm. Faulkes*
2. *a* DAWN; FROM "A DAY IN MAY" *Rudolph Friml*
b EXTASE (REVERIE) *Louis Ganne*
c NYMPHS *Gatty Sellars*
3. FINALE IN B FLAT *Cesur Franck*
4. SONGS OF THE PEOPLE
a La Columba: Folk Song of Tuscany *Arr. by Kurt Schindler*
b Waigenleedken: De möde Moder *Arnold Mendelssohn*
c Would God I Were the Tender Apple Blossom:
Irish tune from County Derry *Arr. by Clifford Page*
d Le Coeur de ma Mie: Chanson populaire *E. Jaques-Dalcroze*
5. SONATA No. 2, IN D MINOR *J. H. Rogers*
Chorale
Adagio
Scherzo in Modo Pastorale
Toccata
6. CANTABILE, Op. 41 *Clement Loret*
7. MEDITATION *Alois Klein*
8. CAPRICE IN B *Bernard Johnson*
9. SONGS
a The Caterpillar *G. Albeniz*
b Maria Wiegenlied *Max Reger*
c Le Moulin *G. Pierne*
d To a Messenger *Frank La Forge*
10. TORCHLIGHT MARCH *Alex. Guilmant*

CHRISTMAS ENTERTAINMENT

December 22, 1922, 2.00 P. M.

1. ORGAN—March of the Magi Kings *Dubois*
(The sustained note indicates the star which guided the Wise Men)
STANLEY WARTENBERG

2. PLAY—Mrs. Santa Comes Into Her Own

CHARACTERS

Santa Claus		ARTHUR REACH
Mrs. Santa		EDNA VINGOE
Brownies:	SAMUEL MITTENTAG	HARRY KREBS
	GERTRUDE MUSIER	ANGELO CASTAGNA
	MICHAEL CHYLKA	PETER OPITZ
	SHERWOOD LAMPSON	WARREN SMITH
	HELEN SCRIBER	
Fairies:	GLADYS MENTOR	ANGELINA CANCELOSI
	KATHERINE HANLON	MARGARET HOFFMIRE

3. CHORUS—Holy Night *Traditional Carol*
4. RECITATION—The Christmas Dinner
From "The Birds' Christmas Carol" . . . *Kate Douglas Wiggin*
NICOLINA LI CALSI
5. JUNIOR CHORUS—Christmas Comes *Earhart*
6. READING—The Story of a Christmas Candle
EUGENE BALLARD
7. PIANO—To the Sea *MacDowell*
BESSIE GOTTREICH
8. RECITATION—Santa Claus and the Mouse
JAMES CHICACHEE
9. CHORUS—He Shall Reign *Simper*
At the Organ, FRANCES SIEVERT, A. A. G. O.



AT PLAY ON THE LAWN.



HIGH JUMP.

CONCERT

GIVEN BY

ALICE S. GODILLOT, SOPRANO
EDITH GOEBEL, CONTRALTO
WILLIAM R. JONES, TENOR
LYMAN WELLS CLARY, BARITONE
BASSETT W. HOUGH, PIANIST

ASSISTED BY

MARIE ROEMAET ROSANOFF, CELLIST

Wednesday Evening, February 14, 1923, at 8.15 O'clock

PROGRAM

PART I

1. QUARTETTE FROM "HIAWATHA'S WEDDING FEAST" *Coleridge-Taylor*
QUARTETTE
2. O DON FATALE, FROM "DON CARLO" *Verdi*
MISS GOEBEL
3. *a* AIR *Hure*
b FILEUSE *Faure*
c HYMN TO THE SUN, FROM "COQ D'OR" *Rimsky-Korsakoff*
d LA SOURCE *Davidoff*
MRS. ROSANOFF
RAYMOND BAUMAN AT THE PIANO
4. *a* ROSE SOFTLY BLOOMING *Spohr*
b PALE MOON *Logan*
c THE PILOT *Protheroe*
MR. JONES
5. *a* DUET FROM DESERT SCENE, FROM "THAIS" *Massenet*
b PASSAGE BIRD'S FAREWELL *Hildach*
MRS. GODILLOT and MR. CLARY

CONCERT—Continued

PART II

6. MOONLIGHT SONATA *Beethoven*

Adagio Sostenuto

Allegretto

Presto Agitato

MR. HOUGH

7. *a* EASTERN ROMANCE *Rimsky-Korsakoff*

(CELLO OBLIGATO, MRS. ROSANOFF)

- b* IN THE SILENCE OF NIGHT *Rachmaninoff*

- c* WHETHER BY DAY *Tschaikowsky*

MRS. GODILLOT

8. *a* CHANT HINDOU *Bemberg*

(CELLO OBLIGATO, MRS. ROSANOFF)

- b* LOVE SONG *Ruckauf*

- c* SERENADE DE DON JUAN *Tschaikowsky*

MR. CLARY

9. A ROUNDELAY *Saar*

QUARTETTE

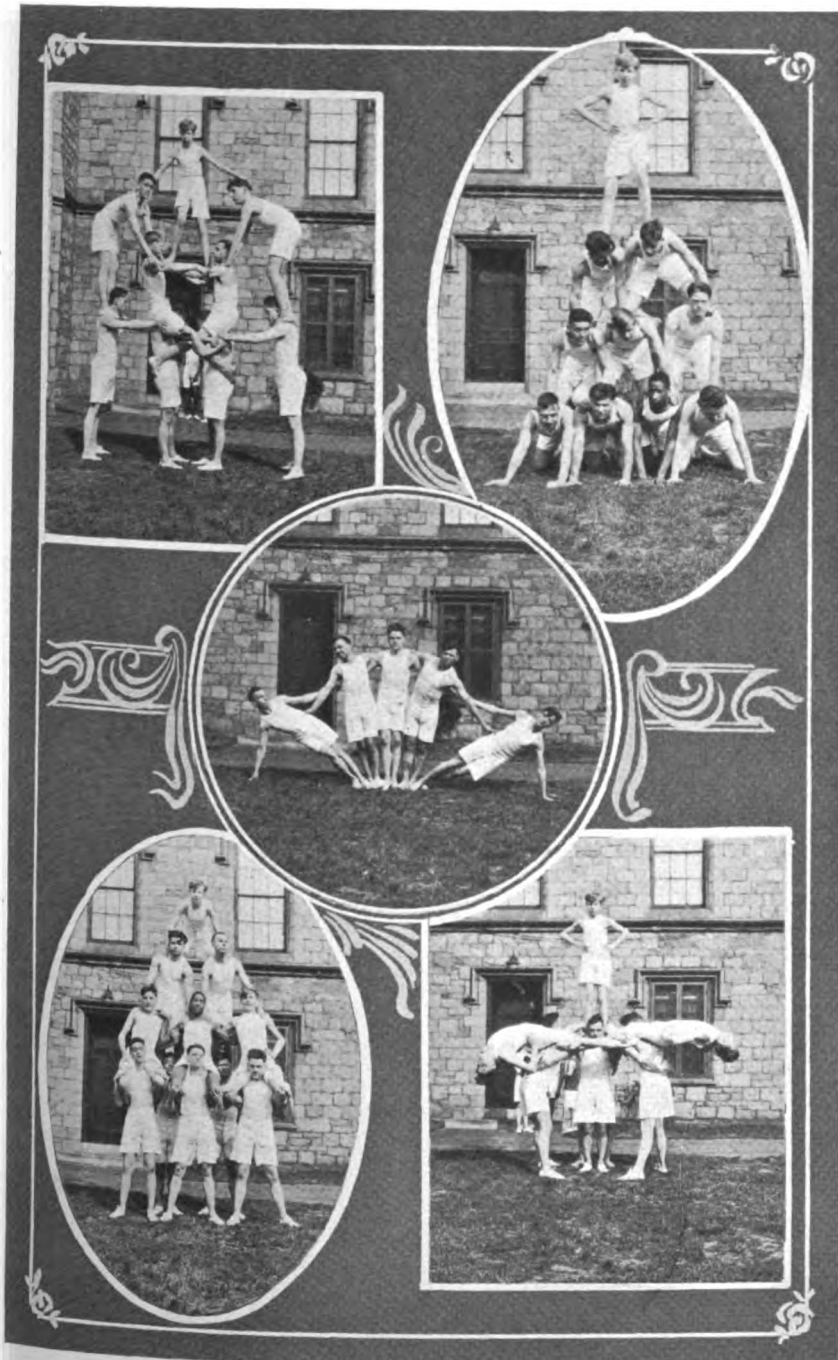
ANNIVERSARY EXERCISES

Thursday Evening, March 22, 1923, at 8.30 O'clock

PROGRAM

THEME—The Physical Life of the Pupils

1. CHORUS—Where Are You Going To, My Pretty Maid?
A. J. Caldecott
2. ORGAN—Marche Pontificale
J. Lemmons
THOMAS MANZI
3. CALISTHENICS—Boys
HOWARD STRICKLAND, Leader
4. DUMB-BELL DRILL—Girls
5. PIANO—Spinning Song
Mendelssohn
ROSE TAUB
6. "A DAY AT THIS SCHOOL"
From a Girl's Standpoint—FRANCES SIEVERT
From a Boy's Standpoint—GEORGE KEANE
7. DEMONSTRATION—Bed-Making
ROSE BOCCIA, HOWARD STRICKLAND and SAMUEL SMITH
8. PLAYGROUND ACTIVITIES
Jumping Rope, See-Saw, Playing Ball—GIRLS
Stilts, Leap Frog, Tumbling—BOYS
9. FOLK DANCES—Girls
 - a Seven Jumps
 - b Swedish Clap Dance
 - c Vineyard Dance
 - d Children's Polka
 - e Bleeking
10. GYMNASIUM APPARATUS WORK—Boys
 - Rope Climb
 - Pole Climb
 - Parallel Bars
11. COLONIAL DANCE—Girls
12. REPORT—Records of Physical Improvement of the Pupils in the
Present School Year
THE PRINCIPAL
13. PYRAMID BUILDING—Boys
14. ORGAN—Toccata in G
Theo. Dubois
FRANCES SIEVERT A. A. G. O
15. CHORUS—"Bridal Chorus," from "The Rose Maiden"
F. H. Cowen



PYRAMID BUILDING.

JOINT RECITAL

BY

JOHN MELDRUM, PIANIST

MARIE ROEMAET ROSANOFF, CELLIST

RAYMOND BAUMAN AT THE PIANO

Wednesday Evening, May 2, 1923, at 8.30 O'clock

PROGRAM

PART I

1. PRELUDE AND COURANTE *Henry Eccles*
(1670-1742)

MRS. ROSANOFF

2. *a* PRELUDE AND FUGUE IN E MINOR *Mendelssohn*
b RIGAUDON *Rameau-Godowsky*
c INTERMEZZO, Op. 118, No. 2 *Brahms*
d BALLADE, Op. 118, No. 3 *Brahms*

MR. MELDRUM

PART II

3. *a* HYMN TO THE SUN, FROM "COQ D'OR" *Rimsky-Korsakoff*
b PAPILLON *Faure*
c SPANISH DANCE *Granados*
d HUNGARIAN RHAPSODY *Liszt-Popper*

MRS. ROSANOFF

4. *a* NOCTURNE, Op. 15, No. 2 *Chopin*
b FANTASIE IMPROMPTU, Op. 66 *Chopin*
c NOVELETTE, Op. 17 *Medtner*
d PRELUDE *Rachmaninoff*
e CHIMES OF ST. PATRICK'S *Emerson Whithorne*
f PELL STREET, CHINA TOWN, FROM SUITE "NEW
YORK DAYS AND NIGHTS" *Emerson Whithorne*

MR. MELDRUM

PUPILS' RECITAL

Thursday Evening, June 7, 1923, at 8.30 O'clock

Assembly Hall, Ninth Avenue at Thirty-fourth Street, New York

PROGRAM

1. ORGAN—Grand Chorus in A *Kinder*
FLORENCE QUINN
2. CHORUS—*a* The Nightingale } *Russian Folk-Songs*
 b The Bending Branch }
 c All Through the Night *Welsh Folk-Song*
3. PIANO—Two Arabesques *Debussy*
FRANCES SIEVERT
4. ORGAN—Rhapsody No. 1 *Saint-Saens*
STANLEY WARTENBURG
5. SOPRANO SOLO—*a* Lullaby *Mozart*
 b Down in the Forest *Ronald*
MARGARET ARNOLD
6. PIANO—To Spring *Grieg*
MAY LIVINGSTON
7. CHORUS—*a* Massa Dear (Adapted from "New World"
Symphony) *Dvorak*
 b O Mary, Don't You Weep *Negro Melody*
 c Carry Me Back to Old Virginny *Bland*
8. ORGAN—Marche Funebre et Chant Seraphique *Guilmant*
FRANCES SIEVERT
9. PIANO—Gondoliers *Nevin*
BESSIE GOTTREICH
10. BARITONE SOLO—*a* Rolling Down to Rio *German*
 b Requiem } *Homer*
 c Banjo Song }
- GEORGE KEANE
11. PIANO DUET—Military March *Schubert*
THOMAS MANZI and WILLIAM SCHROEDER
12. CHORUS—Gypsy Life *Schumann*

LIST OF LEGACIES AND DONATIONS

Miles R. Burke.....	\$2,000.00	Elizabeth Magee.....	\$534.00
Jane Van Cortland.....	300.00	Chauncey and Henry Rose	5,000.00
Isaac Bullard.....	101.66	John J. Phelps.....	2,350.00
Elizabeth Bayley.....	100.00	Rebecca Elting.....	100.00
John Jacob Astor.....	5,000.00	Gerard Martins.....	500.00
William Bean.....	500.00	Regina Horstein.....	250.00
Peter G. Stuyvesant.....	3,000.00	John Alstyne.....	10,320.44
John Horsburgh.....	5,000.00	Elizabeth and Sarah	
Elizabeth Demilt.....	5,000.00	Wooley.....	5,984.83
Sarah Demilt.....	2,000.00	Benjamin Nathan.....	1,000.00
C. D. Betts.....	40.00	Thomas M. Taylor.....	6,151.94
Sarah Penny.....	500.00	Simeon Abrahams.....	5,052.70
Sarah Bunce.....	500.00	James Peter Van Horn ..	20,000.00
Elizabeth Idley.....	196.00	Caleb Swan.....	500.00
Samuel S. Howland.....	1,000.00	Mrs. A. E. Schermerhorn..	10,000.00
William Howe.....	2,985.14	Henry H. Munsell.....	3,396.32
Margaret Fritz.....	100.00	Thomas C. Chardevoyne..	5,000.00
James McBride.....	500.00	William Dennistoun.....	11,892.77
Charles E. Cornell.....	521.96	William B. Astor.....	5,000.00
Charles E. Deming.....	50.00	Benjamin F. Wheelwright	1,000.00
Mrs. De Witt Clinton....	200.00	Geo. T. Hewlett, executor	500.00
W. Brown.....	465.00	J. L. (of Liverpool, Eng.)	25.00
Elizabeth Gelston.....	1,000.00	Ephraim Holbrook.....	39,458.16
Robert J. Murray.....	500.00	Mrs. Emma B. Corning..	5,000.00
Seth Grosvenor.....	10,000.00	Eliza Mott.....	1,475.54
Elijah Withington.....	100.00	Maria M. Hobby.....	2,509.82
Benjamin F. Butler.....	512.49	Daniel Marley.....	1,749.30
Frissel Fund.....	2,000.00	Henry E. Robinson.....	6,000.00
Simeon V. Sickles.....	6,561.87	Henry Schade.....	20.00
Anson G. Phelps.....	5,675.68	Caroline Goff.....	4,161.59
Thomas Reilly.....	2,254.84	Catherine P. Johnston...	530.00
Elizabeth Van Tuyle....	100.00	Mrs. Emma Strecker....	12,221.66
Thomas Eggleston.....	2,000.00	Eli Robbins.....	5,000.00
Sarah A. Riley.....	100.00	Margaret Burr.....	11,011.11
William E. Saunders.....	725.84	Mary Burr.....	10,611.11
Thomas Eddy.....	1,027.50	Samuel Willetts.....	5,045.00
Robert C. Goodhue.....	1,000.00	Roosevelt & Sons.....	45.00
Jonathan C. Bartlett....	190.00	Augustus Schell.....	5,000.00
Stephen V. Albro.....	428.57	James Kelly.....	5,000.00
John Penfold.....	470.00	George Merrill.....	40.00
Madam Jumel.....	5,000.00	William B. and Leonora S.	
Mrs. Steers.....	34.66	Bolles.....	2,949.11
Thomas Garner.....	1,410.00	Edward B. Underhill....	500.00

Harriet Gross.....	\$1,000.00	William C. Egleston.....	\$15,000.00
Mary Hopeton Drake...	2,340.00	Angelina C. I. Anderson..	5,000.00
George Dockstader.....	325.00	Greenhut - Siegel Cooper	
Mary Rogers.....	1,000.00	Co.....	15.00
Polly Dean.....	500.00	Harriet B. Decker.....	3,000.00
John Delaplaine.....	302.99	Mary Anna Wenk.....	100.00
Abby A. Coates Winsor..	1,000.00	Jeanne Platt.....	1,000.00
Harriet Flint.....	1,776.74	Emil Levy.....	1,000.00
Maria C. Robbins.....	10,000.00	Catherine Jane Pryer....	1,269.73
Cash (sundry donations)..	140.18	Elizabeth Kerr.....	400.00
Julia A. Delaplaine.....	38,842.25	Martha H. Andrew.....	25,000.00
Mary E. Brandish.....	89.49	Mary L. Howard.....	17,078.46
Thomas W. Strong.....	1,893.00	Rachel H. Pfeiffer.....	2,500.00
Maria Moffett.....	16,408.21	Mary G. Harriot.....	3,457.02
John Vanderbilt.....	25.00	Antonio J. Moderno.....	12,865.52
William Clymer.....	2,000.00	The Brez Foundation....	5,000.00
Julia L. Peyton.....	1,000.00	Edward L. Radcliff.....	4,794.85
Amos R. Eno.....	5,000.00	John R. Peters.....	1,000.00
Clarissa L. Crane.....	1,000.00	J. J. Van Alen.....	25.00
Leopold Boscowitz.....	1,000.00	M. Menken.....	25.00
Emeline S. Nichols.....	5,000.00	Hamilton W. Cary.....	2,500.00
Margaret Salisbury.....	100.00	William Infeld.....	500.00
Sarah B. Munsell.....	477.56	Fanny Schermerhorn	
Edward L. Beadle.....	4,303.99	Bridgham.....	15,000.00
Cecelia J. Loux.....	2,000.00	Charles E. Rhinelande..	7,000.00
Mrs. E. Douglas Smith..	315.00	Whitman-Bennett Studio	100.00
William C. Schermerhorn.	10,000.00	Julian W. Robbins.....	5.00
Mary J. Walker.....	24,193.76	S. Charles Welsh.....	10.00
Mary J. Walker.....	1,222.32	George Welsh.....	5.00
Sarah Schermerhorn.....	5,137.05	Cash (Anonymous).....	325.00
F. Augustus Schermerhorn		Margaret A. Howard.....	500.00
(for building fund)....	10,000.00	Sarah Matilda Mygatt..	1,000.00
(for pipe organ).....	5,840.00	Ellen Schermerhorn	
Mrs. Theodore B. Myers..	5,000.00	Auchmuty.....	} 219,925.73
Peter Marié.....	3,145.47	F. Augustus Schermer-	
Eli Specht.....	2,816.17	horn.....	
Catherine Talman.....	4,996.60	Martha Ann Shannon....	12,929.25
Annie Stewart Miller....	116,401.93	Gordon V. Lyons.....	10.00
Amelia B. Lazarus.....	10,000.00	"A Friend".....	100.00
Ida M. Chapman.....	200.00	Edwin Gould.....	1,000.00
Cash (Wm. B. Wait)....	600.00	Mary B. Dortic.....	17,327.05
Mrs. Edith Smith Werle..	325.00	Arnold Thayer.....	5,000.00
Mrs. J. J. Astor.....	20.00	Henry Fatton.....	1,000.00
E. E. West.....	60.00	A. V. Victorius & Co....	10.00
Mrs. Geo. G. Wheelock..	10.00	Mary Skidmore Rogers..	2,000.00
Theodore P. Nichols.....	8,000.00	R. E. Woodward & Co..	15.00
Emma A. Tillotson.....	5,000.00	Grenville Kleiser.....	50.00
Harry Hastorf.....	25.00		

FORM OF BEQUEST.

I give and bequeath to The New York Institute for
the Education of the Blind, located at Ninth Avenue
and Thirty-fourth Street, the sum of

_____ Dollars,
to the general use of said corporation.

V1600
51e.r
89,1923-
1924

Handwritten notes

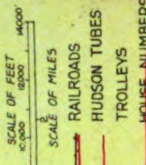
Institute
for the Education of the Blind
YEAR BOOK, 1924

T.

Institute for
Fifth Avenue

Dollars,

RAPID TRANSIT MAP OF GREATER NEW YORK.

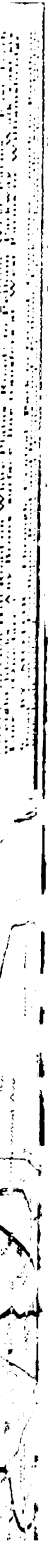


New York Institute for the Education of the Blind Pelham Parkway at Williamsbridge Road (Formerly Ninth Avenue at Thirty-fourth Street)

MAY BE REACHED AS FOLLOWS:-

- 1 BY INTERBORO SUBWAY...-Lexington Avenue (East Side): Take Bronx Express to East 180th Street and Morris Park Avenue, transfer to White Plains Road Extension and get off at Bronx and Pelham Parkway. Walk east about six or eight blocks. (One fare.)
- 2 BY INTERBORO SUBWAY...-Seventh Avenue - Broadway (West Side): Take Bronx Park Express to Mott Avenue, transfer on same platform to Lexington Avenue Express to East 180th Street, there transfer to White Plains Road Extension and get off at Bronx and Pelham Parkway. Walk east about six or eight blocks. (One fare.)
- 3 BY THE SECOND AVENUE OR THIRD AVENUE ELEVATED: Take through train to 133rd Street or from a local transfer at 129th Street to a through train to 133rd Street. Walk by covered passage to Harlem River Station of N. Y., Boston & Westchester R. R. and take train to Pelham Parkway. (Two fares.)
- 4 BY N. Y., BOSTON & WESTCHESTER R. R.: From Harlem Station at 133rd Street as above; from Lexington Avenue Subway to Hunt's Point; or from either Interboro Subway to East 180th Street as above, take train to Pelham Parkway Station. Trains every twenty minutes or oftener. (Two fares.)
- 5 BY TROLLEY: Williamsbridge line (running from West Farms - East 177th Street - to Gun Hill Road on White Plains Road) to Pelham Parkway. Walk east six or eight blocks. Any Bronx surface line transfers at West Farms to Williamsbridge Line. (One fare.)
- 6 BY MOTOR: Through Central Park to Grand Concourse, north to Fordham Road, east on Fordham Road and Bronx and Pelham Parkways to the site, which is one-half mile from the Bronx and Pelham Parkway Subway Station where White Plains Road crosses the Parkway.





12600
1923-1924

Blind

New York City

YEAR-BOOK
 OF
The New York Institute
 for the
Education of the Blind

EIGHTY-NINTH ANNUAL REPORT OF THE
 BOARD OF MANAGERS—REPORT OF THE
 PRINCIPAL—GENERAL INFORMATION 2 2

1924

Lux Oritur:

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK:
 THE BRADSTREET PRESS, 148 LAFAYETTE STREET.
 1924

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The New York Institute for the Education of the Blind,

FOUNDED 1831.

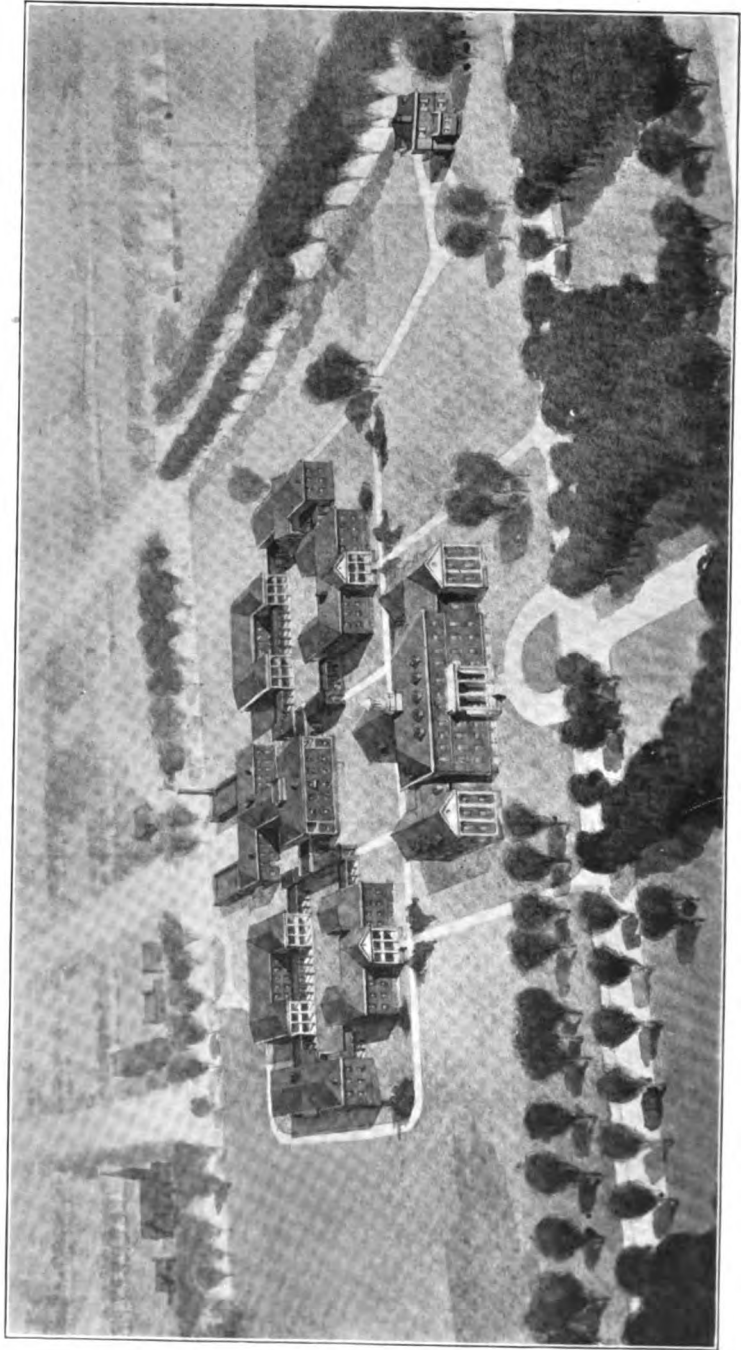
OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD,
NEW YORK CITY.

CALENDAR, 1924-25.

November 3, 1924	-	-	-	School opens.
December 19	-	-	-	Christmas holidays begin.
December 29	-	-	-	School work resumed.
January 19-23, 1925	-	-	-	Regents' examinations.
April 3	-	-	-	Anniversary exercises.
April 3	-	-	-	Easter vacation begins.
April 13	-	-	-	School work resumed.
June 15-19	-	-	-	Regents' examinations.
June 26	-	-	-	Class work ended.

September 14, 1925	-	-	-	School opens.
November 25-29	-	-	-	Thanksgiving vacation.
December 18	-	-	-	Christmas holidays begin.



AIRPLANE VIEW OF THE NEW BUILDINGS ON PELHAM PARKWAY—FROM ARCHITECTS' SKETCH.

Three Houses for Boys.
(One not yet built).

The Dining Hall, Kitchen, Laundry, etc.
The School Building.

Two Houses for Girls.
(One not yet built).

The Teachers' House.
The Principal's House.

The New York Institute for the Education of the Blind,

FOUNDED 1831

OPENED 1832.

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD,
NEW YORK CITY.

The purpose of the Institute is to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians.

There is no restriction as to residence. From New York they may enter regularly as State pupils from the Greater City and the counties of Westchester, Putnam, Rockland, Suffolk and Nassau, being appointed by the State Education Department; from New Jersey, upon application in proper form to the Governor, through the New Jersey Commission for the Blind, and from other localities by special arrangement. All communications should be addressed to the Principal, 2201 Williamsbridge Road, New York, N. Y.

**BOARD OF MANAGERS,
1924,**

WITH THEIR TERMS OF CONTINUOUS SERVICE.

WILLIAM W. APPLETON*	Since 1896
THOMAS N. RHINELANDER	“ 1905
J. NELSON BORLAND	“ 1907
ROBERT G. HONE	“ 1908
LINZEE BLAGDEN	“ 1910
CARL A. DE GERSDORFF	“ 1910
WILLIAM E. GLYN†	“ 1911
PAUL TUCKERMAN	“ 1912
EDWARD J. HANCY	“ 1912
WILLIAM TURNBULL	“ 1913
J. LAWRENCE ASPINWALL	“ 1913
J. ARCHIBALD MURRAY	“ 1914
ROBERT L. HARRISON	“ 1916
GEORGE N. MILLER, M.D.	“ 1920
JAMES LLOYD DERBY	“ 1922
DUNCAN G. HARRIS	“ 1922
W. THORN KISSEL	“ 1923
JOHN MUNROE‡	“ 1923
HOWLAND S. DAVIS	“ 1923
ALFRED E. SCHERMERHORN	Since Dec. 19, 1923

* Died January 27, 1924. † Resigned February 1, 1924. ‡ Resigned May 21, 1924.

MANAGERS

OF

The New York Institute for the Education of the Blind.

IN CHRONOLOGICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Akerly, Samuel, M.D.....	1831-1845	Titus, Peter S.....	1836
Averill, Herman.....	1831-1832	Allen, George F.....	} 1836-1839 1841-1862
Bolton, Curtis.....	1831-1835	Trulock, Joseph.....		1836-1840
Donaldson, James.....	1831-1832	Mandeville, William.....	1836-1837
Bogert, Henry K.....	1831-1832	Chandler, Adoniram.....	1836
Remsen, Henry.....	1831-1832	Cushman, D. Alonzo.....	1837-1843
Stuyvesant, John R.....	1831-1840	Blakeman, Wm.N., M.D. }	} 1837-1839 1841
Price, Thompson.....	1831-1840	Wood, Isaac, M.D.....		1837-1859
Ketchum, Morris.....	1831-1837	Hart, Joseph C.....	1837-1840
Miller, Sylvanus.....	1831-1832	Holmes, Curtis.....	1837-1838
Crosby, William B.....	1831-1833	Roome, Edward.....	1837-1845
Lee, Gideon.....	1831-1836	Seton, Samuel W.....	1837
Ketchum, Hiram.....	1831-1838	Gracie, Robert.....	1838-1861
Wood, Samuel.....	1831-1836	Demilt, Samuel.....	1838
Jenkins, Thomas W.....	1831-1836	Hart, James H.....	1839
Thomas, Henry.....	1831-1834	Murray, Robert J.....	1839-1858
Nevins, Rufus L.....	1831-1832	Schermerhorn, Peter Au-	
Beers, Joseph D.....	1831-1832	gustus.....	1839-1845
Mott, Samuel F.....	1831	Tallmadge, Henry F.....	1839-1841
Patterson, Matthew C.....	1831-1833	Thompson, Martin E.....	1839
Russ, John D., M.D.....	1833-1834	Moore, Clement C.....	1840-1850
Dwight, Theodore.....	1833-1837	Olyphant, D. W. C.....	1840
Brown, Silas.....	1833-1859	Averill, Augustine.....	1840
Stagg, John P.....	1833	Beers, Cyrenius.....	1841-1853
Spring, George.....	1833-1835	Suydam, Lambert.....	1841-1842
Walker, John W.....	1833-1839	Holmes, Silas.....	1841-1842
Miller, Franklin.....	1833-1835	Case, Robert L.....	1841-1861
Steel, Jonathan D.....	1833	Crosby, John P.....	1841-1859
Allen, Moses.....	1834	Collins, Stacey B.....	1841
Lyons, Stephen.....	1834-1836	Schermerhorn, E. H.....	1841-1842
Dissosway, Gabriel P.....	1834-1836	Marsh, James.....	1842-1852
Phelps, Anson G.....	1834-1855	Murray, Hamilton.....	1842-1847
Crosby, William H.....	1835	Walsh, A. R.....	1842-1850
Hoyt, Charles.....	1835-1839		
Oakley, Charles.....	1835		

Wood, John.....	1842-1850	Brown, John Crosby.....	1862-1864
Jones, Edward.....	1843-1850	Van Rensselaer, Alex.	1862-1865
Whittemore, William T.	1843-1845		1867-1877
Smith, Floyd.....	1844-1848	Irving, John Treat.....	1863-1896
Dean, Nicholas.....	1844-1848	Potter, Clarkson N.....	1863-1866
Jones, William P.....	1846-1849	McLean, James M.....	1863-1890
Thurston, William R.....	1846-1851	Clift, Smith.....	1865-1893
Sheldon, Henry.....	1846-1854	Hoffman, Charles B.....	1865-1868
King, John A.....	1848-1854	Emmet, Thos. Addis, M.D.	1865-1866
Schell, Augustus.....	1849-1883	Whitewright, William.....	1866-1898
Day, Mahlon.....	1849-1854	Schermerhorn, Wm. C.....	1866-1901
Adams, George F.....	1850-1859	De Rahm, Charles.....	1866-1890
	1865	Hilton, Henry.....	1866
Adams, John G.....	1851-1858	Burrill, John E.....	1866-1867
Ogden, Gouverneur M.....	1851-1857	Stout, Francis A.....	1867-1892
Cobb, James N.....	1851-1858	Butterfield, Daniel.....	1868
Beadle, Edward L.....	1851-1862	Hoffman, William B.....	1868-1879
Wood, Edward.....	1852-1861	Gerard, James W.....	1869-1873
Ogden, John D., M.D.....	1853-1855	Rhoades, J. Harsen.....	1869-1872
Craven, Alfred W.....	1854-1861	Schermerhorn, F. Augs.....	1870-1910
Olyphant, G. T.....	1855-1857	Marié, Peter.....	1870-1903
Abbatt, William M.....	1855-1857	Rhineland, Frederick W.....	1874-1904
Noyes, William Curtis.....	1855-1859	Sheldon, Frederick.....	1874-1906
Dumont, William.....	1856-1862	Robbins, Chandler.....	1875-1904
Warren, James.....	1856-1859	Strong, Charles E.....	1875-1887
Cammann, Geo. P., M.D.....	1858	Schuyler, Philip.....	1878-1898
Rutherford, Lewis M.....	1858-1861	Prime, Temple.....	1878-1887
Van Rensselaer, Henry.....	1858-1860	Kane, John I.....	1881-1913
Hone, Robert S.....	1859-1891	King, Edward.....	1884-1893
Tomes, Francis.....	1859-1860	Schell, Edward.....	1885-1893
Norton, Charles B.....	1859-1861	Bronson, Frederick.....	1888-1900
Church, William H., M.D.....	1859-1864	Kingsland, Ambrose C.....	1889-1890
Hutchins, Waldo.....	1860-1867	Robbins, George A.....	1889-1895
Tuckerman, Charles K.....	1860-1867	Kissel, Gustav E.....	1891-1911
Kennedy, James Lenox.....	1860-1864	Bowers, John M.....	1891-1906
Travers, William R.....	1860	Peabody, George L., M.D.....	1891-1912
Tompkins, Daniel H.....	1860-1874	Marshall, Charles H.....	1892-1912
Aspinwall, J. Lloyd.....	1860-1861	Smith, Gouverneur M.,	
Suydam, D. Lydig.....	1861-1884	M.D.....	1893-1898
Daly, Charles P.....	1861	Davis, Howland.....	1894-1921
Hosack, Nathaniel P.....	1862-1876	Duer, William A.....	1894-1905
Grafton, Joseph.....	1862-1872	Hamilton, William G.....	1894-1905
Myers, T. Bailey.....	1862-1887	Appleton, William W.....	1896-1924
Edgar, Newbold.....	1862-1864	Tappen, Frederick D.....	1897-1901
	1868	Armstrong, D. Maitland.....	1898-1911
Donnelly, Edward C.....	1862-1864	Wheelock, Geo. G., M.D.....	1898-1907
Lord, James Cooper.....	1862-1864	Fairchild, Charles S.....	1898-1906
Schermerhorn, Alfred.....	1862-1865	Soley, James Russell.....	1900-1911
	1867-1868	Winthrop, Egerton L., Jr.....	1901-1911

Wickersham, George W.....	1902-1909	Nash, William A.....	1912-1916
Foster, Frederic DePeyster.....	1903-1923	Croswell, James G.....	1912-1915
Rhineland, Thomas N.....	1905-	Hancy, Edward J.....	1912-
McIlvaine, Tompkins.....	1905-1911	Aspinwall, J. Lawrence.....	1913-
Godkin, Lawrence.....	1905-1909	Turnbull, William.....	1913-
Derby, Richard H., M.D.....	1906-1907	Murray, J. Archibald.....	1914-
Borland, J. Nelson.....	1907-	Kobbé, George C.....	1916-1923
Montant, August P.....	1907-1909	Harrison, Robert L.....	1916-
Rhoades, J. Harsen.....	1907-1922	Munroe, Henry W.....	1918-1919
Tucker, Samuel Auchmuty.....	1907-1919	Miller, George N., M.D.....	1920-
Hone, Robert G.....	1908-	Gallatin, R. Horace.....	1920
Knapp, Arnold, M.D.....	1909-1913	De Rham, Frederic F.....	1921
Blagden, Linzee.....	1910-	Derby, James Lloyd.....	1922 -
De Gersdorff, Carl A.....	1910-	Harris, Duncan G.....	1922-
Glyn, William E.....	1911-1924	Kissel, W. Thorn.....	1923-
Partridge, Edward L., M.D.....	1911-1922	Munroe, John.....	1923-1924
Dix, John A.....	1911-1917	Davis, Howland S.....	1923-
Tuckerman, Paul.....	1912-	Schermerhorn, Alfred E.....	1923-

OFFICERS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,
WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Akerly, Samuel, M.D.....	1831-1842	McLean, James M.....	1888-1890
Phelps, Anson G.....	1843-1853	Irving, John Treat.....	1891-1895
Wood, Isaac, M.D.....	1854-1859	Schermerhorn, William C.....	1896-1901
Allen, George F.....	1860-1862	Schermerhorn, F. Augs.....	1901-1909
Schell, Augustus.....	1863-1883	Davis, Howland.....	1909-1919
Hone, Robert S.....	1884-1887	Tuckerman, Paul.....	1919-

VICE-PRESIDENTS.

Averill, Herman.....	1831-1832	Clift, Smith.....	1888-1893
Brown, Silas.....	1833-1835	Schermerhorn, William C.....	1894-1895
Titus, Peter S.....	1836	Marié, Peter.....	1896-1903
Phelps, Anson G.....	1837-1842	Rhineland, F. W.....	1903-1904
Wood, Isaac, M.D.....	1843-1853	Sheldon, Frederick.....	1905-1906
Gracie, Robert.....	1855-1860	Peabody, George L., M.D.....	1907-1912
Beadle, Edward L.....	1861-1862	Kane, John I.....	1913
Hone, Robert S.....	1863-1883	Appleton, William W.....	1913-1924
Suydam, D. Lydig.....	1884	Murray, J. Archibald.....	1924-
McLean, James M.....	1885-1887		

TREASURERS.

Bolton, Curtis.....	1831-1835	Grafton, Joseph.....	1866-1871
Brown, Silas.....	1836-1859	Whitewright, William.....	1872-1896
Wood, Edward.....	1860-1861	Davis, Howland.....	1897-1909
Schell, Augustus.....	1862	Foster, Frederic DePeyster.....	1909-1923
Kennedy, James Lenox.....	1863-1864	Blagden, Linzee.....	1923-
Clift, Smith.....	1865		

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Brown, John Crosby.....	1863
Russ, John D., M.D.....	1833-1834	Myers, T. Bailey.....	1864-1883
Crosby, William H.....	1835	Schermerhorn, F. Augs.....	1884-1901
Allen, George F.....	} 1836-1839 1841-1859	Marshall, Charles H.....	1901-1911
Hone, Robert S.....		1860-1862	Blagden, Linzee.....	1911-1923
		Derby, James Lloyd.....	1923-

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Church, William H., M.D.	1860
Dwight, Theodore.....	1833-1837	Tuckerman, Charles K....	1861-1867
Wood, Isaac, M.D.....	1839-1842	Schermerhorn, William C.	1868-1893
Roome, Edward.....	1843-1844	Bronson, Frederick.....	1894-1895
Schermerhorn, Peter Augs.	1845	Sheldon, Frederick.....	1896-1905
Jones, Edward.....	1846-1850	Peabody, George L., M.D.	1905-1906
Wood, Isaac, M.D.....	1851-1853	Appleton, William W.....	1907-1913
Crosby, John P.....	1854-1859	Hone, Robert G.....	1914-

PRINCIPALS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.....	1832-1834	Cooper, T. Golden.....	1853-1860
Office unfilled...	1835 and part of 1836	Rankin, Robert G.....	1861-1863
Jones, Silas.....	1836-1840	Wait, William B.....	1863-1905
Vroom, Peter D., M.D.....	1841-1842	Emeritus Principal.....	1905-1916
Boggs, William.....	1843-1845	Tewksbury, Everett B....	1905-1914
Chamberlain, James F....	1846-1852	Van Cleve, Edward M....	1914-

Report of the Board of Managers of The New York Institute for the Education of the Blind.

*To the Honorable the Legislature
of the State of New York :*

The Managers of The New York Institute for the Education of the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the fiscal year ended June 30, 1924.

The following is a summary of the receipts and disbursements for the year :

	RECEIPTS.
Balances, June 30, 1923—	
Income fund.....	\$35,953.53
Capital fund.....	209,949.05
	\$245,902.58
Of Capital—	
Sales of securities, bonds and mortgages paid, legacies, donations, etc.....	891,591.62
Of Income—	
Current receipts.....	131,766.61
	\$1,269,260.81
	DISBURSEMENTS.
Of Capital—	
Building expenditures, commission on sale, etc.....	\$1,132,392.00
Of Income—	
Taxes, improvements, etc.....	7,621.39
Maintenance.....	95,626.84
Balances—	
Income fund.....	\$31,802.51
Capital fund.....	1,818.07
	33,620.58
	\$1,269,260.81

From time to time, beginning in eighteen hundred and thirty-six, the Institute has been in receipt of legacies and donations, which the Managers have set apart in the Legacy Fund.

At the close of the fiscal year the Legacy Fund, including amounts received, both legacies and donations, and aggregating \$1,063,857.92, was represented by cash and investments in approved securities.

The Managers gratefully acknowledge the receipt of the following legacies: Charles E. Rhinelander, \$2,000; Ellen G. Auchmuty, from the estate of F. Augustus Schermerhorn, \$74,882.81; Henry Fatton, \$491.82; Christine Meyer, \$1,000; Marie Emmons, \$2,500; Louis T. Lehmyer, \$2,000; and the following donations: Edith H. Werle, \$25; Duncan G. Harris, \$890; R. E. Woodward & Co., \$15; Brez Foundation, \$1,000.

Annexed hereto is the statistical report of the Principal, which shows the variety and character of the work done, the completeness of the facilities, and the thoroughness of the training afforded by this Institute.

After many delays the new buildings were completed in October, 1924, and on November 3d the school was opened with 108 pupils on our roll.

It is the belief of the Board of Managers that the buildings, in their design and construction, represent the best that there is. The expense has been great, owing to the cost of labor and materials, but permanence and low cost of upkeep have been the objects sought and not ornamentation.

All those interested in the blind, or in the question of education, are cordially invited to visit the Institute.

The New York Institute for the Education of the Blind.

PAUL TUCKERMAN,
President.

JAMES LLOYD DERBY,
Recording Secretary.

City and County of New York, ss.:

PAUL TUCKERMAN, of said City, being duly sworn, saith: That he is President of The New York Institute for the Education of the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

Sworn to before me this
17th day of December, 1924.

FRANK H. AUKAMP,
Notary Public.

The New York Institute for the Education of the Blind.

*TREASURER'S REPORT FOR THE YEAR ENDED
JUNE 30, 1924.*

RECEIPTS.

1923 Balance, Capital fund.....	\$209,949.05	
" Income fund.....	35,953.53	
		\$245,902.58

OF CAPITAL.

Legacies.....	\$82,874.63	
Donations.....	1,930.00	
Principal paid on bond and mortgage.....	23,250.00	
Interest on securities.....	14,185.07	
Sale of securities.....	569,321.92	
Sale of real estate.....	200,000.00	
Fire loss.....	30.00	
		891,591.62

OF INCOME.

From New York State.....	\$36,516.61	
New York City.....	1,344.95	
New Jersey.....	6,585.00	
Counties for clothing.....	88.39	
Interest on securities, mortgages, etc.....	84,233.74	
Sales of pupils' work, Kleidographs, tablets, paper, etc.....	2,997.92	
		131,766.61
		\$1,269,260.81

DISBURSEMENTS.

OF CAPITAL.

Legal expense	\$3,155.16	
Expenditures on Bronx & Pelham Parkway Bldgs.	1,118,336.84	
Commission on sale of real estate	10,900.00	
		\$1,132,392.00

OF INCOME FOR TAXES, ETC.

Taxes, Yonkers	\$5,742.97	
Expenses on collection of interest	803.42	
Fixed charges	1,075.00	
		7,621.39

OF INCOME FOR MAINTENANCE.

Pay roll	\$60,920.00	
Household supplies	2,946.29	
Food supplies	14,866.45	
House and grounds	10,107.15	
Educational supplies	2,879.54	
Miscellaneous expense	3,907.41	
		95,626.84

Balances, June 30, 1924—

Capital fund	\$1,818.07	
Income fund	31,802.51	
		33,620.58
		\$1,269,260.81

LINZEE BLAGDEN,
Treasurer.

The foregoing account has been compared with the vouchers and accounts and is certified as correct.

TOWNSEND, DIX & POGSON,
Accountants and Auditors.

July 25, 1924.

STATISTICAL REPORT OF THE PRINCIPAL.

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the school year ended June 30, 1924:

Number of pupils June 30, 1923.....	111
Admitted during the year.....	27
Whole number instructed.....	138
Reductions.....	35
Number remaining.....	103

The school curriculum provides for complete primary and secondary courses, based on the syllabuses of the University of the State of New York, and includes music, manual training and physical training. The daily schedule may be found on pages 20 and 21.

In the high school, there are now classes in the following subjects:

- | | |
|-----------------------|------------------------------------|
| English, first year. | Latin 1. |
| English, second year. | Latin, three years. |
| English, three years. | Physiology and Hygiene. |
| English 4. | History, Major Sequence, Course B. |
| Elementary Algebra. | Civics. |
| Geometry. | Physical Geography. |
| French, two years. | |

The following is a list of the music subjects and the number of pupils in each:

	Boys	Girls	Total
Beginning music.....	20	10	30
Piano.....	22	18	40
Organ.....	3	2	5
Junior harmony.....	2	2	4
Tuning.....	14	--	14
Voice.....	2	5	7
Melody Writing and Dictation.....	4	2	6
Music History and Appreciation.....	5	2	7
Normal Music Class.....	2	4	6

The following is a list of the subjects in which examinations were taken during the year, with the number of pupils passing in each:

Reading.....	4
Spelling.....	13
Writing.....	7
Elementary English.....	6
Arithmetic.....	7
Elementary United States History and Civics.....	10
Geography.....	5
English, three years.....	3
English, 4.....	1
Latin, two years.....	0
French, two years.....	3
Elementary Algebra.....	4
Intermediate Algebra.....	2
Plane Geometry.....	2
Civics.....	8
Major Sequence History, Course A.....	5
Physical Geography.....	2
Physiology and Hygiene.....	7
Elementary Zoölogy.....	6
Elementary Theory.....	14

And the record of the Regents' examinations for the past year is as follows:

Number of examination days.....	8
Pupils examined.....	40
Subjects covered.....	22
Answer papers written.....	144
Answer papers claimed.....	120
Papers allowed by the Regents.....	111

The following table gives the results of the examinations held from 1909 to 1924:

	No. examined.	No. claimed.	No. allowed.	Per cent. claimed of No. examined.	Per cent. allowed of No. examined.	Per cent. allowed of No. claimed.
1909.....	162	149	145	91.97	89.50	97.31
1910.....	185	155	151	83.78	81.62	97.41
1911.....	167	145	136	86.82	81.43	93.79
1912.....	73	68	68	93.15	93.15	100.00
1913.....	75	64	63	85.33	84.00	98.43
1914.....	98	70	68	71.42	69.38	97.14
1915.....	114	97	94	85.08	82.45	96.90
1916.....	117	104	95	88.88	81.19	91.34
1917.....	107	98	91	91.57	85.04	92.85
1918.....	110	103	99	92.81	90.00	96.11
1919.....	115	94	91	81.73	79.13	96.80
1920.....	89	74	72	83.14	80.89	97.29
1921.....	119	104	97	87.39	81.51	93.26
1922.....	127	103	101	81.10	79.54	98.05
1923.....	121	108	101	89.25	83.47	93.51
1924.....	144	120	111	83.33	77.08	92.50

The following is a list of the pupils present during the year 1923-1924 who have earned Regents' certificates:

PRELIMINARY CERTIFICATES.

Stanley Wartenberg,	Bessie Gottreich,	Mary Kleine,
Michael Di Nucci,	Emma Nock,	Anna Yaeger,
Robert Judkins,	Howard Strickland,	John Bito,
Olaf Larsen,	Wm. Schroeder,	Earle Brown,
Adolph Munter,	Charles Thielemann,	Warren Germain.
	Ruth Freer,	

18 COUNT CERTIFICATES.

Bessie Gottreich,	Anna Yaeger,	Robert Judkins,
Florence Quinn,	May Livingston.	Adolph Munter,
Olaf Larsen,	Charles Thielemann,	Stanley Wartenberg.

36 COUNT CERTIFICATES.

Florence Quinn,	Anna Yaeger.	Stanley Wartenberg.
	Olaf Larsen,	

54 COUNT CERTIFICATES.

Olaf Larsen,	Stanley Wartenberg,	Florence Quinn.
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Respectfully submitted,
EDWARD M. VAN CLEVE,
Principal.

DAILY SCHEDULE.

MORNING PERIODS.

	PRAYERS.	LITERARY DEPARTMENT.		MUSIC DEPARTMENT.	MANUAL TRAINING DEPARTMENT.
8.15-8.40					
8.40-9.10	Spelling and Writing, Grades 1, 2, 3, 4, 5. Sub-primary.	Arithmetic, Grade 7.	Elementary Algebra.	Piano. Organ. Voice.	Caning.
9.10-9.45	Reading, Grades 1, 2, 3, 4, 5. Sub-primary.	Arithmetic, Grade 7.	Elementary Algebra.	Piano. Voice.	Caning.
9.45-10.20	Language, Grades 1, 2, 3, 4, 5. Sub-primary.	Elementary English, English, 1st year. English, 2 years.		Piano. Organ.	Tuning.
10.20-10.25	RECESS.				
10.25-11	Arithmetic, Grades 1, 2, 3, 4, 5, 6. Sub-primary.	Plane Geometry.		Piano. Organ.	Caning.
11-11.35	Civics, History B.	Geography, Grade 2.	U. S. History with Civics, Grade 3.	Piano. Organ. Music Class 2.	Caning.
11.35-11.40	RECESS.				
11.40-12.15	Braille Writing, English, 3 years.	U. S. History with Civics, Nature Study.	Grade 1 and Grade 2. Beginning Science.	Piano. Organ. Music Class 1a.	Physical Culture. Caning. Handwork.
12.15-1.15	DINNER HOUR.				

AFTERNOON PERIODS.

LITERARY DEPARTMENT.		MUSIC DEPARTMENT.		PHYSICAL CULTURE. MANUAL TRAINING.
Elementary U. S. History and Civics, Grades 3 and 1.	Geography, Grade 1. Physical Geography.	Piano. Music Class 2a. Tuning. Music History and Appreciation.		* Manual training. Woodwork. Caning.
French, 2 years.	Geography, Grade 3. Physiology and Hygiene.	Piano. Organ. Tuning. Music Class 1. Rhythmics.		* Manual training. Woodwork. Caning.
		Piano. Senior Chorus. Tuning.		* Manual training. Caning. Physical culture. Woodwork.
RECESS.				
	Typewriting.	Piano. Junior Harmony. Organ. Tuning. Melody Writing and Dictation.		* Manual training. Woodwork. Caning. Physical culture.
Domestic Science.		Piano. Music Class, 2b. Normal Music Class.		Physical culture. * Manual training. Woodwork. Caning.
Domestic Science.	Typewriting.	Piano. Junior Chorus. Tuning.		Physical culture. * Manual training. Woodwork. Caning.
	Domestic Science.	Piano. Music Class, 2b. Tuning.		Physical culture. * Manual training. Woodwork. Caning.

* Machine sewing, knitting, crocheting, hand sewing, basketry, woodwork, weaving, etc.
Study period 7.45 to 8.45, unless otherwise assigned.

LIST OF PUPILS.

BOYS.

ACOCELLA, PASQUALE
ANDREWS, HAROLD
BALLARD, EUGENE
BANGERT, VALENTINE
BARLETTA, JAMES
BEARD, FRANCIS
BELL, WALTER
BIGBY, SYLVESTER
BITO, JOHN
BROWN, EARLE
BUCHKO, EMIL
BUCHNER, JULIUS
CASSIDY, THOMAS
CASTAGNA, ANGELO
CHICACHEE, JAMES
CHYLKA, MICHAEL
CICCARELLO, JAMES
COHEN, MORRIS
CONKLIN, STEWART
CRIMMINS, WILLIAM
CROSBY, MYLES
CUNNION, CHARLES
DE MUCCI, FRANK
DI NUCCI, MICHAEL
DUFFY, EDWARD
FERRARA, JOHN
FOURNIER, WILLIAM
GERMAIN, WARREN
GREENBERG, ABRAHAM
HANBURY, FRANK
INGRAHAM, LAWRENCE
IPPOLITO, LEONARDO
JUDKINS, ROBERT
KEANE, GEORGE
KEARNEY, JAMES

KLEIN, ANTHONY
KREBS, HARRY
LANE, HOWARD
LARSEN, CHRISTOPHER
LARSEN, OLAF
LAYTON, JOSEPH
MACILLARO, RAPHAEL
MILLER, DAVID
MILLER, HERMAN
MITTENTAG, SAMUEL
MUNTER, ADOLPH
OLSZEWSKI, ALEXANDER
OPITZ, PETER
PENDER, JEREMIAH
PLUMMER, WALTER
RANIERE, EUGENE
REACH, ARTHUR
REARDON, TIMOTHY
REEVE, FRED
RODRIGUEZ, CARLOS
SBAR, HARRY
SCHRODER, WILLIAM
SCHWENDEL, MARTIN
SMITH, EMMET
SMITH, FRANK
SMITH, SAMUEL
SMITH, WARREN
STRICKLAND, HOWARD
THIELEMANN, CHARLES
TUZZALINO, JAMES
VAN DUYN, HOWARD
WARTENBERG, STANLEY
WICE, THEODORE
WILLSEA, ALBERT WILLIAM
YATMAN, WILLIAM
YOUNG, GEORGE

GIRLS.

AVERNA, RITA
BOCCIA, ROSE
BUTLER, ESTHER
CANCELOSI, ANGELINA
FENNESSEY, ELIZABETH
FENNESSEY, ROSALIE
FREER, RUTH
GANLY, WINIFRED
GOTTREICH, BESSIE
HANLON, KATHERINE
HOFFMIRE, MARGARET
HORACEK, LILLIAN
JONES, HAZEL
KLEINE, MARY
LANZARO, ALBINA
LI CALSI, NICOLINA
LI CALSI, ROSE
LIVINGSTON, MAY
LOMBARD, THERESA
MALFETTI, MARGARET

MASSET, CATHERINE
MENTOR, GLADYS
MISKOVSKY, EMILY
MORRIS, ELIZABETH
MUSIER, GERTRUDE
NOCK, EMMA
QUINN, FLORENCE
RIGDON, NELLIE
SAMPSON, ELSIE
SCHWIZER, MATILDA
SCRIBER, HELEN
SILVERSTEIN, PEARL
SMITH, JENNIE
SPRINGSTEEN, VERA
STONE, PATRICIA
TETTER, JARMILLA
VINGOE, EDNA
WOROBESKY, RACHEL
YAEGER, ANNA
ZAWELSKA, STELLA

Principal's Annual Report of the Progress of the Institute for the Year Ended June 30, 1924.

*To the Board of Managers,
The New York Institute for the Education of the Blind.*

GENTLEMEN:—This report is for the school year begun September 17, 1923, and ended June 20, 1924. It has been an epoch making year—a year of building for a future which it is hoped will provide the best facilities for the young blind, a year of retrospect and reunion of the girls and boys of other days.

THE NEW BUILDINGS.

Favored by an unusually pleasant fall and a remarkably open winter, our building operations were permitted to proceed with little interruption. As the spring came it was possible to forecast occupancy of the buildings at the usual time of school opening in September or a little later. Preparations were all made with this purpose in view.

An improved social life for the pupils is provided by these new buildings at Pelham Parkway and Williamsbridge Road. Approximating the ideal set up by a committee of experts on institutional grouping for living purposes, we have planned houses that will each accommodate 20 pupils with their house-mother and one teacher. A large living room furnishes the meeting place of the family and it is provided with comfortable chairs and other furniture and has an open fireplace at one end. Sunny and airy sleeping rooms, generous bathing and other facilities, an abundance of water chilled for drinking, all these make for health and comfort.

A central dining hall is reached from each of the houses by a covered walk. And the Service Building contains besides the dining hall and kitchen and all the other appurtenances to such things belonging a delightful infirmary for the care of any sick or ailing children.

To the School Building the pupils go from their houses just as they would from their own homes, the two functions of housing the pupils and providing instructional facilities being separated as much as possible. This building has its first floor

devoted to manual training, the second to the work of the literary classes, the third to music instruction, and the fourth is devoted to piano tuning and repairing. A fine gymnasium is located in the basement which rises several feet above the ground level.

Over the offices of administration which are located on the first floor is an assembly hall for the daily meeting of the pupils and for entertainments given by and for the pupils. Through the generous gift of Mr. Edwin Gould this hall receives its first decorative treatment; this includes stage equipment and wall adornment. An organ for this hall is provided through the coöperation of Mrs. Ellen Schermerhorn Auchmuty, who made available a sum from her life-interest in the estate of her brother, Mr. F. Augustus Schermerhorn, to purchase this organ as a memorial to him.

Conceiving it to be appropriate to honor persons who have done service to the Institute in former years, the Board of Managers gave to the houses names as follows: to the School Building, Schermerhorn Hall, in honor of F. Augustus Schermerhorn, for forty years a member of the Board of Managers, the longest service of any person who has held that office, and for ten years its president, and of his uncle, William C. Schermerhorn, whose membership on the Board was only five years less, and of the other members of a family whose name has been connected with the Institute's history since 1839 with only very brief periods when no member of it was a part of the school's officary.

To the Teachers' Building, where most of the staff are housed, is given the name William Bell Wait House in recognition of the fifty-five years of service given the Institute by that distinguished educator.

Each of the six houses in which the pupils live bears a name distinguished in the school's history: Samuel Akerly, first president of the Board of Managers, one of the founders of the School; Samuel Wood, with Dr. Akerly a founder; John D. Russ, first teacher of the blind in the United States, with Dr. Akerly and Mr. Wood a founder, and for two years head of the school; James Boorman, on whose land (practically given to the organization) the Institute was located from 1833 to 1924; Anson G. Phelps, distinguished philanthropist and president of the Board of Managers for the longest term of

any; and Fanny J. Crosby, early pupil of the school and then teacher, and the famous writer of hymns.

For the pupils' outdoor life the spacious grounds, the wide walks and roadways, the covered passageways provide opportunities for recreation and exercise unexampled in this city. These conditions must have the effect of their improved health and greater happiness.

RETROSPECT.

Before the old buildings at Ninth Avenue and Thirty-fourth Street were given up it was thought advisable to give to former pupils of the school an opportunity for a farewell visit. Accordingly, on invitation of the Board of Managers and the Principal, a reunion of former male pupils was held April 11, 1924, attended by 187 of many ages, boys of the 1850's mingling with those of every succeeding decade. It was a time of joyous reunion and retrospect. May 30 the women who had once been girls at the school, 137 of them, held a similar gathering and rejoiced in once more revisiting the scenes of their childhood joys. Signalizing their appreciation of the privilege, the men raised a fund of \$226 with which to purchase and erect a flag pole at the new site, and the women provided a fund of \$125 for the purchase of flags.

The usual anniversary exercises were held April 10. The program is given elsewhere. One of its chief features was a paper presented by one of the pupils. This paper was chosen out of a considerable number prepared in contest for the honor of presenting at the exercises a history of the Institute. The winner of the contest was Olaf Larsen, and the paper is used here as a contribution to the history of the school.

A BRIEF SKETCH OF THE HISTORY OF OUR SCHOOL FROM 1831 TO THE PRESENT

“Two men with vision and three sightless children furnished the foundation upon which has been built the succeeding history of this Institute, although work toward the training of the sightless for useful occupations had been undertaken previously in Europe.

“The first organized attempt in this country was that of Dr. Samuel Akerly and Samuel Wood. It was in 1832 that they undertook to so equip three apparently helpless children that



A LAST LOOK AT THE OLD INSTITUTE BUILDINGS.

From a neighboring lofty apartment house.

they might be enabled to play the rôle of self-supporting and influential citizens.

“That they were not mistaken in the belief that it would be possible through training for the sightless to master their handicap and environment, and rise to a status equal to that of a person endowed with all his faculties, is proved by recalling a few outstanding names among the former pupils.

“Mr. Stephen Babcock graduated from this school and returned to teach mathematics; he became head teacher and held that position for fifty years. Mr. Lewis Carll convinced the world that a sightless person can be successful at college; he continued his education at Columbia and graduated with the second highest rank. He became Professor of Mathematics, and wrote a book on the Calculus of Variations.

“Another outstanding career is that of Miss Frances J. Crosby. She was one of the first pupils of the school, having been enrolled in 1834, and was present at the laying of the cornerstone of this building in 1837. As a hymn writer she attained world-wide fame and recognition.

“Today in many branches of service, as lawyers, ministers, writers, musical performers, and teachers, business men, and even as politicians, the sightless have proved themselves capable and successful. The historic facts show that from 1831 to the present day there has been continual advancement and growth.

“In 1826 this city was infested with an epidemic of sore eyes; Samuel Wood while aiding the distressed in a charitable institution chanced upon those three sightless children (orphans) who were to become the first pupils of this school. He was greatly impressed by their pitiful condition, and determined that something should be done to ameliorate their lives of idleness and darkness. Realizing the necessary factor for doing this to be education and not charity, he consulted his friends of philanthropic and progressive natures; among these was Dr. Samuel Akerly, who voluntarily pledged himself to the cause, and together these two men set out on their humane task. April 21, 1831, the Legislature of the State of New York passed the act of incorporation permitting the organization of the school. Meanwhile Dr. John D. Russ, a young physician who had been engaged in assisting the impoverished Greeks, returned to this country, having become interested in some way in the education of the sightless, and having heard of the activities of Dr. Samuel Akerly and Samuel Wood, freely offered his services as teacher.

“When in March, 1832, the pioneers in the American education of the sightless rented two small rooms from a widow living on Canal Street and used them for home and classroom for the three orphans, they would probably not have believed

that in 1924 about one hundred and twenty pupils would be moving into seven buildings of their own at Pelham Parkway. In May of the same year they were obliged to seek larger quarters in order to accommodate three more pupils, among them the first girl. This move was to Mercer Street.

"Gradually, as the novelty wore off, and the people began to realize the value of such an organization, more parents sought admission for their children, and in May, 1833, still another move was necessary. They located this time on Spring Street. Money was scarce and hard to get, but the Managers labored indefatigably. One of them approached a Mr. Boorman, who became a staunch friend of the Institute. As a land owner Mr. Boorman proved of valuable assistance in solving the problem at hand. He owned property on Strawberry Hill, or, to speak in more modern terms, Thirty-fourth Street between Eighth and Ninth Avenues, and instead of giving the one hundred dollars for which he was asked, he offered to rent them this site on easy terms, with the option of buying it within ten years, if they so desired. On this plot was a suburban residence which was converted into school and lodging quarters. Here on October 10, 1833, the school was moved to remain for nearly a century.

"The attention of the State had been drawn to the school by the marvelous progress it was making, and in recognition of its service the Legislature allowed one hundred and sixty dollars a year for each pupil and appropriated twelve thousand dollars toward the purchase of the property, with the understanding that the Institute was to remain on the plot for fifty years, or, if sold before that time expired, the money was to be returned to the State. This was to prevent possible fraud.

"An interesting story is told to the effect that at the same time as the offer of the Boorman property was made, the Managers had the opportunity to purchase the plot on which the Waldorf Astoria now stands, but they thought that the busiest part of the city, if it ever did extend as far north as Thirty-fourth Street, would be the west side, and property value there would be the higher. The entire block was bought from Mr. Boorman for \$28,130.00.

"December 6, 1837, is one of the most important dates in the annals of the school. This marks the laying of the cornerstone of our present building; construction continued over a period of about five years. When completed it was considered one of the most notable of buildings and a 'show place' for many years.

"A great influx of pupils followed, and the fact that the enrollment increased from a few to more than a hundred within ten years showed clearly the urgent need of the time for such an educational establishment. Steady progress and

general success marked the school's history from this time, with the exception of an attempt to open up a workshop for ex-pupils. This was abandoned after ten years, having proved such a financial drain that the Board was forced to sell that part of the property facing Eighth Avenue.

"In 1859 Mr. William B. Wait, an enterprising young man of keen insight, came to the Institute as a teacher; he began his work with vim. At the outbreak of the Civil War he enlisted and served for three months. He attempted to reënlist, but was rejected because of nearsightedness. He studied law, but was more interested in teaching, and was appointed Superintendent of Schools at Kingsbury, New York. In 1863 he was recalled to serve the Institute as Principal and held that office for forty-two years. He immediately began working on the problems of the sightless, among which was the necessity of developing the use of embossed books. He soon found the need of a new type of raised letters and invented the one which we know as New York Point. He then set about to construct a machine somewhat on the principle of a typewriter to write this point; this resulted in the invention of the kleidograph, stereograph, and several presses.

"Another feature of Mr. Wait's efforts resulted in an efficient and economical system of music in New York Point. He was a strict advocate of scholastic education, and through his efforts came the changing of the name of the school from The New York Institution for the Blind to The New York Institute for the Education of the Blind.

"He was an influential member of the Committee on Education who secured from Congress an annual allowance of ten thousand dollars for the production of books in the embossed print. In recognition of his accomplishments in the realm of the education of the sightless, he was awarded the John Scott Medal of Merit. The work of the school could never have been carried out as successfully as it has, had it not been for generous donations. In all, nearly a million dollars have come to help in the development of this project.

"Among those who have been of assistance, the name of Schermerhorn often appears. For over a period of seventy years some member of this family has served on the Board of Managers. The school owes them a debt of gratitude for long service and generous help.

"This year marks the end of one period in the history of this school and the opening of a new one.

"We have been looking backward over ninety-three years; let us look for a moment into the future. Many attempts have been made to move the school to more suitable surroundings; land has been bought, plans projected and afterward abandoned. It was not until an eventful April day of last year,

during a drizzling rain, that the dreams of fifty years materialized. Then, due to the untiring efforts of our present Principal, Mr. Edward M. Van Cleve, the ground was broken for our new and greatly enlarged plant.

"With a feeling of regret at saying farewell to the old, and a thrill of anticipation for the greeting of the new, do we close the last historic Anniversary Exercises to be held in this building where so many young men and women have been led to the light."

OLAF LEONARD LARSEN.

A NOTABLE GIFT.

All through its history the Institute has received generous gifts from its friends as shown in our list of legacies and donations. An especially noteworthy gift was made in 1924 by Mr. Edwin Gould in the endowment of a department of printing whereby embossed literature as needed by the school may be prepared and printed. The fund provided amounts to about \$3,000 a year.

OUR PUPILS ACHIEVE SUCCESS.

Reports from the several former pupils of the Institute who are pursuing college courses are all favorable. Two of our former pupils have been this year employed as teachers in other schools for the blind. In business we hear of continued success of the boys and girls who received their training here.

COLORADO'S SEMI-CENTENNIAL.

A distinguished honor was conferred upon this Institute when the Principal in the spring of this year was invited to attend the celebration of the first fifty years of the Colorado School for the Deaf and the Blind, and to make the address upon the occasion of dedicating a new building named from the lately deceased superintendent of that school, Dr. Argo. This devoted man had given a large part of his professional life to the development of the excellent school at Colorado Springs. In company with his wife, the Principal journeyed to Colorado and joined with the hosts of friends of the sister school in celebrating a great event in her history.

Respectfully submitted,

EDWARD M. VAN CLEVE,
Principal.

NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND

Ninth Avenue at Thirty-fourth Street

ANNUAL CHRISTMAS ENTERTAINMENT

Friday, December 21, 1923, at 2.00 P. M.

PROGRAM

1. ORGAN—"March in B Flat" *Silas*
WILLIAM SCHROEDER
2. PLAY—"The Dolls Take a Hand"

CHARACTERS

Santa Claus	WALTER BELL
Mrs. Santa	MARGARET HOFFMIRE
Dolls: Japanese Doll	GERTRUDE MUSIER
Dutch Doll	SAMUEL MITTENTAG
Rag Doll	RITA AVERNA
Eskimo Doll	PETER OPITZ
French Doll	MARGUERITE Malfetti
Brownies	RALPH MACILLERO
	ARTHUR REACH
	THEODORE WICE
Queen of Fairies	ANGELINA CANCELOSI
Fairies	KATHERINE HANLON
	ALBINA LANZARO
	HELEN SCRIBER

3. CHORUS—"Lullaby Chorus" *Folk Song*
4. RECITATION—"Helping Mother"
GERTRUDE MUSIER
5. RECITATION—"In Trouble"
FRED REEVES
6. PIANO SOLO—"Nocturne in F" *Vogt*
RACHEL WOROBESKY
7. RECITATION—"I'd Like to Know"
MYRA TETTER
8. RECITATION—"Felicitating Pa"
FRANK SMITH
9. DUET—"Old French Christmas Carol"
FRED REEVES and JAMES KEARNEY
10. ANTHEM—"Daughter of Zion, Rejoice" *C. Maker*
At the Organ, FLORENCE QUINN

JOINT RECITAL

BY

ARTHUR HELSBY RICHMOND, BARITONE

and

BASSETT HOUGH, PIANIST

Tuesday Evening, February 26, 1924, at 8.30 O'clock

PROGRAM

1. *a* RECITATIVE and ARIA—"Arm, arm, ye brave!" from
"Judas Maccabaeus" *Handel*
b Come, Beloved (Care Selve) *Handel*
c Serenade *Schubert*
d Impatience *Schubert*
2. *a* Andante in F *Beethoven*
b Two Rhapsodies *Brahms*
Op. 79, No. 1, in B minor
Op. 79, No. 2, in G minor
3. *a* In Summer Fields *Brahms*
b Remembrance *Brahms*
c The Talisman *Schumann*
d To the Sunshine *Schumann*
e Dedication *Schumann*
4. *a* Sposalizio *Liszt*
b Fileuse *Stojowski*
c Rhapsody in C major *Dohnanyi*
5. *a* The Crying of Water *Campbell-Tipton*
b Lingering, Lonely Rose *Sibella*
c When I Bring to You Colour'd Toys *Carpenter*
d Fairy Tales *Erich Wolf*
e Song of the Flea *Moussorgsky*

JOINT RECITAL

BY FORMER PUPILS

MAX ALEXANDER

GEORGE KRAUER

EDGAR KEARNEY

HARRY SABEL

Assembly Hall, Tuesday Evening, March 11, 1924, at 8.30

PROGRAM

1. ORGAN

a Festal March *H. Alexander Mathews*

b Pastorale *H. Alexander Mathews*

GEORGE KRAUER

2. PIANO

a Magic Fire Scene from "Die Walkuere" *Wagner-Brassin*

b Waltz in C sharp minor *Chopin*

c Danse Negre *Cyril Scott*

EDGAR KEARNEY

3. PIANO

Four Pieces *Max Alexander*

a Prelude in E flat

b Bagatelle in E flat

c Mazurka in G major

d The Sultan Passes

MAX ALEXANDER

4. ORGAN

a Largo, from the "New World Symphony" *Dvorak*

b Will o' the Wisp *Gordon B. Nevin*

GEORGE KRAUER

5. PIANO

Two Arabesques *Debussy*

a No. 1 in E

b No. 2 in G

HARRY SABEL

6. PIANO

Sonata in C for Two Pianos *Mozart-Grieg*

Allegro

Andante

Rondo—Allegretto Grazioso

HARRY SABEL and MR. HOUGH

ORGAN RECITAL

BY

F. HENRY TSCHUDI, F. A. G. O.

ASSISTED BY

J. A. FITZPATRICK, BARITONE

MRS. J. A. FITZPATRICK AT THE PIANO

Tuesday Evening, March 18, 1924, at 8.15 O'clock

PROGRAM

1. CONCERT OVERTURE *R. F. Maitland*
2. CANTILENA *Carl McKinley*
3. ANDANTE CANTABILE (Symphony No. 4) *C. M. Widor*
4. MARCHE PONTIFICALE *F. de la Tombelle*
5. BARITONE SOLO:
 - a Nirvana *Stephen Adams*
 - b Lovesight *Ellen Wright*
6. SONATA No. 2, OP. 77 *D. Buck*

Allegro moderato ma energico

Adagio molto espressivo

Allegro vivace
7. INTERMEZZO IN D FLAT *A. Hollins*
8. NOCTURNE, OP. 50, No. 6 *Arthur Foote*
9. BARITONE SOLO:
 - a Somewhere a Voice Is Calling *Arthur F. Tate*
 - b Who Knows *Ernest R. Ball*
10. FIAT LUX *F. Dubois*

ANNIVERSARY EXERCISES, 1831-1924

Thursday Evening, April 10, 1924, 8.30 O'clock

PROGRAM

1. ORGAN—"Grand Choeur in B Flat" *Dubois*
STANLEY WARTENBERG
2. CHORUS
a "Farewell to the Forest" *Mendelssohn*
b "Song of the Men of Harlech" *Old Welsh Melody*
3. DEMONSTRATION IN TYPEWRITING
ROSE BOCCIA NICOLINA LI CALSI
RUTH FREER JOHN BITO
4. EXERCISE IN MENTAL ARITHMETIC
5. PIANO—"Novelette, in F" *R. Schumann*
BESSIE GOTTREICH
6. MANUAL TRAINING
a Tuning of Piano
CHARLES THIELMANN
b Machine Sewing and Cutting
FLORENCE QUINN ANNA YAEGAR
7. PHYSICAL TRAINING
a Exhibition of Ground Tumbling
HOWARD STRICKLAND JOHN BITO
EARLE BROWN STANLEY WARTENBERG
JULIUS BUCHNER ANTHONY KLEIN
LAWRENCE INGRAHAM ADOLPH MUNTER
b Water Nymph Dance
RACHEL WOROBESKY ELIZABETH FENNESSEY
RUTH FREER ROSALIE FENNESSEY
8. ORGAN—"Allegretto, Op. 19, No. 1" *Alexander Guilmant*
WILLIAM SCHROEDER
9. A BRIEF SKETCH OF THE HISTORY OF OUR SCHOOL FROM
1831 TO THE PRESENT
OLAF LARSEN
10. EXERCISE IN GEOGRAPHY
a How New York Gets Its Water Supply
JOHN BITO
b Assembling the United States Map
JAMES KEARNEY MYRA TETTER
11. PIANO
a "To a Water Lily" *Edward MacDowell*
b "In Autumn" *Edward MacDowell*
FLORENCE QUINN
12. CHORUS—"The Song of the Vikings" *Eaton Fanning*

MEN'S REUNION ENTERTAINMENT

Friday Evening, April 11, 1924, at Eight-thirty O'clock

PROGRAM

HYMN—"Guide Me, O Thou Great Jehovah," Sung by the Boys

W. G. GORSE at the Organ

READING PART OF THE SIXTY-NINTH PSALM

Principal EDWARD M. VAN CLEVE

INVOCATION

Mr. DANIEL McCLINTOCK, Oldest Known Pupil

ADDRESS OF WELCOME

Mr. J. NELSON BORLAND, Acting President of the Board of Managers

ORGAN—Prelude and Fugue in C *John Sebastian Bach*

THEODORE TAFERNER

PIANO—Rigoletto *Verdi-Liszt*

WILLIAM ENDERLIN

BARITONE SOLO

a Kashmir Song *Amy Woodford Finden*

b Rolling Down to Rio *German*

GEORGE KEANE

REPORT OF COMMITTEE ON RESOLUTIONS

Mr. HARRY SABEL, Chairman

"STAR SPANGLED BANNER," Sung by the Boys

F. HENRY TSCHUDI at the Organ

PIANO—Hungarian Dance *Louis Furman*

LOUIS FURMAN

ORGAN—Concerto No. 2, Part One *Handel*

JOSEPH ACKERMAN

PIANO—Tarantello in G Flat *Moszkowski*

WILLIAM SCHOOTT

TENOR SOLO—"Village Blacksmith" *Wise*

LOUIS SCHNAEPLE

PIANO—Rustling of Spring *Sinding*

EDGAR KEARNEY RICH

"MY COUNTRY 'TIS OF THEE," Sung by the Boys

REUNION OF THE FORMER GIRL PUPILS

Friday, May 30, 1924, at 8.30 P. M.

PROGRAM

1. OPENING CHORUS—Community Singing
Just a Song at Twilight
Sweet and Low
Kentucky Babe
2. TOCCATA IN D *Kinder*
FRANCES SIEVERT
3. THE SQUARE PEG
RACHEL ASKENES and HAZEL CROOSLEY
4. PLACE OF BREAKING LIGHT *By Thurlow Lawrence*
ALICE JOHNSON KUCHLER
5. RECITATIONS
Gunga Din *Kipling*
An Object of Love *Arenymere*
SARAH M. RAE
6. DUET—Military March *Schubert*
ANNA WAGNER and ANNA GLASNER
7. AT DAWNING *Cadman*
MARY HEFFERN
8. PIANO SOLO—God Guard Thee—From the Trumpeteer of Sackingen *Figue*
FLORENCE GROVES
9. GROUP OF SONGS
Daffodils *Hawley*
Open Secrets *Woodman*
The Birthday *Woodman*
JENNIE BENNETT CARPENTER
10. RECITATIONS
My Sisters Best Feller
The Two Lovers
SARAH OLIVER
11. RECITATIONS
Och, the Dear Little Girl
That Party at Croggins
JENNIE WILLIAMS
12. DUET
Country Dance *Nevin*
Norwegian Dance
LENA VOGT and EMILY HEIL
13. CHAFF, an Irish Farce *Presented by the Blind Players*
Daisy Reif ALICE VANDEN RYKEN
John (Her Husband) HELENA KLEIN

PUPILS' RECITAL

Thursday Evening, June 12, 1924, at 8.30 O'clock

PROGRAM

1. ORGAN—March, from "Tannhaeuser" *Wagner*
STANLEY WARTENBERG
2. SENIOR CHORUS
 - a Crossing the Bar *Barnby*
 - b Forget-me-not *Giese*
3. PIANO—Love Poem *Grieg*
ANNA YAEGER
4. VOCAL DUET—"Tis Evening, from "Pique Dame" *Tschaikowsky*
ANNA YAEGER and MARY KLEINE
5. ORGAN—Largo *Handel*
NELLIE RIGDON
6. JUNIOR CHORUS
 - a Cradle Song *Brahms*
 - b In the Kolo *Croatian Folk-Song*
 - c Swallow, Good-bye *German Folk-Song*
 - d Home, Sweet Home *Sir H. R. Bishop*
7. PIANO—Minuet in D *Schubert*
STANLEY WARTENBERG
8. ORGAN—Epithalamium (Wedding Hymn) *Woodman*
FLORENCE QUINN
9. PIANO—Fantaisie - Impromptu *Chopin*
WILLIAM SCHROEDER
10. SENIOR CHORUS
 - a Barcarolle, from "The Tales of Hoffmann" *Offenbach*
 - b Anvil Chorus, from "Il Trovatore" *Verdi*

LIST OF LEGACIES AND DONATIONS

Miles R. Burke.....	\$2,000.00	Elizabeth Magee.....	\$534.00
Jane Van Cortland.....	300.00	Chauncey and Henry Rose	5,000.00
Isaac Bullard.....	101.66	John J. Phelps.....	2,350.00
Elizabeth Bayley.....	100.00	Rebecca Elting.....	100.00
John Jacob Astor.....	5,000.00	Gerard Martins.....	500.00
William Bean.....	500.00	Regina Horstein.....	250.00
Peter G. Stuyvesant.....	3,000.00	John Alstyne.....	10,320.44
John Horsburgh.....	5,000.00	Elizabeth and Sarah	
Elizabeth Demilt.....	5,000.00	Wooley.....	5,984.83
Sarah Demilt.....	2,000.00	Benjamin Nathan.....	1,000.00
C. D. Betts.....	40.00	Thomas M. Taylor.....	6,151.94
Sarah Penny.....	500.00	Simeon Abrahams.....	5,052.70
Sarah Bunce.....	500.00	James Peter Van Horn ..	20,000.00
Elizabeth Idley.....	196.00	Caleb Swan.....	500.00
Samuel S. Howland	1,000.00	Mrs. A. E. Schermerhorn..	10,000.00
William Howe.....	2,985.14	Henry H. Munsell.....	3,396.32
Margaret Fritz.....	100.00	Thomas C. Chardevoyne..	5,000.00
James McBride.....	500.00	William Dennistoun.....	11,892.77
Charles E. Cornell.....	521.96	William B. Astor.....	5,000.00
Charles E. Deming.....	50.00	Benjamin F. Wheelwright	1,000.00
Mrs. De Witt Clinton... ..	200.00	Geo. T. Hewlett, executor	500.00
W. Brown.....	465.00	J. L. (of Liverpool, Eng.)..	25.00
Elizabeth Gelston.....	1,000.00	Ephraim Holbrook.....	39,458.16
Robert J. Murray.....	500.00	Mrs. Emma B. Corning... ..	5,000.00
Seth Grosvenor.....	10,000.00	Eliza Mott.....	1,475.54
Elijah Withington.....	100.00	Maria M. Hobby.....	2,509.82
Benjamin F. Butler.....	512.49	Daniel Marley.....	1,749.30
Frissel Fund.....	2,000.00	Henry E. Robinson.....	6,000.00
Simeon V. Sickles.....	6,561.87	Henry Schade.....	20.00
Anson G. Phelps.....	5,675.68	Caroline Goff.....	4,161.59
Thomas Reilly.....	2,254.84	Catherine P. Johnston... ..	530.00
Elizabeth Van Tuyle.....	100.00	Mrs. Emma Strecker.....	12,221.66
Thomas Eggleston.....	2,000.00	Eli Robbins.....	5,000.00
Sarah A. Riley.....	100.00	Margaret Burr.....	11,011.11
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Thomas Eddy.....	1,027.50	Samuel Willetts.....	5,045.00
Robert C. Goodhue.....	1,000.00	Roosevelt & Sons.....	45.00
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Stephen V. Albro.....	428.57	James Kelly.....	5,000.00
John Penfold.....	470.00	George Merrill.....	40.00
Madam Jumel.....	5,000.00	William B. and Leonora S.	
Mrs. Steers.....	34.66	Bolles.....	2,949.11
Thomas Garner.....	1,410.00	Edward B. Underhill....	500.00

Harriet Gross.....	\$1,000.00	Angelina C. I. Anderson..	\$5,000.00
Mary Hopeton Drake...	2,340.00	Greenhut-Siegel Cooper Co	15.00
George Dockstader.....	325.00	Harriet B. Decker.....	3,000.00
Mary Rogers.....	1,000.00	Mary Anna Wenk.....	100.00
Polly Dean.....	500.00	Jeanne Platt.....	1,000.00
John Delaplaine.....	302.99	Emil Levy.....	1,000.00
Abby A. Coates Winsor..	1,000.00	Catherine Jane Pryer...	1,269.73
Harriet Flint.....	1,776.74	Elizabeth Kerr.....	400.00
Maria C. Robbins.....	10,000.00	Martha H. Andrew.....	25,000.00
Cash (sundry donations)..	140.18	Mary L. Howard.....	17,078.46
Julia A. Delaplaine.....	38,842.25	Rachel H. Pfeiffer.....	2,500.00
Mary E. Brandish.....	89.49	Mary G. Harriot.....	3,457.02
Thomas W. Strong.....	1,893.00	Antonio J. Moderno.....	12,865.52
Maria Moffett.....	16,408.21	The Brez Foundation....	6,000.00
John Vanderbilt.....	25.00	Edward L. Radcliff.....	4,794.85
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Julia L. Peyton.....	1,000.00	J. J. Van Alen.....	25.00
Amos R. Eno.....	5,000.00	M. Menken.....	25.00
Clarissa L. Crane.....	1,000.00	Hamilton W. Cary.....	2,500.00
Leopold Boscowitz.....	1,000.00	William Infeld.....	500.00
Emeline S. Nichols.....	5,000.00	Fanny Schermerhorn	
Margaret Salisbury.....	100.00	Bridgham.....	15,000.00
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Edward L. Beadle.....	4,303.99	Whitman-Bennett Studio	100.00
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Mrs. E. Douglas Smith..	315.00	S. Charles Welsh.....	10.00
William C. Schermerhorn.	10,000.00	George Welsh.....	5.00
Mary J. Walker.....	24,193.76	Cash (Anonymous).....	325.00
Mary J. Walker.....	1,222.32	Margaret A. Howard...	500.00
Sarah Schermerhorn....	5,137.05	Sarah Matilda Mygatt..	1,000.00
F. Augustus Schermerhorn		Ellen Schermerhorn	
(for building fund)....	10,000.00	Auchmuty.....	294,808.54
(for pipe organ).....	5,840.00	F. Augustus Schermer-	
Mrs. Theodore B. Myers..	5,000.00	horn.....	
Peter Marié.....	3,145.47	Martha Ann Shannon...	12,929.25
Eli Specht.....	2,816.17	Gordon V. Lyons.....	10.00
Catherine Talman.....	4,996.60	"A Friend".....	100.00
Annie Stewart Miller...	116,401.93	Edwin Gould.....	1,000.00
Amelia B. Lazarus.....	10,000.00	Mary B. Dortic.....	17,327.05
Ida M. Chapman.....	200.00	Arnold Thayer.....	5,000.00
Cash (Wm. B. Wait)....	600.00	Henry Fatton.....	1,491.82
Mrs. Edith Smith Werle..	350.00	A. V. Victorius & Co...	10.00
Mrs. J. J. Astor.....	20.00	Mary Skidmore Rogers..	2,000.00
E. E. West.....	60.00	R. E. Woodward & Co..	30.00
Mrs. Geo. G. Wheelock..	10.00	Grenville Kleiser.....	50.00
Theodore P. Nichols.....	8,000.00	Christine Meyer.....	1,000.00
Emma A. Tillotson.....	5,000.00	Marie Emmons.....	2,500.00
Harry Hastorf.....	25.00	Louis T. Lehmyer.....	2,000.00
William C. Egleston....	15,000.00	Duncan G. Harris.....	890.00

FORM OF BEQUEST.

*I give and bequeath to The New York Institute for
the Education of the Blind, located at Pelham Parkway
and Williamsbridge Road (formerly Ninth Avenue
and Thirty-fourth Street), the sum of*

_____ Dollars
to the general use of said corporation.

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New York Institute
in Charge of the
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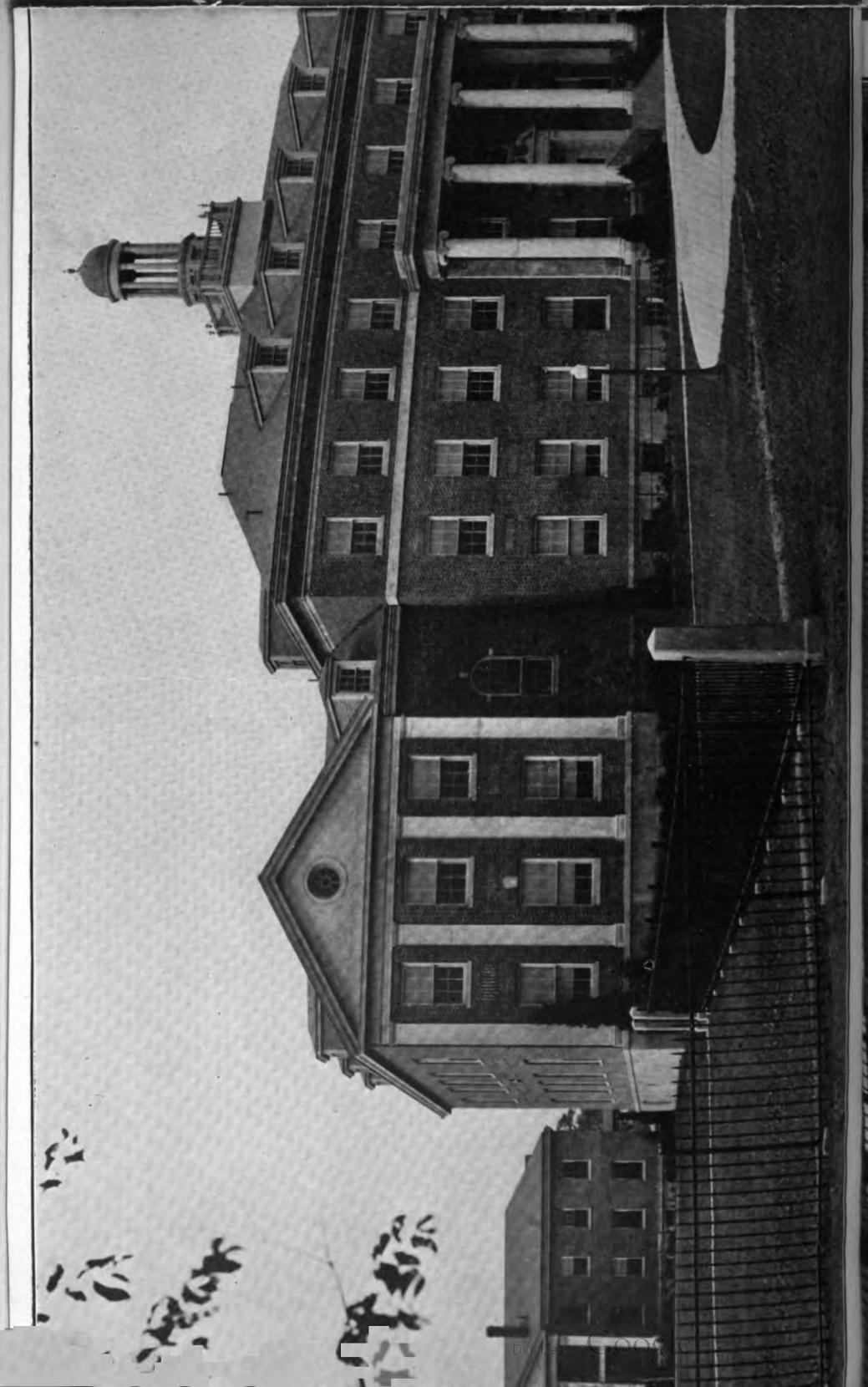
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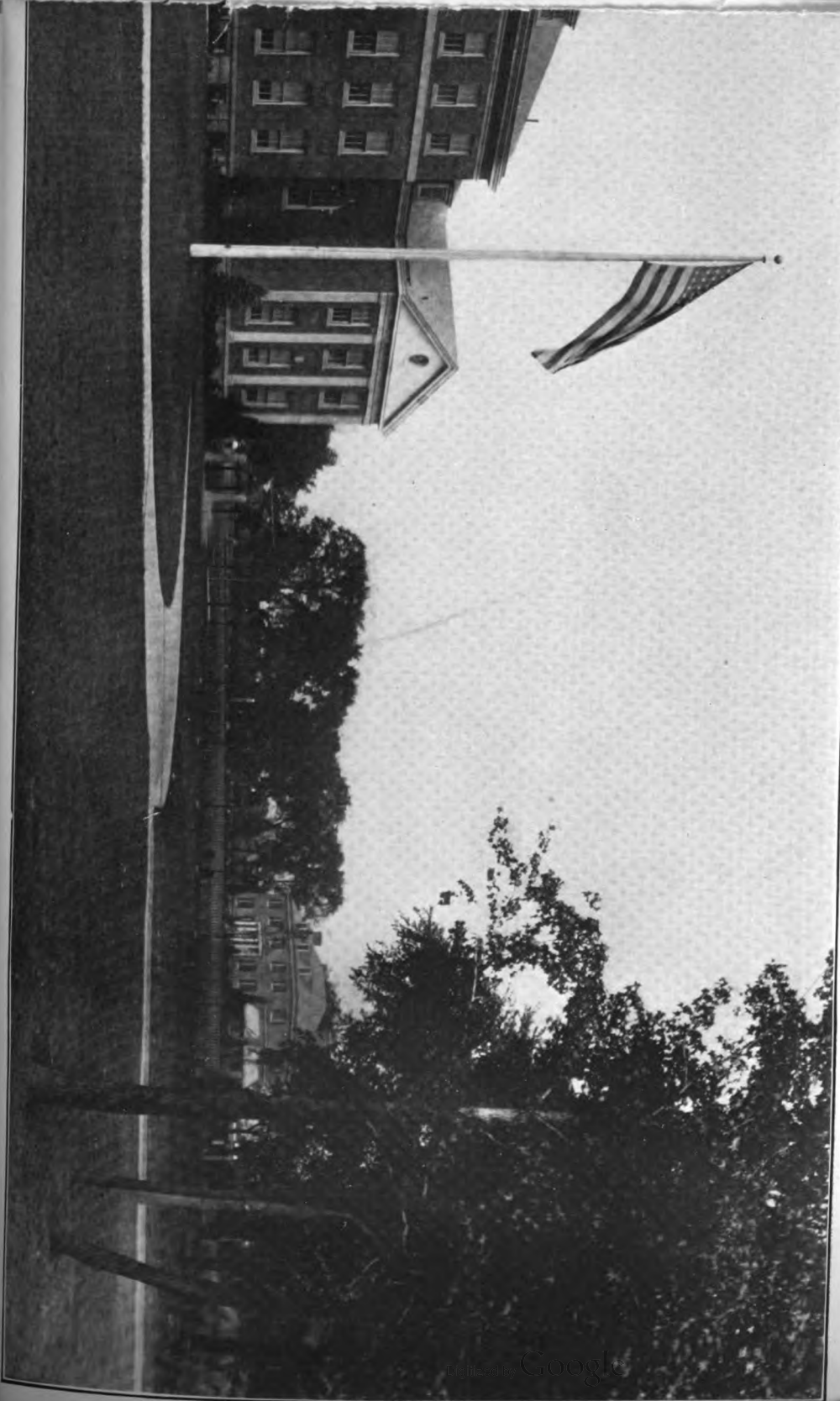
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YEAR-BOOK
OF
The New York Institute
for the
Education of the Blind

NINETIETH ANNUAL REPORT OF THE
BOARD OF MANAGERS—REPORT OF THE
PRINCIPAL—GENERAL INFORMATION 2 2

1925

Luz Oritur:

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK:
THE BRADSTREET PRESS, 148 LAFAYETTE STREET.
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The New York Institute for the Education of the Blind,

FOUNDED 1831.

OPENED 1832.

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD,
NEW YORK CITY.

CALENDAR, 1925-26.

September 14, 1925	-	-	-	School opens.
November 25-29	-	-	-	Thanksgiving vacation.
December 18	-	-	-	Christmas holidays begin.
January 4, 1926	-	-	-	School work resumed.
January 18-22	-	-	-	Regents' examinations.
March 25	-	-	-	Anniversary exercises.
March 25	-	-	-	Easter vacation begins.
April 6	-	-	-	School work resumed.
June 11	-	-	-	Class work ended.
June 14-18	-	-	-	Regents' examinations.

September 13, 1926	-	-	-	School opens.
November 24-28	-	-	-	Thanksgiving vacation.
December 17	-	-	-	Christmas holidays begin.

The New York Institute for the Education of the Blind,

FOUNDED 1831

OPENED 1832.

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD,
NEW YORK CITY.

The purpose of the Institute is to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians.

There is no restriction as to residence. From New York they may enter regularly as State pupils from the Greater City and the counties of Westchester, Putnam, Rockland, Suffolk and Nassau, being appointed by the State Education Department; from New Jersey, upon application in proper form to the Governor, through the New Jersey Commission for the Blind, and from other localities by special arrangement. All communications should be addressed to the Principal, 2201 Williamsbridge Road, New York, N. Y.

BOARD OF MANAGERS, 1925,

WITH THEIR TERMS OF CONTINUOUS SERVICE.

THOMAS N. RHINELANDER	Since 1905
J. NELSON BORLAND	“ 1907
ROBERT G. HONE	“ 1908
LINZEE BLAGDEN	“ 1910
CARL A. DE GERSDORFF	“ 1910
PAUL TUCKERMAN	“ 1912
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WILLIAM TURNBULL	“ 1913
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J. ARCHIBALD MURRAY	“ 1914
ROBERT L. HARRISON	“ 1916
GEORGE N. MILLER, M.D.	“ 1920
JAMES LLOYD DERBY	“ 1922
DUNCAN G. HARRIS	“ 1922
W. THORN KISSEL	“ 1923
HOWLAND S. DAVIS	“ 1923
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ERNEST FAHNESTOCK, M.D.	Since Dec. 17, 1924
FREDERIC P. MOORE	“ Jan. 21, 1925
EDWIN GOULD	“ Feb. 18, 1925

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ROBERT G. HONE *Corresponding Secretary*
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THOMAS N. RHINELANDER PAUL TUCKERMAN
LINZEE BLAGDEN (*ex-officio*)

MANAGERS

OF

The New York Institute for the Education of the Blind.

IN CHRONOLOGICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

<p>Akerly, Samuel, M.D. 1831-1845</p> <p>Averill, Herman 1831-1832</p> <p>Bolton, Curtis 1831-1835</p> <p>Donaldson, James 1831-1832</p> <p>Bogert, Henry K. 1831-1832</p> <p>Remsen, Henry 1831-1832</p> <p>Stuyvesant, John R. 1831-1840</p> <p>Price, Thompson 1831-1840</p> <p>Ketchum, Morris 1831-1837</p> <p>Miller, Sylvanus 1831-1832</p> <p>Crosby, William B. 1831-1833</p> <p>Lee, Gideon 1831-1836</p> <p>Ketchum, Hiram 1831-1838</p> <p>Wood, Samuel 1831-1836</p> <p>Jenkins, Thomas W. 1831-1836</p> <p>Thomas, Henry 1831-1834</p> <p>Nevins, Rufus L. 1831-1832</p> <p>Beers, Joseph D. 1831-1832</p> <p>Mott, Samuel F. 1831</p> <p>Patterson, Matthew C. ... 1831-1833</p> <p>Russ, John D., M.D. 1833-1834</p> <p>Dwight, Theodore 1833-1837</p> <p>Brown, Silas 1833-1859</p> <p>Stagg, John P. 1833</p> <p>Spring, George 1833-1835</p> <p>Walker, John W. 1833-1839</p> <p>Miller, Franklin 1833-1835</p> <p>Steel, Jonathan D. 1833</p> <p>Allen, Moses 1834</p> <p>Lyons, Stephen 1834-1836</p> <p>Dissoyway, Gabriel P. 1834-1836</p> <p>Phelps, Anson G. 1834-1855</p> <p>Crosby, William H. 1835</p> <p>Hoyt, Charles 1835-1839</p> <p>Oakley, Charles 1835</p> <p>Titus, Peter S. 1836</p> <p>Allen, George F. } 1836-1839</p> <p> } 1841-1862</p>	<p>Trulock, Joseph 1836-1840</p> <p>Mandeville, William 1836-1837</p> <p>Chandler, Adoniram 1836</p> <p>Cushman, D. Alonzo 1837-1843</p> <p>Blakeman, Wm. N., M.D. } 1837-1839</p> <p> } 1841</p> <p>Wood, Isaac, M.D. 1837-1859</p> <p>Hart, Joseph C. 1837-1840</p> <p>Holmes, Curtis 1837-1838</p> <p>Roome, Edward 1837-1845</p> <p>Seton, Samuel W. 1837</p> <p>Gracie, Robert 1838-1861</p> <p>Demilt, Samuel 1838</p> <p>Hart, James H. 1839</p> <p>Murray, Robert J. 1839-1858</p> <p>Schermerhorn, Peter Au- gustus 1839-1845</p> <p>Tallmadge, Henry F. 1839-1841</p> <p>Thompson, Martin E. 1839</p> <p>Moore, Clement C. 1840-1850</p> <p>Olyphant, D. W. C. 1840</p> <p>Averill, Augustine 1840</p> <p>Beers, Cyrenius 1841-1853</p> <p>Suydam, Lambert 1841-1842</p> <p>Holmes, Silas 1841-1842</p> <p>Case, Robert L. 1841-1861</p> <p>Crosby, John P. 1841-1859</p> <p>Collins, Stacey B. 1841</p> <p>Schermerhorn, E. H. 1841-1842</p> <p>Marsh, James 1842-1852</p> <p>Murray, Hamilton 1842-1847</p> <p>Walsh, A. R. 1842-1850</p> <p>Wood, John 1842-1850</p> <p>Jones, Edward 1843-1850</p> <p>Whittemore, William T. ... 1843-1845</p> <p>Smith, Floyd 1844-1848</p> <p>Dean, Nicholas 1844-1848</p> <p>Jones, William P. 1846-1849</p>
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Borland, J. Nelson.....1907-
 Montant, August P.....1907-1909
 Rhoades, J. Harsen.....1907-1922
 Tucker, Samuel Auchmuty. 1907-1919
 Hone, Robert G.....1908-
 Knapp, Arnold, M.D.....1909-1913
 Blagden, Linzee.....1910-
 De Gersdorff, Carl A.....1910-
 Glyn, William E.....1911-1924
 Partridge, Edward L., M.D. 1911-1922
 Dix, John A.....1911-1917
 Tuckerman, Paul.....1912-
 Nash, William A.....1912-1916
 Crosswell, James G.....1912-1915
 Hancy, Edward J.....1912-
 Aspinwall, J. Lawrence.....1913-
 Turnbull, William.....1913-

Murray, J. Archibald.....1914-
 Kobbé, George C.....1916-1923
 Harrison, Robert L.....1916-
 Munroe, Henry W.....1918-1919
 Miller, George N., M.D....1920-
 Gallatin, R. Horace.....1920
 De Rham, Frederic F.....1921
 Derby, James Lloyd.....1922-
 Harris, Duncan G.....1922-
 Kissel, W. Thorn.....1923-
 Munroe, John.....1923-1924
 Davis, Howland S.....1923-
 Schermerhorn, Alfred E...1923-
 Fahnstock, Ernest, M.D..1924-
 Moore, Frederic P.....1925-
 Gould, Edwin.....1925-

OFFICERS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,
 WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Akerly, Samuel, M.D.....1831-1842
 Phelps, Anson G.....1843-1853
 Wood, Isaac, M.D.....1854-1859
 Allen, George F.....1860-1862
 Schell, Augustus.....1863-1883
 Hone, Robert S.....1884-1887
 McLean, James M.....1888-1890

Irving, John Treat.....1891-1895
 Schermerhorn, William C. 1896-1901
 Schermerhorn, F. Augs...1901-1909
 Davis, Howland.....1909-1919
 Tuckerman, Paul.....1919-1925
 Blagden, Linzee.....1925-

VICE-PRESIDENTS.

Averill, Herman.....1831-1832
 Brown, Silas.....1833-1835
 Titus, Peter S.....1836
 Phelps, Anson G.....1837-1842
 Wood, Isaac, M.D.....1843-1853
 Gracie, Robert.....1855-1860
 Beadle, Edward L.....1861-1862
 Hone, Robert S.....1863-1883
 Suydam, D. Lydig.....1884
 McLean, James M.....1885-1887

Clift, Smith.....1888-1893
 Schermerhorn, William C. 1894-1895
 Marié, Peter.....1896-1903
 Rhinelander, F. W.....1903-1904
 Sheldon, Frederick.....1905-1906
 Peabody, George L., M.D. 1907-1912
 Kane, John I.....1913
 Appleton, William W.....1913-1924
 Murray, J. Archibald...1924-

TREASURERS.

Bolton, Curtis.....1831-1835
 Brown, Silas.....1836-1859
 Wood, Edward.....1860-1861
 Schell, Augustus.....1862
 Kennedy, James Lenox...1863-1864
 Clift, Smith.....1865

Grafton, Joseph.....1866-1871
 Whitewright, William...1872-1896
 Davis, Howland.....1897-1909
 Foster, Frederic DePeyster. 1909-1923
 Blagden, Linzee.....1923-1925
 Howland, S. Davis.....1925-

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Brown, John Crosby.....	1863
Russ, John D., M.D.....	1833-1834	Myers, T. Bailey.....	1864-1883
Crosby, William H.....	1835	Schermerhorn, F. Augs.....	1884-1901
Allen, George F.....	} 1836-1839	Marshall, Charles H.....	1901-1911
Hone, Robert S.....		} 1841-1859	Blagden, Linzee.....	1911-1923
	1860-1862	Derby, James Lloyd.....	1923-

CORRESPONDING SECRETARIES.

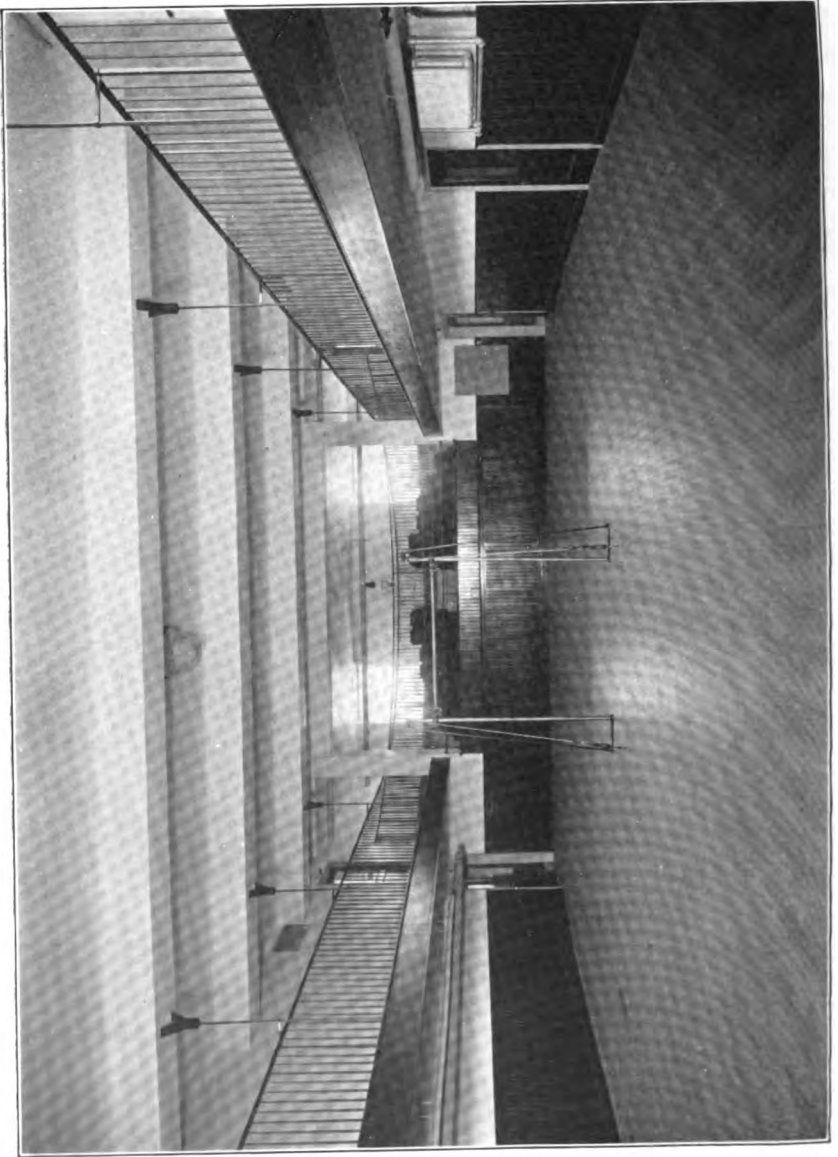
Donaldson, James.....	1831-1832	Church, William H., M.D.....	1860
Dwight, Theodore.....	1833-1837	Tuckerman, Charles K....	1861-1867
Wood, Isaac, M.D.....	1839-1842	Schermerhorn, William C.	1868-1893
Roome, Edward.....	1843-1844	Bronson, Frederick.....	1894-1895
Schermerhorn, Peter Augs.	1845	Sheldon, Frederick.....	1896-1905
Jones, Edward.....	1846-1850	Peabody, George L., M.D.	1905-1906
Wood, Isaac, M.D.....	1851-1853	Appleton, William W.....	1907-1913
Crosby, John P.....	1854-1859	Hone, Robert G.....	1914-

PRINCIPALS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.....	1832-1834	Cooper, T. Golden.....	1853-1860
Office unfilled..	1835 and part of 1836	Rankin, Robert G.....	1861-1863
Jones, Silas.....	1836-1840	Wait, William B.....	1863-1905
Vroom, Peter D., M.D.....	1841-1842	Emeritus Principal.....	1905-1916
Boggs, William.....	1843-1845	Tewksbury, Everett B....	1905-1914
Chamberlain, James F....	1846-1852	Van Cleve, Edward M....	1914-



GYMNASIUM, SHOWING VISITORS' GALLERY AND RUNNING TRACK

Report of the Board of Managers of The New York Institute for the Education of the Blind.

*To the Honorable the Legislature
of the State of New York :*

The Managers of The New York Institute for the Education of the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the fiscal year ended June 30, 1925.

The following is a summary of the receipts and disbursements for the year:

RECEIPTS.

Balances, June 30, 1924—		
Income fund.....	\$31,802.51	
Capital fund.....	1,818.07	
		\$33,620.58
Of Capital—		
Sales of securities, bonds and mortgages paid, legacies, donations, etc.....		947,963.12
Of Income—		
Current receipts.....		131,271.78
		\$1,112,855.48

DISBURSEMENTS.

Of Capital—		
Building expenditures, securities purchased, etc.....		\$881,478.23
Of Income—		
Taxes, insurance, etc.....		19,137.35
Maintenance.....		120,928.61
Increase of Principal's fund.....		1,000.00
Balances—		
Income fund.....	\$22,008.33	
Capital fund.....	68,302.96	
		90,311.39
		\$1,112,855.48

From time to time, beginning in eighteen hundred and thirty-six, the Institute has been in receipt of legacies and

donations, which the Managers have set apart in the Legacy Fund.

At the close of the fiscal year the Legacy Fund, including amounts received, both legacies and donations, and aggregating \$1,170,635.16, was represented by cash and investments in approved securities.

The Managers gratefully acknowledge the receipt of the following legacies: Morris W. Jacobi, \$2,690.56; August L. Peters, \$35,213.03; Jane C. Long, \$3,000; Charles E. Rhineland, \$1,000; Sophie C. Helfst, \$1,000; Reding Sterrit, \$63,373.65; and a donation, Alfred B. Jenkins, \$500.

Contributions for special purposes, not included as part of the Legacy Fund, were made during the fiscal year as follows: Edwin Gould, a printery fund producing practically \$3,000 annually, and for decorative treatment of the Assembly Room, Schermerhorn Hall, \$4,967.57; Mr. and Mrs. O. W. Milburn for victrola and records, \$150; former boy pupils of the Institute for a flag pole, \$226, and former girl pupils for a flag fund, \$127.40; Mr. William A. Clark, Mrs. James Lent Barclay, Mrs. G. G. Battle, Mrs. Edith A. Slocum, Mrs. H. P. Davison and Miss Isabel Foster Kennedy, varying amounts for special equipment. To all of whom the Managers make grateful acknowledgment.

Annexed hereto is the statistical report of the Principal, which shows the variety and character of the work done, the completeness of the facilities, and the thoroughness of the training afforded by this Institute.

The new buildings with the recent tree planting present a most pleasing appearance. They have now been in use for a school year, and are considered most satisfactorily planned for the purposes for which they are intended.

The enrollment of pupils has increased to 115, with an average daily attendance of 106 students. The girls' dormitory is filled to capacity, and the two boys' dormitories have had few vacancies during the school year recently completed.

The erection of this splendid group of buildings has brought many visitors, and anyone interested in institutional plants or

who would care to see the present methods of education of the blind, is most cordially invited to visit the Institute.

**The New York Institute for the
Education of the Blind.**

LINZEE BLAGDEN,
President.

JAMES LLOYD DERBY,
Recording Secretary.

County of Nassau, s.s.:

LINZEE BLAGDEN, of said City, being duly sworn, saith: That he is President of The New York Institute for the Education of the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

Sworn to before me this
6th day of October, 1925.

RICHARD DOWNING,
Notary Public,
Nassau County, N. Y.

The New York Institute for the Education of the Blind.

TREASURER'S REPORT FOR THE YEAR ENDED

JUNE 30, 1925.

RECEIPTS.

1924 Balance, Capital fund.....	\$1,818.07	
" Income fund.....	31,802.51	
		\$33,620.58

OF CAPITAL.

Legacies.....	\$106,277.24	
Donations.....	500.00	
Principal paid on bond and mortgage.....	1,500.00	
Interest on securities held in Building fund.....	1,500.00	
Sale of securities.....	2,448.11	
Sale of real estate.....	830,737.77	
Deposit on sale of real estate.....	5,000.00	
		947,963.12

OF INCOME.

From New York State.....	\$35,518.12	
New York City.....	1,325.65	
New Jersey.....	6,900.00	
Interest on securities, mortgages, etc.....	82,402.14	
Sales of pupils' work, Kleidographs, tablets, paper, etc.....	2,187.62	
Edwin Gould Printery donation.....	2,938.25	
		131,271.78
		\$1,112,855.48

DISBURSEMENTS.

OF CAPITAL.

Legal expense.....	\$1,437.40	
Expenditures on Bronx & Pelham Parkway Bldgs.....	579,158.94	
Revenue stamps, interest on demand loans.....	2,261.64	
Securities purchased.....	298,620.25	
	<hr/>	\$881,478.23

OF INCOME FOR TAXES, INSURANCE, ETC.

Taxes and insurance.....	\$9,158.14	
Expenses on collection of income.....	790.17	
Accrued interest on securities purchased.....	5,339.04	
Fixed charges.....	3,850.00	
	<hr/>	19,137.35

OF INCOME FOR MAINTENANCE.

Pay roll.....	\$76,646.24	
Household supplies.....	3,007.89	
Food supplies.....	17,356.82	
Buildings and grounds.....	15,817.31	
Educational supplies and expenses.....	3,167.05	
Miscellaneous expense.....	4,933.30	
	<hr/>	120,928.61
Increase of Principal's fund.....		1,000.00

Balances, June 30, 1925—

Capital fund.....	\$68,302.96	
Income fund.....	22,008.33	
	<hr/>	90,311.29
		<hr/>
		\$1,112,855.48

HOWLAND S. DAVIS,
Treasurer.

The foregoing account has been compared with the vouchers and accounts and is certified as correct.

TOWNSEND, DIX & POGSON,
Accountants and Auditors.

July 22, 1925.

STATISTICAL REPORT OF THE PRINCIPAL.

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the school year ended June 30, 1925:

Number of pupils June 30, 1924.....	103
Admitted during the year.....	24
Whole number instructed.....	127
Reductions.....	16
Number remaining.....	111

The school curriculum provides for complete primary and secondary courses, based on the syllabuses of the University of the State of New York, and includes music, manual training and physical training. The daily schedule may be found on pages 22 and 23.

In the high school, there are now classes in the following subjects:

English, first year.	French 2.
English, second year.	Latin 2.
English, three years.	Physiology and Hygiene.
Elementary Algebra.	American History
Intermediate Algebra.	Physical Geography.
French 1.	Zoology.

The following is a list of the music subjects and the number of pupils in each:

	Boys	Girls	Total
Beginning music.....	20	11	31
Piano.....	26	24	50
Organ.....	4	2	6
Senior harmony.....	1	2	3
Elementary Theory.....	6	4	10
Tuning.....	22	--	22
Voice.....	3	4	7
Melody Writing and Ear Training.....	3	2	5
Normal Music Class.....	3	3	6

CIPAL

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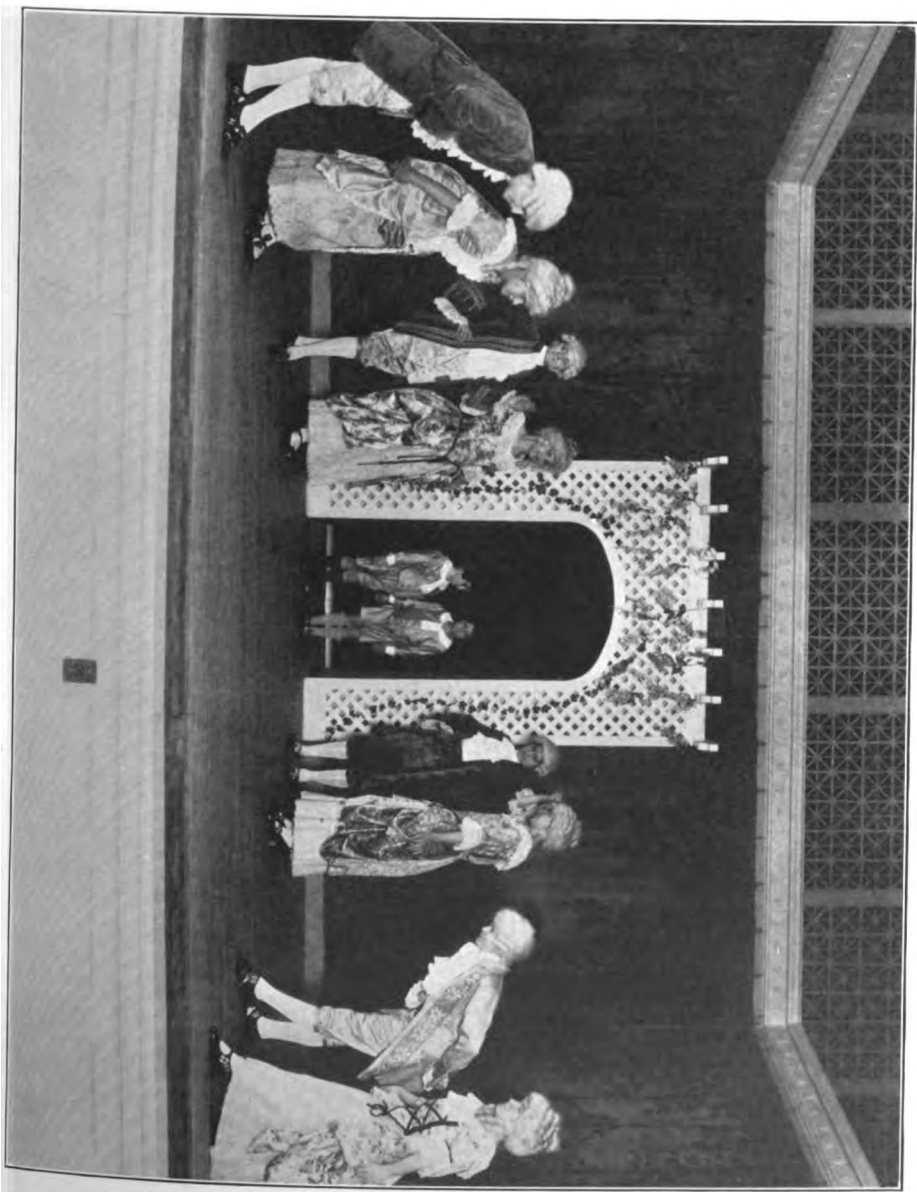
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THE MINIST - ANNIVERSARY



The following is a list of the subjects in which examinations were taken during the year, with the number of pupils passing in each:

Reading.....	12
Spelling.....	4
Writing.....	4
Elementary English.....	4
Arithmetic.....	6
Elementary United States History and Civics.....	6
Geography.....	9
English, three years.....	1
English, 4.....	2
Latin, two years.....	2
French, 2.....	4
French, three years.....	1
Elementary Algebra.....	5
Plane Geometry.....	7
Civics.....	4
History, B.....	7
American History.....	2
Physical Geography.....	5
Physiology and Hygiene.....	7
History of Music and Appreciation.....	7

And the record of the Regents' examinations for the past year is as follows:

Number of examination days.....	7
Pupils examined.....	47
Subjects covered.....	19
Answer papers written.....	143
Answer papers claimed.....	99
Papers allowed by the Regents.....	93

The following table gives the results of the examinations held from 1910 to 1925:

	No. examined.	No. claimed.	No. allowed.	Per cent. claimed of No. examined.	Per cent. allowed of No. examined.	Per cent. allowed of No. claimed.
1910.....	185	155	151	83.78	81.62	97.41
1911.....	167	145	136	86.82	81.43	93.79
1912.....	73	68	68	93.15	93.15	100.00
1913.....	75	64	63	85.33	84.00	98.43
1914.....	98	70	68	71.42	69.38	97.14
1915.....	114	97	94	85.08	82.45	96.90
1916.....	117	104	95	88.88	81.19	91.34
1917.....	107	98	91	91.57	85.04	92.85
1918.....	110	103	99	92.81	90.00	96.11
1919.....	115	94	91	81.73	79.13	96.80
1920.....	89	74	72	83.14	80.89	97.29
1921.....	119	104	97	87.39	81.51	93.26
1922.....	127	103	101	81.10	79.54	98.05
1923.....	121	108	101	89.25	83.47	93.51
1924.....	144	120	111	83.33	77.08	92.50
1925.....	143	99	93	69.23	65.03	93.93

The following is a list of the pupils present during the year 1924-1925 who have earned Regents' certificates:

PRELIMINARY CERTIFICATES.

Stanley Wartenberg,	Francis Beard,	Nicolina Li Calsi,
Michael Di Nucci,	Bessie Gottreich,	Mary Kleine,
Robert Judkins,	Howard Strickland,	Anna Yaeger,
Olaf Larsen,	Wm. Schroeder,	John Bito,
Adolph Munter,	Charles Thielemann,	Earle Brown,
Valentine Bangert,	Ruth Freer,	Warren Germain.

18 COUNT CERTIFICATES.

Bessie Gottreich,	Anna Yaeger,	Adolph Munter,
Florence Quinn,	Charles Thielemann,	Stanley Wartenberg.
Olaf Larsen,	Robert Judkins,	

36 COUNT CERTIFICATES.

Florence Quinn,	Anna Yaeger.	Stanley Wartenberg.
Bessie Gottreich,	Olaf Larsen,	

54 COUNT CERTIFICATES.

Olaf Larsen,	Stanley Wartenberg,	Florence Quinn,
	Bessie Gottreich.	

72 COUNT CERTIFICATES.

Stanley Wartenberg,	Florence Quinn.
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Respectfully submitted,

EDWARD M. VAN CLEVE,

Principal.

DAILY SCHEDULE.

MORNING PERIODS.

PRAYERS.	LITERARY DEPARTMENT.			MUSIC DEPARTMENT.		MANUAL TRAINING DEPARTMENT.
	Spelling and Writing, Grades 1, 2, 3, 4, 5. Sub-primary.	Arithmetic, Grade 7.	Elementary Algebra.	Applied Business & Correspondence	Piano. Organ. Tuning.	
8.15-8.40						
8.40-9.10	Reading, Grades 1, 2, 3, 4, 5. Sub-primary.	Arithmetic, Grade 7.	Elementary Algebra.	Dictaphone.	Piano. Organ. Tuning.	Caning.
9.10-9.45	Language, Grades 1, 2, 3, 4, 5. Sub-primary.	Elementary English. English, 1st year.	Latin 2.	Dictaphone.	Piano. Organ. Tuning.	Caning.
9.45-10.20						
10.20-10.25	RECESS.					
10.25-11	Arithmetic, Grades 1, 2, 3, 4, 5, 6. Sub-primary.	Intermediate Algebra.	Zoology.	Dictaphone.	Piano. Organ. Tuning.	Caning.
11-11.35	French 1. American History.	Nature Study. Geography, Grade 2. Beginning Science.	U. S. History with Civics, Grade 3. Dictaphone.		Piano. Senior Harmony. Tuning.	Caning.
11.35-11.40	RECESS.					
11.40-12.15	Braille Writing. English, 3 years. English, 2 years.	Geography, Grade 1. U. S. History with Civics, Typewriting.	Grade 1 and Grade 2. Braille Writing.		Ear Training & Melody Writing. Piano. Organ. Tuning. Eurythmics. Voice.	Caning. Handwork.
12.15-1.15	DINNER HOUR.					

AFTERNOON PERIODS.

	LITERARY DEPARTMENT.		MUSIC DEPARTMENT.	PHYSICAL CULTURE. MANUAL TRAINING.
	French, 2.	Physiol- ogy and Hygiene.			Geog- raphy, Grade 3.	Geography, Grade 1, Physical Geography.
1.15-1.50			Piano. Organ. Musical. Voice.	* Manual training. Woodwork. Physical culture.
1.50-2.25	Physical Geography.	Geography, Grade 4.	Piano. Organ. Musical. Voice.	* Manual training. Woodwork. Physical culture.
2.25-3			Piano. Junior Chorus.	* Manual training. Physical culture. Woodwork.
3-3.15	RECESS.			
3.15-3.45			Piano. Senior Chorus. Organ. Music Class, 2b.	* Manual training. Woodwork. Physical culture.
3.45-4.15	Domestic Science.		Piano. Voice. Normal Music Class. Elementary Theory.	Physical culture. * Manual training. Woodwork.
4.15-4.45	Domestic Science.	Typewriting.	Piano. Music Class, 2.	* Manual training. Woodwork.
4.45-5.15	Domestic Science.	Typewriting.	Piano. Tuning.	Physical culture. * Manual training. Woodwork.

* Machine sewing, knitting, crocheting, hand sewing, basketry, woodwork, weaving, etc.
Study period 7.45 to 8.45, unless otherwise assigned.

LIST OF PUPILS.

BOYS.

ACOCCELLA, PASQUALE
ALMY, HENRY
ANDREWS, HAROLD
BALLARD, EUGENE
BANGERT, VALENTINE
BARLETTA, JAMES
BEARD, FRANCIS
BECK, BRUNO
BELL, WALTER
BIGBY, SYLVESTER
BITO, JOHN
BRILLER, LOUIS
BROWN, EARLE
BUCHKO, EML
CAMPANELLA, JOSEPH
CASSIDY, THOMAS
CASTAGNA, ANGELO
CHICACHEE, JAMES
CHYLKA, MICHAEL
CICCARELLO, JAMES
COHEN, MORRIS
COMPTON, BERT
CONKLIN, STEWART
CRIMMINS, WILLIAM
CROSBY, MYLES
CUNNION, CHARLES
DE MUCCI, FRANK
DE NUCCI, MICHAEL
DONOHUE, JOSEPH
DRISCOLL, THOMAS
DUFFY, EDWARD
EPSORA, ROSARIO
FERRARA, JOHN
GERMAIN, WARREN
GREENBERG, ABRAHAM
HANBURY, FRANK
INGRAHAM, LAWRENCE
IPPOLITO, LEONARDO

JUDKINS, ROBERT
KEARNEY, JAMES
KLEIN, ANTHONY
KREBS, HARRY
LANE, HOWARD
LARSEN, OLAF
LA VALLE, JOSEPH
LAYTON, JOSEPH
LISCH, EDWARD
MACILLERO, RAPHAEL
MILLER, HERMAN
MITTENTAG, SAMUEL
MUNTER, ADOLPH
OLSZEWSKI, ALEXANDER
OPITZ, PETER
PERRELLA, CARMINE
PLUMMER, WALTER
RANIERE, EUGENE
REACH, ARTHUR
REARDON, TIMOTHY
REEVE, FRED
RICCA, LOUIS
RODRIGUEZ, CARLOS
SBAR, HARRY
SCHROEDER, WILLIAM
SKRAASTAD, GERALD
SMITH, EMMET
SMITH, FRANK
SMITH, WARREN
STRICKLAND, HOWARD
THIELEMANN, CHARLES
TUZZALINO, JAMES
VAN DUYN, HOWARD
WARTENBERG, STANLEY
WAX, BENZION
WICE, THEODORE
WILLSEA, ALBERT WILLIAM
YOUNG, GEORGE

GIRLS.

ALLEN, DOROTHY
AVERNA, RITA
BOCCIA, ROSE
BUTLER, ESTHER
CANCELOSI, ANGELINA
FENNESSEY, ELIZABETH
FENNESSEY, ROSALIE
FREER, RUTH
GANLY, WINIFRED
GOTTREICH, BESSIE
HANLON, KATHERINE
HARPER, EDITH
HOFFMIRE, MARGARET
HORACEK, LILLIAN
JENNINGS, LEONA
JONES, HAZEL
KLEINE, MARY
LANZARO, ALBINA
LI CALSI, NICOLINA
LI CALSI, ROSE
LOMBARD, THERESA
McHUGH, ARLENE

MALFETTI, MARGARET
MASSET, CATHERINE
MATUSEFF, GENE
MENTOR, GLADYS
MISKOVSKY, EMILY
MORRIS, ELIZABETH
MUSIER, GERTRUDE
QUINN, FLORENCE
REHM, ELIZABETH
SALADINO, BEATRICE
SAMPSON, ELSIE
SCHWIZER, MATILDA
SCRIBER, HELEN
SMITH, JENNIE
SOMMESE, MARY
SPRINGSTEEN, VERA
TETTER, JARMILLA
VINGOE, EDNA
WOROBESKY, RACHEL
YAEGER, ANNA
ZAWELSKA, STELLA

Principal's Annual Report of the Progress of the Institute for the Year Ended June 30, 1925.

To the Board of Managers,

The New York Institute for the Education of the Blind.

GENTLEMEN:—Beginning the session of 1924-25 on November 3, some weeks later than the usual time, the third week of September, we shortened the Christmas vacation, continued a week longer than usual in June, and, losing no school time by observance of holidays, closed the ninety-third session June 26, 1925, with a full year's work fairly well accomplished.

In the literary work the pupils were prepared for the state examinations and made the usual good record in passing them. Two of our pupils, William Schroeder and Stanley Wartenberg, were on examination admitted as Associates to the American Guild of Organists.

On assurance of the contractor that the new buildings would be ready for occupancy September 1, 1924, arrangements were made for removal of the Institute's effects from the old building on Ninth Avenue beginning August 1. A month's strenuous labors saw the goods removed to their new shelter, but weeks before the houses were in readiness, necessitating frequent rehandling before all were properly placed. That portion of our staff which was present removed from the old home to the new on August 29 and lived under uncomfortable conditions for several weeks, but with unflinching good nature. New furniture and appliances also had been purchased, and as soon as practicable they were placed. It was, however, not until November that the pupils could be invited to return for the work of the school year.

TESTING THE NEW ESTABLISHMENT.

Perhaps the first year under new conditions cannot provide an adequate test of the changes effected by our removal to the new Institute buildings. It was expected that an improved social life would result from the grouping of the pupils for their living outside the schoolroom in smaller units of 20 to a house, under the care of a housemother to each 20 or fewer. A very excellent start was made in this particular. A caller at any

one of the six houses at seven o'clock or nine o'clock in the evening would be almost sure to find most or all of the family in the common sitting-room enjoying the comforts and pleasures of a well-ordered home, with conversation or music or entertainment of some kind. One mother for twenty suggests a very busy woman, but self-help and coöperation marked the behavior of most of the pupils and rendered the task less onerous than it might seem at first thought.

Although the grounds were graded and sown to grass, there was no possibility of use of the lawns, for long-continued drought in the fall postponed germination of the seed until too late, and the winds blew most of the grass seed away. The pupils for their outdoor exercise were, therefore, confined to the walks and roadways. With the spring a resowing of the grounds resulted in a beginning of lawns that may be freely used by the pupils in future.

ARBOR DAY OBSERVED.

Further effort toward making the grounds attractive was made by the planting of 45 trees beside the walks approaching the pupils' houses and in the spaces between these houses. Six of these had been bought by the pupils of the six houses and one by the members of the staff; the others had been provided by the Building Committee of the Board of Managers. This planting was made the occasion of an outdoor observance of Arbor Day, our first in many years. April 17 was the day appointed by the Commissioner of Education of the State of New York. Appropriate exercises were conducted both in the Assembly Hall and on the grounds.

Later, evergreens and shrubs and perennial plants were planted about Schermerhorn Hall and several other buildings, greatly enhancing the attractiveness of their appearance. An iron fence enclosing the grounds, placed in the spring, has had the effect of increasing our sense of security and privacy as well as of improving the looks of the place.

Our school building has proved itself admirably well adapted to our needs. Presenting to passersby on Pelham Parkway an imposing appearance, it dominates the group of buildings comprising the home of the Institute, and gives the desired impression of a schoolhouse rather than of some institutional administration building; within, that impression is borne out



F. AUGUSTUS SCHERMERHORN

and intensified as the visitor finds pupils engaged in their work in schoolrooms on every hand. The offices of administration are in the rear rather than in the forefront.

OCCASIONS OF RECOGNITION.

Through the generous coöperation of Mrs. Ellen Schermerhorn Auchmuty, a portion of the residuary estate of her brother, Mr. F. Augustus Schermerhorn, to which the Institute is to become heir, was made available for the purchase of a fine organ. Mr. Schermerhorn when a member and President of the Board of Managers had given an organ which for many years served the needs of the school. It seemed most fitting that his name should be associated with the new instrument, and it has been called the "F. Augustus Schermerhorn Memorial Organ." It was built by the Austin Organ Company and is a three manual organ, having two expression chambers, the whole mechanism electrically operated. It has 32 stops, or ranks of pipes, and a set of tubular chimes; 1,575 pipes; 24 couplers; 37 adjustable combination pistons and pedals, with various other accessories, placing the console and the entire organ under remarkable control of the organist.

For the appropriate introduction of this fine instrument a series of four recitals was arranged at which four artists, Messrs. Lynwood Farnam, Will C. Macfarlane, Bassett W. Hough and F. Henry Tschudi, presented in charming and satisfactory fashion the excellent qualities of the organ. Their programs are given elsewhere in this report.

Dedicatory exercises to signalize the great change from old to new quarters were held May 26, 1925. It was not until the latter end of the school year that the aspect of completeness could be attained; hence the postponement to such a late date the holding of these exercises. A glorious spring day gave the air of joyousness to the occasion. A number of distinguished guests were present, among them being the executive officers of five of the schools for the blind: Superintendent Charles A. Hamilton of the New York State School for the Blind, Director Edward E. Allen of the Perkins Institution, Principal Olin H. Burritt of the Pennsylvania Institution for the Instruction of the Blind, Superintendent Gordon Hicks of the Connecticut State School, and Superintendent B. S. Joice of the Western Pennsylvania School for the Blind. A most impressive service

was held, in which pupils of the school, Mr. F. Henry Tschudi, organist; the Right Reverend Herbert Shipman, Suffragan Bishop of New York; Mr. Linzee Blagden, President of the Board of Managers, and Honorable Frank Pierrepont Graves, Commissioner of Education of the State of New York, took part. The program and the addresses are printed as an appendix to this report.

After the exercises the persons who attended spent two hours in observing the work of the pupils in their classrooms and in inspecting the buildings.

ANNIVERSARY EXERCISES.

Our anniversary exercises were held as usual at a date approximately that on which pupils were first admitted to the Institute in 1832. The first exercise of this nature conducted in the new Assembly Room was of pleasing character and attracted an attendance of visitors which crowded all available space. On this occasion, as at the organ recitals, evidence was given of the perfect acoustics of the new place of meeting for exhibition, concerts and the like.

As one of the numbers on the program, printed in full elsewhere in this report, Charles Thielemann, one of the older students, presented a paper giving a pupil's impressions of the newly occupied buildings, and one of the girl pupils, Bessie Gottreich, told something of the home life of the school. These papers are here given.

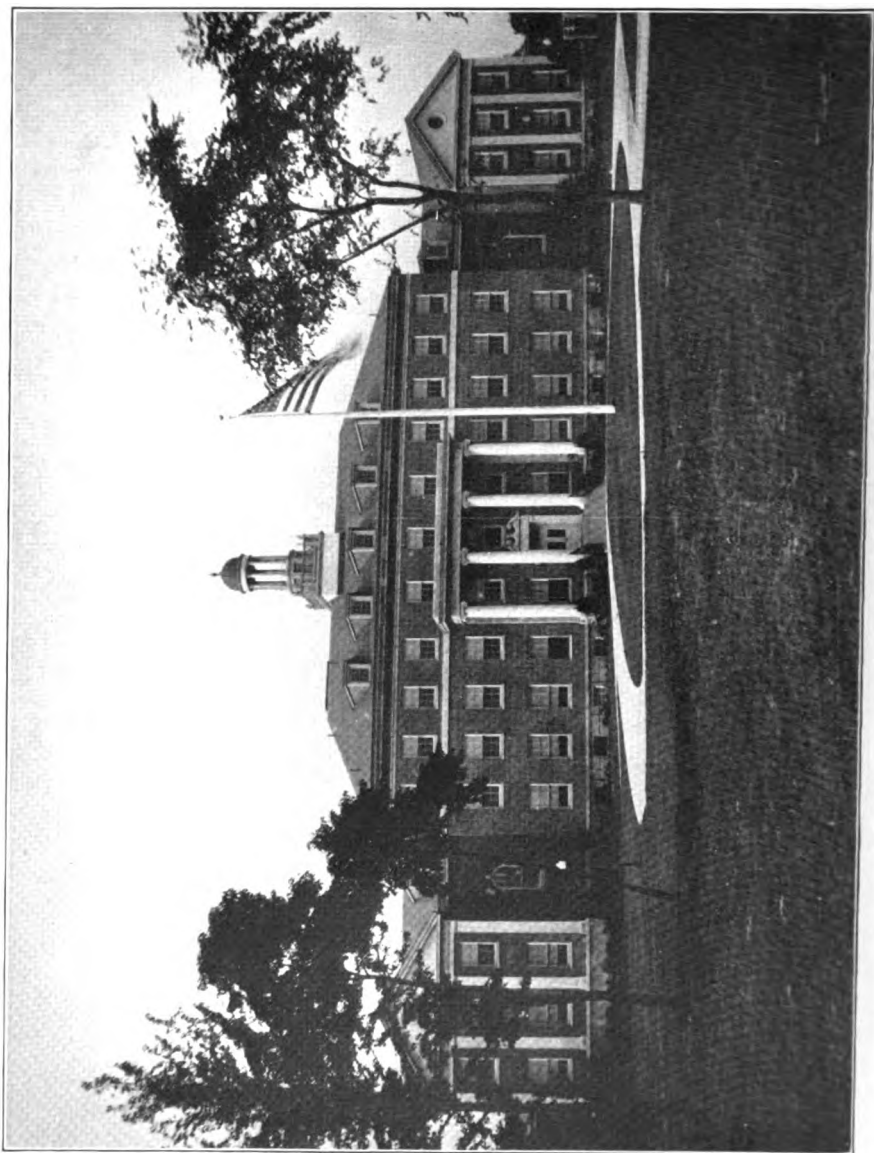
SOME DETAILS IN RELATION TO THE NEW SCHOOL BUILDINGS.

For some years past the Board of Managers of The New York Institute for the Education of the Blind has had it in mind that more commodious quarters were desirable in which to carry on the work of the School, which had outgrown the buildings at 412 Ninth Avenue. These old buildings had served their purpose faithfully and well for nigh on a hundred years, but they did not meet the requirements of modern thought in education. The present site was purchased from Mr. Vincent Astor on February 16, 1917, for the sum of \$350,000, but owing to the high cost of building materials and labor, consequent on the war, the land lay idle for six years. After several plans had been submitted, one was finally decided upon, and

the first land was broken on April 5, 1923, by Mr. J. Lawrence Aspinwall, Chairman of the Building Committee. On June 12 of the same year the corner-stone was laid by Mr. Paul Tuckerman, assisted by the Principal, in the presence of the whole school and a large number of interested friends. Since then building operations progressed steadily until, and even after, the opening of school on November 3, 1924.

The whole community is housed under seven roofs. The actual educational and administrative work is carried on in Schermerhorn Hall, as the School Building is called. The boys are domiciled in two buildings consisting of four houses, namely, Akerly House, Boorman House, Russ House and Wood House. One building, consisting of Phelps and Crosby Houses, serves as living quarters for the girls. In the Service Building are centered all the domestic arrangements, and here will be found the dining halls, kitchens, laundry, bakery, heating and refrigerating plants, machine and printing shops, sick wards, garage and employees' quarters. Wait House is for the accommodation of teachers. In addition, there is the Principal's House.

Although perhaps not the most important, yet certainly one of the most interesting of these buildings is the Service House, wherein are centered those activities which cater to the general comfort of the school as a whole. Entering by the west door from the boys' side of the grounds, and passing through a cloakroom, we find ourselves in the boys' dining hall, where are eight tables, each of which accommodates ten boys. A partition separates the boys from the girls, and the girls enter by the east door. Off these dining halls are the kitchens and the dining room for the staff of teachers and officers. The kitchen is up-to-date and furnished with every modern equipment, including an automatic dishwasher, potato peeler, bread cutter, and a machine which grinds coffee, makes meat into sausages, mashes potatoes, whips, and does all sorts of other things. In the rear of the kitchen are the bakery and refrigerators for the storing of meat, butter, eggs and vegetables. From here it is possible to descend into the basement, where are located the machine shop, the carpenter shop, and the power house, the latter containing a very modern and efficient heating plant of the hot water forced circulation type, which furnishes heat and hot water to the whole group of buildings. Two immense



THE SCHOOL BUILDING—SCHERMERHORN HALL.

boilers generate the steam which heats water for ablution and washing purposes and the water to the radiators. These are kept going by oil fuel, burning, on an average, 600 gallons in every twenty-four hours. On very cold days these monsters may consume as much as 800 or 900 gallons a day! Here we are quite modern, having discarded coal as a fuel. Oil is so much cleaner to use than coal. There are no ashes to dispose of, and its delivery and storage are much simpler matters. The oil is stored in two huge tubular tanks, each capable of holding 17,000 gallons. It is fed to the furnaces by pipes, being blown in by air pressure which can be regulated. The oil is atomized and leaves the nozzle in the form of a fine spray, which can be ignited. Two pumps send the water to and from the houses, thus keeping up a constant circulation of hot water, the pipes conveying it being all underground. Over 600 radiators take care of the heating of the group of buildings, whose cubic contents total 1,200,000 cubic feet. Several miles of piping connect these radiators. The buildings are lit by approximately 1,200 electric lights.

Schermerhorn Hall is a four-story building with basement and sub-basement, connected by wide flights of stairs at either end, and in the center by a freight elevator. On the first floor are several rooms devoted to the teaching of handicrafts, such as weaving, light basketry, chair caning, carpentry, and in addition, domestic science. The administrative offices are on either side a corridor running north and south through the building. The east wing contains the lower school. The basement contains storerooms, locker rooms, shower rooms and a running track which forms the upper part of the gymnasium—the latter occupying the whole of the sub-basement. Literary subjects are taught in large, airy rooms on the second floor, which has a wide corridor running east and west the whole length of the building. Here, also, is the magnificent Assembly Room with its fine and costly organ, well-equipped stage, and seating accommodation for 352 persons. Opposite the Assembly Room is the Library containing over 4,000 volumes in New York Point, Braille and ink-print books. Opening from the Library is a typewriting room, complete with twenty modern office typewriter and desk combinations. The girls' manual training rooms occupy the east wing of this floor. The floor above is the music department, with many small practice

rooms each containing a Steinway piano. The entrances to the balcony of the Assembly Room are from this floor. Professional training in the tuning and repairing of pianofortes is given in a very well-equipped department on the fourth and top floor.

Since all the dormitory houses for pupils are built on similar lines, a description of one will suffice for all. Each house occupies the whole of one floor. Pupils sleep one, three or four in a room, each house accommodating twenty pupils. A central living room with an open fireplace, and furnished with large rug, library table and easy chairs, affords a very pleasant place in which pupils may sit and rest or entertain their friends. An outside balcony, or a porch, opens from this room in most cases. Ample accommodation is provided for bathing and washing. The shower room is available every morning and at other times upon request. Each pupil has three lockers, one as a bedroom wardrobe, one for outside wraps in a hallway, and another located in the gymnasium for gymnasium effects. Each set of three lockers is so arranged as to be operated by the same key, of which the pupil has charge.

The buildings are not yet complete. In the future it is hoped to build two more houses for the boys and two more for the girls, thus completing the now unfinished quadrangles, each with a continuous cloister. The architecture is Dutch Colonial. At present everything on the exterior looks very new and crude, and the grounds bare, but in a few years' time, when the bricks have mellowed and the grounds are laid out and planted with trees, shrubs and lawns, this will, indeed, be a picturesque and beautiful spot. Everything possible has been done, and no expense has been spared to make this a thoroughly up-to-date and comfortable residential school for the education of the blind. To do this, over a million and a quarter dollars have been expended, and it is to be hoped that many years of success lie before this school, which is so well carrying on the work started many years ago by its founders.

CHARLES THIELEMANN.

HOME LIFE AT OUR SCHOOL.

Home life in an institution is popularly supposed to be a minus quantity, but at our school it is a decidedly positive factor. In the first place, our school homes are entirely

separate from the building where we have classes. Moreover, we are divided into small family groups instead of all living in one crowd.

When the new school buildings were ready, we were welcomed by a gracious housemother, and you can imagine with what curiosity we explored every nook and corner of our new home. We found five large, airy bedrooms, each fitted up for four girls, and an attractive sitting room with big, comfortable chairs and settle, pretty rug, table, bookcase, victrola, and best of all, a jolly fireplace. Let me say right here that that fireplace has been the center of many happy gatherings during the winter past, and so much of homey associations does it already possess that Santa Claus thought it worthy a trip down its chimney, and he must have enjoyed the sight of the dear little Christmas tree we had trimmed, for he left a big basket of oranges right under it.

There were rooms for our housemother and the teacher who lives with us, and one small bedroom which we have since christened "King Tut's Tomb," though it is associated with no such gloom as its name would indicate. It is set apart in lofty isolation from the other rooms, and is approached by a special hallway all its own. The proud occupant of this little room revels in the possession of a bureau—a coveted prize.

Then we found another bedroom, narrow and cell-like, which rather puzzled us, especially as they say twenty-one girls fill our house to capacity, and this would seem to put the figure at twenty-two. It was not for company, for it was called the quiet room; it could not be for the sick, because the electric bell and the fire gong are directly outside its door. It has since proved an excellent place for those who pull each other's hair, or for those who would flee from distracting social life to do a little extra Latin or algebra.

Every real home requires much more than mere physical comforts to make it truly happy, and our school home is no exception to the rule. There are times gay and not so gay; some trials and duties as well as pleasant happenings.

As to trials, they begin very early in the morning. The first gong rings at six o'clock. There are brave souls who do respond to that call, and, within marble walls, revel in the exhilaration of a cold shower. At six-thirty a second bell is heard by some who in turn make use of the shower. For the laggard there is



ONE OF THE BUILDINGS FOR PUPILS' LIVING QUARTERS



THE PRINCIPAL'S HOUSE

still another bell at six-forty; and no one can disregard this call without dire consequences, and reluctantly we resign our warm nests for the frigid zone outside. Then follows a mad scramble to dress before the teacher's tap, and, "Seven o'clock, girls, all out," announces the time for a short walk before breakfast. Woe to those who are late for that walk!

Circumstances conspire against the late risers, and considering the trouble it would save, I hardly know why we don't all turn early birds. Our washroom basins are assigned one to two girls, and complications are apt to arise about their use in, say, the last two minutes of the time for dressing. Suppose I generously take an extra "forty winks" so that my partner may have first chance at the basin, only to find on rushing to the washroom that she has shown me the same thoughtful consideration. But whatever happens, we must manage somehow and keep off the late-list.

After breakfast there are a few household tasks and perhaps some left-over studying. Sometimes a girl tries to expedite the bedmaking. On arising, instead of throwing the covers over the foot of the bed, she crawls carefully out so as to leave the bed clothes as nearly as possible undisturbed. It is rather a dismal surprise to find the bed did not pass air inspection and was ruthlessly torn to pieces. Beds must be made, rooms dusted and all in order when we leave for school. No property must be concealed beneath the beds, lest it be confiscated by the housemother and put in pound, whence it can only be recovered by the owner thereof appearing in person, acknowledging her transgression, identifying her belongings and promising to mend her ways.

After the morning session we hurry back to the house and besiege our teacher for mail. If she disappoints us there is one hope left. The housemother may have forestalled her at the mail box, and letters may be waiting for us at our place in the dining room.

Both before and after dinner there is a relaxation period which we use as we like. Directly after dinner our candy store is opened. This enterprise is managed by the girls' club, and the profits are used for social purposes.

The hour before supper and another before evening study afford time for the varied interests of the family. Some rest, read or study; others walk, play games or dance. If spirits

mount too high upstairs, the basement offers a fine place for jumping rope, roller skating and dancing, especially since the piano arrived. We have even learned to use this part of our time in a novel way (I am sure you will agree), namely, making candy on the installment plan. Before supper we grate the chocolate, measure the ingredients, and leave all in readiness to start the cooking as soon as we get back from the dining room. By the time the bell rings for study hour, the candy has been cooked, poured and marked, and is just at that aggravating stage, almost cool enough, but must not be disturbed quite yet. Well, we live in the joy of anticipation through the study hour, and upon dismissal rush home and make short work of that candy.

The last hour before bedtime is often the happiest of the whole day. We gather in the living room or in groups in our own rooms. There may be a birthday to celebrate, or a new joke to be tried on somebody.

Friday night, most of the girls go home for the week end, but those who stay find plenty to do to make the time pass pleasantly. Saturday is a full day given over to house cleaning, piano practice, reading and left-over studying, with perhaps a walk or a concert. Sunday morning we go to church, then have a long afternoon for rest and reading, with the jolliest gatherings in the evening when the girls are returning to school.

When spring comes we shall spend a good deal of time on the balconies outside our rooms, especially the one where the couch hammock is to be hung; and we hope to go on hikes and picnics in a way that was impossible at the old school.

In closing, just a word of appreciation of those who help to make our home life so attractive. Our resident teacher is ever ready to lend a sympathetic ear to our grievances and to console our ruffled feelings. To our housemother we owe so much of the homelike atmosphere that prevails. And if you should step in some Sunday evening while we are gathered in the living room eating popcorn, or toasting marshmallows or listening by the firelight to her charming stories, I am sure you would want to stay and would feel that we have a very happy home life at the New York Institute.

BESSIE GOTTRICH

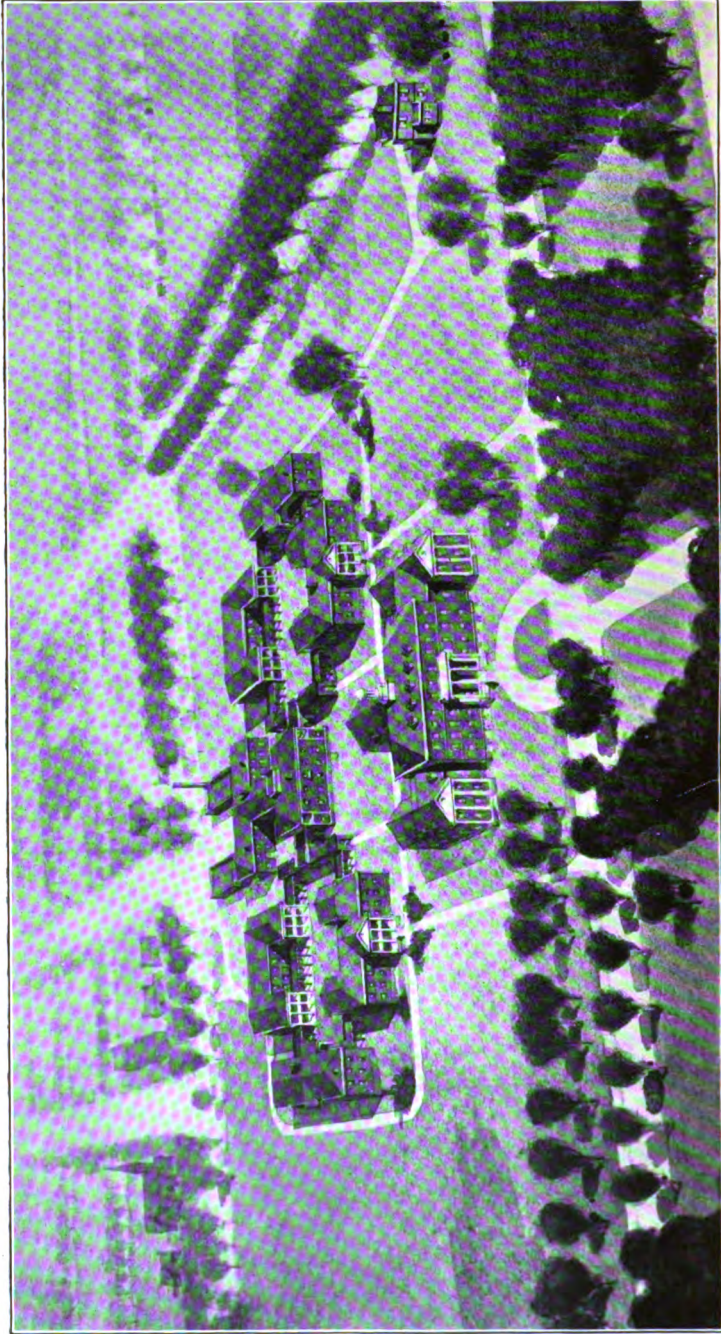
DANIEL McCLINTOCK RETIRES.

After a service of more than half a century, Mr. Daniel McClintock retired as a teacher of the Institute July 1, 1925. Few examples of such long connection with an organization are found. As a boy of ten years, Daniel McClintock entered this school October 29, 1861, being number 687 on its accession book. He remained eight years as a pupil. For three years he carried on a business of his own, and then was called to become teacher of caning in his own school, and entered upon his duties here January, 1872. With June, 1925, he had completed a connection with the Institute of sixty-one and a half years, eight years as pupil and fifty-three and a half as teacher. During his incumbency as instructor in caning, Mr. McClintock was more than a manual training teacher. He was mentor and friend to all the boys who came under his influence. Always he used such influence as he could exert to lead them to right views of life and to the choice of the best paths. And he has held the esteem of these boys become men, who returning to visit at the Institute always ask to see Mr. McClintock. His sweet spirit and his faithful service have been a blessing to the school.

AN ENFORCED VACATION.

Obliged by his physical condition to seek a respite from the cares of management, the Principal was granted leave of absence for the two months of January and February, 1925, through the kindness of the Board of Managers, and with his wife spent this vacation in taking a long sea voyage, visiting the Mediterranean Sea and a number of the countries on its shores. The report of this trip provided the material of two score talks at the morning assembly of pupils and staff throughout the months of March and April.

Respectfully submitted,
EDWARD M. VAN CLEVE,
Principal.



AIRPLANE VIEW OF THE NEW BUILDINGS ON PELHAM PARKWAY—FROM ARCHITECTS' SKETCH.

These Houses for Boys.
(One not yet built).

The Dining Hall, Kitchen, Laundry, etc.
The School Building.

Two Houses for Girls.
(One not yet built).

The Principal's House.
The Teachers' House.

ACCOUNT OF THE

DEDICATION

OF THE NEW BUILDINGS

of

THE NEW YORK INSTITUTE

for the

EDUCATION *of the* BLIND

PELHAM PARKWAY

May 26, 1925

ACCOUNT OF THE DEDICATION OF THE NEW BUILDINGS ON PELHAM PARKWAY.

Almost two years after the laying of the corner-stone of the School Building, which occurred Tuesday, June 12, 1923, the ceremonies in dedication of the completed group of buildings for The New York Institute for the Education of the Blind were held in the Assembly Room of Schermerhorn Hall, Tuesday afternoon, May 26, 1925. Although the buildings had been occupied since November 3, 1924, much work was necessary throughout the winter and spring to bring the plant up to a reasonably completed appearance. The day of dedication was bright and pleasant, and it found all the buildings in a state of readiness for inspection by the large number of visitors who attended the exercises. The grounds had been enclosed by the iron fence on which the final work was but just done, young trees and shrubbery had been set out, and a beginning of lawn was apparent in fresh newly sprung grass.

At two-thirty, members of the Board of Managers and their friends, parents of the pupils and many others, including official representatives of other schools for the blind, were present, and the program of exercises was opened, President Linzee Blagden presiding, with a Processional of the pupils of the school, who entered the Assembly Room to the strains of a joyous march played on the new F. Augustus Schermerhorn Memorial Organ and sung by their fresh young voices. F. Henry Tschudi, the teacher of organ and a graduate of the Institute, then played his own Concert Overture in D. Minor, composed for the occasion. The Right Reverend Herbert Shipman, D. D., Suffragan Bishop, Diocese of New York, who had taken a similar part in the services at laying of the corner-stone, made the invocation. A chorus of pupils sang the "Gloria" from Mozart's "Twelfth Mass." Then Mr. Blagden, President of the Board of Managers, spoke as follows:

LADIES AND GENTLEMEN:—It gives me great pleasure to welcome you here today, and it is a great encouragement to see such a large gathering of those interested in the work being done by the Institute.

We regret the absence of Mr. Tuckerman. He is the one who should preside at the dedication of these buildings, for it

was during his service as President, and under his leadership, and with the devoted assistance of the Chairman of the Building Committee, Mr. J. Lawrence Aspinwall, that they were constructed. These buildings bear witness to the skill of the architects of the firm of McKim, Mead & White, and to them we feel a debt of sincere gratitude.

This is a very important day in our history, and we welcome as guests the principals of five institutions similar to our own: Mr. Allen of the Perkins Institute, Watertown, Massachusetts; Mr. Burritt of the Overbrook School, Philadelphia; Mr. Hicks of the Connecticut State School for the Blind, Hartford; Mr. Hamilton of the New York State School at Batavia, and Mr. Joice of the School at Pittsburgh.

This Institution was founded in 1831, nearly one hundred years ago, and since 1837 its home was in that rather gloomy looking gray stone building at Ninth Avenue and Thirty-fourth Street, which many of you no doubt remember. At the time it was built, the building was the best of its kind, and for many years was an object of interest to the citizens of Manhattan. It had become obsolete, however, and although well built, was in no sense fireproof, so that the time came when the Board of Managers felt that a new home must be provided, better adapted to modern requirements, and with more space for recreation.

Fortunately, we were able to do this through the great increase in value of the former site, and the generosity of Mr. F. Augustus Schermerhorn, who provided for us in his will with the expectation that this move would be made.

And so, at last, after three plans had been drawn and other similar institutions had been visited and studied by Mr. Van Cleve, our Principal, and by members of the Board, this group of buildings was erected, representing, we believe, the best type for our purpose.

The building we are now in is the schoolhouse, and is named "Schermerhorn Hall" after Mr. F. Augustus Schermerhorn and other members of this family. He devoted many years of service as President of the Board of Managers, and his portrait hangs in the entrance hall opposite that of Mr. Wait.

Underneath this hall is the gymnasium, on the first and second floors are various class and work rooms, the library and office, and on the third floor the music rooms, where the piano-forte is taught.

After the ceremonies are over we hope that you will all make an inspection of the buildings. Mr. Van Cleve, the teachers and members of the Board will gladly act as guides.

I beg now to introduce to you Dr. Graves, President of the University of the State of New York, with which we are proud to be associated.



DR. FRANK PIERREPONT GRAVES

DEDICATION ADDRESS.

By Dr. FRANK PIERREPONT GRAVES, President of the University of the State of New York and State Commissioner of Education.

If we were to search the country from coast to coast, no more tangible or convincing evidence of the advancement in our conception of education could be found than that presented by the vision of these beautiful and serviceable new buildings of The New York Institute for the Education of the Blind. They objectively mark the transition from the view of free education as a charity due the poor from the wealthy to a firm conviction that universal education is the soundest means of producing good citizenship and insuring against disorder in the body politic.

For centuries the education of the masses was regarded as a matter of charity or was totally neglected. In the course of the settlement of Manhattan Island, a quaint agreement among the Dutch, although these colonists were unusually progressive in education, arranged that "the poor should be taught free for God's sake." Even a century afterward, a charitable Free School Society was formed in New York City through the efforts of the famous statesman, DeWitt Clinton. And it required nearly fifty years more for this society to blossom into a genuine public school system. Public education in the real sense has existed in this metropolis of our country for barely three-quarters of a century, and the history of public high schools is limited to one-third of that time. So slow have we been in grasping the true purpose and ideals of education!

The evolution of education for the blind has paralleled that of the seeing. Through long centuries the sightless were brought up in neglect and ignorance, for it was supposed that nothing could or should be done toward training them. By some strange perversion of the gospel of Christianity, blindness was often deemed to be a sign of Divine wrath against sinful man, and the sightless were left untrained and forced to beg for alms. They were regarded with superstitious pity at the best, and often treated with contempt and ridicule. But in the year 1784, just as the State of New York was organizing its system of education under the guidance of the Board of Regents, the first school for the blind in the world was being organized in Paris. The immediate success of this institution filled philanthropists and broad-minded teachers with joy and anticipation. The idea spread rapidly through the countries of Western Europe, and within a half century began to yield a rich fruitage also in this Land of the Free.

While America was relatively slow in catching the new inspiration, once the idea was grasped, she proved, as usual, extraordinarily responsive and progressive. As in Europe,

the project was at first realized and promoted by philanthropic individuals and societies. But it was soon seen to be fraught with the same ideals as all public education, and was gradually taken over by the civil authorities, until now for many years most of our schools for the blind are at least subsidized and under partial control by the state. As a matter of fact, The New York Institute for the Education of the Blind is one of the very few that are maintained to some extent by endowment and preserve their independence through a private board of trustees. This country boasts of more than fifty schools for the sightless—roughly, one for each state and an additional one for good measure in such progressive commonwealths as our own.

Moreover, the United States has been far in advance of the European countries in the introduction of intellectual education into the course of its schools for the blind. Great Britain, for example, has but just begun to view the education of the sightless as something more than mere vocational training. Until recently she has continued to think of the problem mainly as philanthropic rather than educational, and has spent most of her efforts in rendering the pupils self-supporting through industrial training. We of America, on the other hand, have always held it important that the blind should be capable of earning a livelihood and have endeavored to offer them instruction in commercial, industrial and musical lines, but have seen the necessity for breadth and background, and have held tenaciously to literary subjects even more than to handicrafts. We have thought it more important to make a life than to make a living for the sightless, as well as for the seeing. It has been the prevailing idea in American schools for the blind to insure at least a sound common school education, and to trust, if necessary, to experience to work out the details and refinements of training for a trade.

So great have been our educational achievements that a distinguished Southern teacher of the sightless has recently declared that it has now been found that "a blind man can do everything that a seeing man can, except see," and that a distinguished educator, upon observing the achievements of a well-known school for the blind, remarked that he thought he would "go home and put out the eyes of his own pupils." These statements seem somewhat exaggerated, but an epigram or a hyperbole often reveals the truth more clearly than a strict accuracy. At any rate, the fact has now been established once for all that the sightless are not to be trained as objects of charity, but possess the right, like all children in this country, to the best education that can be provided by the state.

Most significant, therefore, of our progress in educational viewpoint is this wonderful plant, which constitutes the new home for New York's school for the blind. But Parnassus is never reached at a bound. Even in such a progressive

center of the country a realization of the importance of this type of education has been slow and tortuous. It was nearly a century ago that Dr. Samuel Akerly and Samuel Wood undertook to release three sightless children from their darkness and idleness, and to proceed on the basis that education, and not charity, was required. Samuel Wood was an aged member of that religious body known as the Society of Friends, which has so consistently throughout the history of this country shown such a hospitable and progressive attitude toward education of every type, and Doctor Akerly had already manifested his humane spirit as a trustee and visitor of orphanages and other institutions where education formed a prominent feature. It was at one of these orphanages that their first pupils for the new type of school were found, and at this juncture these two great souls were destined to fall in with Dr. John D. Russ, who became the third member of the firm in this grand educational venture. Doctor Russ had just returned from his work in distributing food and clothing from the United States to the impoverished Greeks, and had independently conceived the design of teaching the blind. When he heard of the incorporation of this school by Akerly and Wood, he sought them out and offered to conduct the instruction gratuitously.

After the work had been carried on for nearly two years in three temporary sites down town, the spacious estate on "Strawberry Hill"* was at length acquired, and the corner-stone of a commodious building was laid toward the end of the year 1837. For half a century this establishment was one of the show places of the city, and until last fall it remained the home of the Institute. Within the period of its usefulness the city has constantly grown up around it until from a country seat it became a hedged-in urban block, subject to all the noise and dirt of a great cosmopolitan area. Yet it was here that the work grew and flourished; and the idea of the training of the blind as a species of public education developed and expanded. The pupils of the Institute demonstrated their ability to master their environment and handicap, and to attain to intellectual achievements on a par with the seeing. Here were brought to maturity and fruition such geniuses as Stephen Babcock, for many years the teacher of Mathematics in the school; Lewis Carll, who was later graduated from Columbia and became a distinguished professor; and Fannie Crosby, the hymn writer for our nation. There was an immediate influx of students, and within a decade the attendance rose to over one hundred, and from these numbers were eventually graduated many ministers, lawyers, teachers, writers, musicians, and business men of repute.

* On Ninth Avenue, between Thirty-third and Thirty-fourth Streets, and extending to Eighth Avenue.

In 1859 William B. Wait came to the Institute and began his magnificent service of nearly fifty years—most of the time as Principal. More than any other educator, he was the great pioneer in working out the problems of the sightless. He promoted the use of embossed books, created the system of printing known as New York Point, and invented a great variety of instruments to enable the blind to read and write. But his chief glory rests in his uncompromising advocacy of scholastic education, rather than merely vocational training, and his insistence that he was conducting a school and not an eleemosynary institution. Thanks to his efforts, the training of the blind has for all time been placed upon the same basis as that of our youth possessed of sight. He was awarded the John Scott Medal of Merit for his wonderful achievements, but his chief distinction rests in the gratitude and memories which beat in the hearts of those who were raised from darkness to light through his work.

Eventually, in succession to this distinguished philanthropist and educational innovator, and entirely worthy of his antecedents, came the present Principal, my esteemed friend for twenty years. If I could have had my way, he would have accepted the proffered invitation to a professorship in a great University and have been my colleague for many years. But he listened to a louder, clearer, and more insistent call, and it is now my privilege to work by his side in the solution of educational problems in our great Empire State. Of his fruitful work I can not trust myself to speak, and this happy duty must fall to others. It was largely due to his untiring efforts that this wonderful group of buildings has been erected. We are rejoiced that he and his beloved help-meet have returned from their visit to the scenes of the Holy Land, refreshed in body and soul from those strenuous labors which had so nearly broken their strength. And we are all of us confident and happy in the belief that under their guidance this new conception of the education of the blind as a public duty and an investment in citizenship will continue to develop and expand. It is but logical in this home of democracy and self-government.

After the address of Dr. Graves a brief description of the buildings was given by the Principal, the pupils and the audience joined in the singing of a hymn, "O, Worship the King," and Bishop Shipman pronounced the benediction. Thereupon the pupils in Recessional retired to the various class rooms. All forms of work done in the school were exemplified by the teachers and pupils during two hours following the ceremonies for the pleasure and information of the visitors, who also inspected the various buildings of the Institute.

THE INVITATION

The Board of Managers and the Principal
of the
New York Institute
for the Education of the Blind
invite you and your friends to be present
at the
Ceremonies in Dedication
of the New Buildings
Pelham Parkway at
Williamsbridge Road
In the Assembly Room, Schermerhorn Hall
Tuesday, May 26th, 1925
at Two-thirty in the Afternoon

THE PROGRAM

CONCERT OVERTURE in D Minor *F. H. Tschudi*

F. HENRY TSCHUDI

Composed for the dedication of our new school and organ

INVOCATION

THE RIGHT REVEREND HERBERT SHIPMAN, D. D.

Suffragan Bishop, Diocese of New York

SONG, (Gloria from "Twelfth Mass") *Mozar*

CHORUS OF PUPILS

ADDRESS

MR. LINZEE BLAGDEN (Presiding)

President of the Board of Managers of The New York Institute for
the Education of the Blind

ADDRESS

HON. FRANK P. GRAVES, Ph. D., Litt. D., L. H. D., LL. D.

President of the University of the State of New York
and Commissioner of Education, Albany

HYMN, (O Worship the King) *Haydn*

PUPILS and AUDIENCE

BENEDICTION

RECESSIONAL

Inspection of work in classrooms by the guests of the Institute

CHRISTMAS ENTERTAINMENT

Friday Afternoon, December 19, 1924.

PROGRAM

1. ORGAN—Marche Pontificale *Lemmens*
WILLIAM SCHROEDER
2. CHORUS—Silent Night *Joseph Barnby*
SENIOR CHORUS CLASS
3. RECITATION—The Christmas Tree
RITA AVERNA
4. RECITATION—If I Were Santa Claus
PETER OPITZ
5. CHRISTMAS DUET
PATSY ACOCELLA FRED REEVES
6. RECITATIONS—
 Jack Frost's Greetings
 JAMES CICCARELLO
 Jack-in-the-Box
 BRUNO BECK
7. CHORUS
 PRIMARY PUPILS
8. RECITATIONS—
 Riding With Santa
 JAMES BARLETTA
 I'd Like to Know
 MARGUERITE MALFETTI
9. PIANO—Anitra's Dance *Grieg*
 BESSIE GOTTREICH
10. CHORUS—Be Joyful, O Earth *J. C. Macy*
 SENIOR CHORUS CLASS

FLORENCE QUINN at the Organ

FOUR ORGAN RECITALS

DEDICATING THE NEW

F. AUGUSTUS SCHERMERHORN MEMORIAL ORGAN

1925

FIRST RECITAL

Tuesday Evening, March 10, at 8.15

BY

LYNNWOOD FARNAM

PROGRAM

1. FANTASIA ON CHORAL—"Hallelujah! God Be Praised—
Opus 52 (G Major) *Max Reger*
(1873-1916)
2. VIVACE from Second Trio-Sonata *J. S. Bach*
(1685-1750)
3. CARILLON *Eric Delamarter*
4. SCHERZO from Eighth Symphony *Charles Marie Widor*
5. TOCCATA ON A GREGORIAN THEME from First Symphony
Edward Shippen Barnes
6. PASTORALE in F Major *Roger-Ducasse*
7. SUNRISE *Georges Jacob*
8. ECHO (double canon in unison) *Pietro A. Yon*
9. "THE LEGEND OF THE MOUNTAIN" from "Seven Pastels
from the Lake of Constance" *Sigfrid Karg-Elert*
10. TOCCATA in F Sharp Minor—"Thou Art the Rock" *Henri Mulet*

SECOND RECITAL

Friday Afternoon, March 13, at 3.15

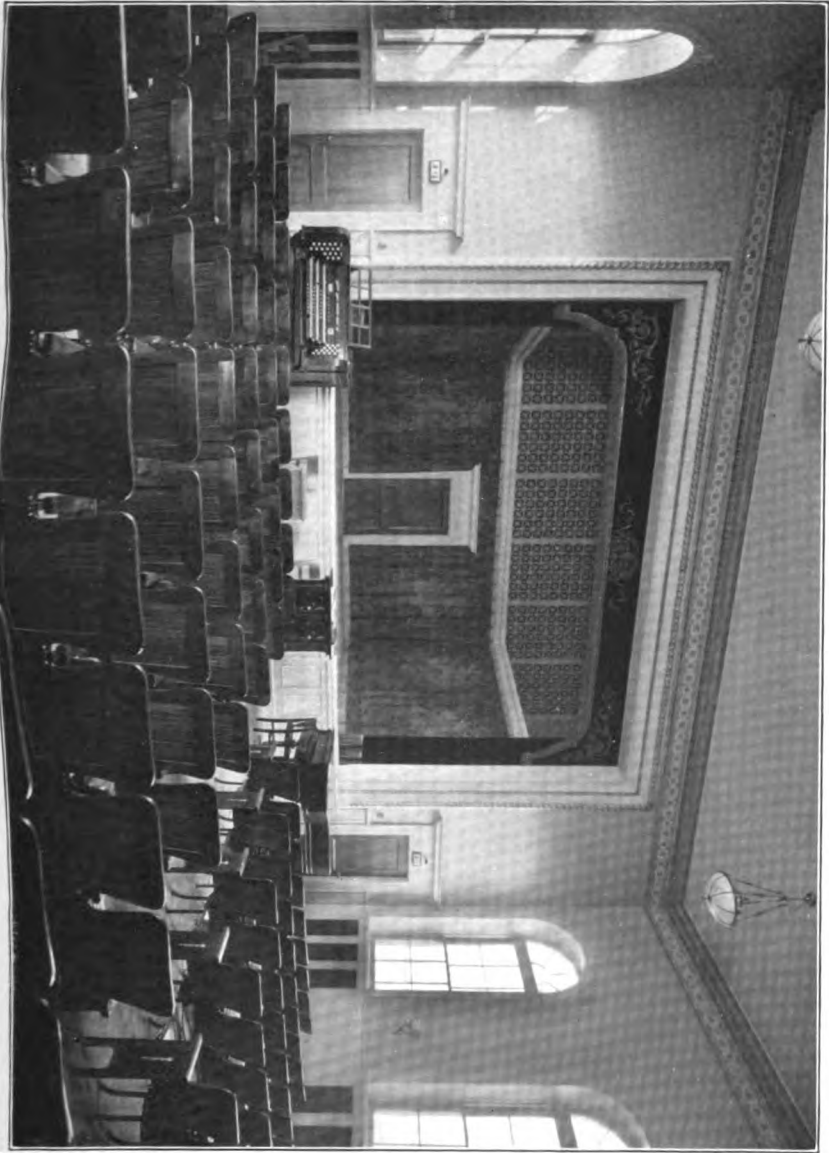
BY

DR. WILL C. MACFARLAND

PROGRAM

1. SUITE FOR ORGAN—Intermezzo—March *Rogers*
2. THE MAGIC HARP *Meale*
3. WILL O' THE WISP *Nevin*
4. SYMPHONY in G Minor—Alla Polacca—Capriccio—Largo
Prayer—Grand Chœur *Lemaigre*
5. THE MINSTER BELLS *Wheeldon*
6. CONCERT SCHERZO *Mansfield*
7. ADAGIO and ALLEGRO (from Sonata in C Minor) *Reubke*
(1834-1858)

ASSEMBLY ROOM, SCHEDEMIERHOEN HALL.



THIRD RECITAL

Tuesday Evening, March 17, at 8.15

BY

BASSETT W. HOUGH

PROGRAM

1. PRELUDE TO "PARSIFAL" *Richard Wagner*
(1813-1883)
2. SUITE GOTHIQUE—Choral—Menuet—Prayer—Toccatà
Leon Boellmann
(1862-1897)
3. HORA MYSTICA *M. Enrico Bossi*
4. *a* IN PARADISUM *Theodore Dubois*
b FIAT LUX (1837-1923)
5. SLUMBER SONG *Franz Liszt*
(1811-1886)
6. TWO POETIC BAGATELLES *Sigfrid Karg-Elert*
a In the Manner of Bach
b Minuet
7. TWO SKETCHES *Sigfrid Karg-Elert*
a Northern Lights
b May Meditation
8. PASTORALE in C *Bassett W. Hough*
9. FINLANDIA *Jean Sibelius*

FOURTH RECITAL

Friday Afternoon, March 20, at 3.15

BY

F. HENRY TSCHUDI

PROGRAM

1. SONATA No. 1 in D Minor *Alexander Guilmant*
Introduction and Allegro—Pastorale—Finale (1837-1911)
2. NOCTURNE in D *R. F. Maitland*
3. FUGUE in E Flat Major *J. S. Bach*
(1685-1750)
4. CAPRICE in A *Ralph Kinder*
5. VARIATIONS ON AN ORIGINAL THEME *Adolf Hesse*
(1809-1863)
6. EVENING BELLS AND CRADLE SONG *Will C. Macfarlane*
7. SCHERZO in E *Eugene Gigout*
8. CONCERT OVERTURE in D Minor *F. H. Tschudi*
Composed for the dedication of our new school and organ.

ANNIVERSARY EXERCISES, 1831-1925

Thursday Evening, April 2, 1925, at 8.30 O'clock

PROGRAM

1. CHORUS—Gloria from "Twelfth Mass" *Mozart*
WILLIAM SCHROEDER at the Organ

2. SOME DETAILS IN RELATION
TO OUR NEW SCHOOL BUILDINGS
CHARLES THIELEMANN

3. CLASS EXERCISE—Demonstration of Jaques-Dalcroze Eurythmics
MARGARET HOFFMIRE MICHAEL CHYLKA
MARGARET MALFETTI SAMUEL MITTENTAG
CATHERINE MASSET RAPHAEL MACILLARO
ALBINA LANZARO PETER OPITZ

4. ORGAN—Marche Religieuse *Guilmant*
FLORENCE QUINN

5. DANCE—Minuet
ANNA YAEGER at the Piano
GENE MATUREFF DOROTHY ALLEN
ELIZABETH FENNESSEY NICOLINA LI CALSI
BESSIE GOTTRICH ROSALIE FENNESSEY
RACHEL WOROBESKY ROSE LI CALSI
Pages: MARGARET MALFETTI and THERESA LOMBARD

6. DEMONSTRATION—How We Learn Our Music
PIANO—"Sonata Pathetique," Op. 13—First Movement *Beethoven*
WILLIAM SCHROEDER

7. CHORUS—Bridal Chorus from the "The Rose Maiden" *Cowen*

8. THE HOME LIFE IN OUR SCHOOL
BESSIE GOTTRICH

ANNIVERSARY EXERCISES, 1831-1925—Continued.

PROGRAM

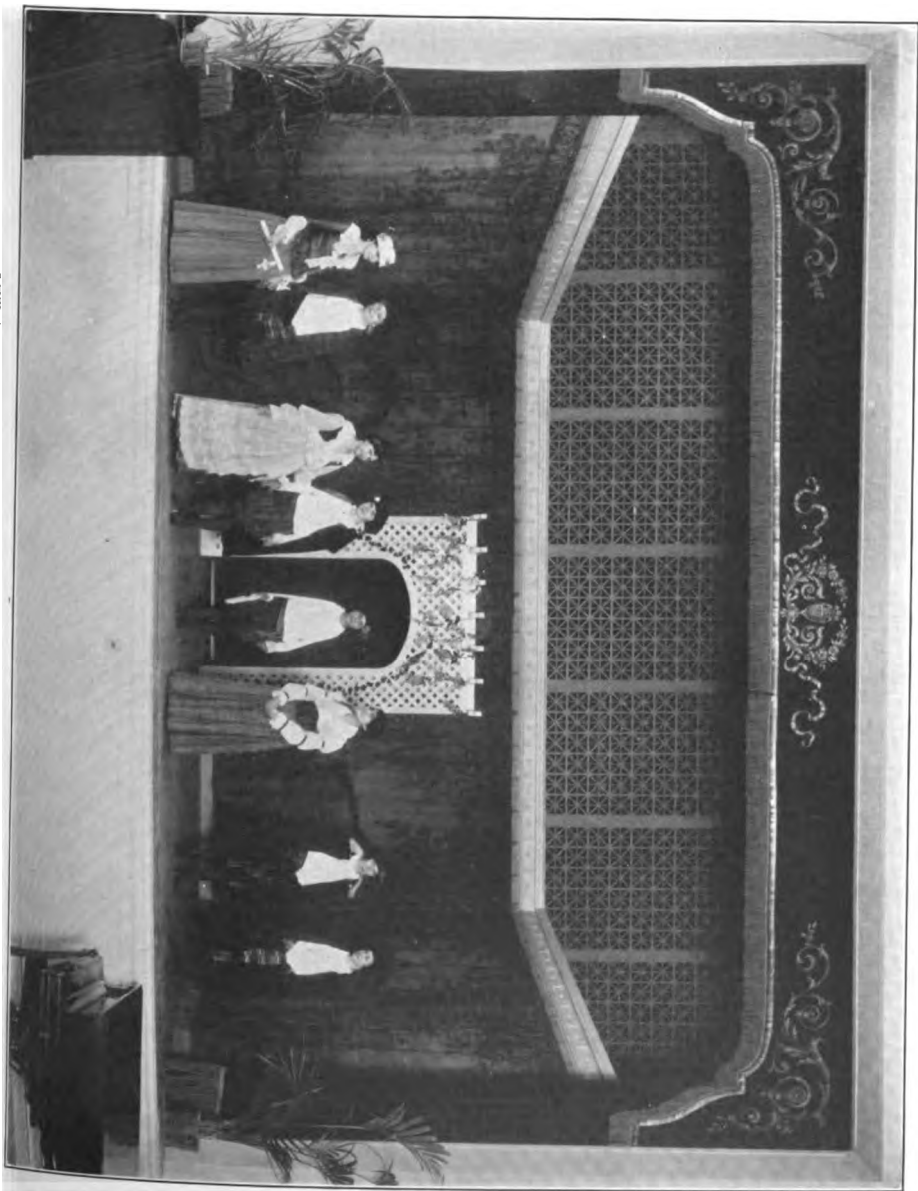
9. TRIO—A Canon for Three Voices *Cherubini*
 GENE MATUSEFF BESSIE GOTTREICH ANNA YAEGER
10. ORGAN—Intermezzo, D Flat *Hollins*
 STANLEY WARTENBERG
11. PLAY—Merchant of Venice, Act V

Scene: Belmont, Avenue to Portia's House

Upon the departure of Bassanio and Gratiano from Belmont for Venice, they are given rings by Portia and Nerissa which they vow to keep forever.

Portia and Nerissa in Venice as the unknown learned doctor and his clerk, who defend Antonio against Shylock, inveigle the rings from them and hasting back to Belmont charge Bassanio and Gratiano upon their return with inconstancy.

Lorenzo	BESSIE GOTTREICH
Jessica	NICOLINA LI CALSI
Stephano	ROSE LI CALSI
Portia	RACHEL WOROBESKY
Nerissa	FLORENCE QUINN
Bassanio	ANNA YAEGER
Antonio	RUTH FREER
Gratiano	MARY KLEINE



EXHIBITION OF WORK OF CLASSES IN PHYSICAL TRAINING

Wednesday Evening, June 3, 1925, at 8 O'clock

PROGRAM

1. SINGING GAMES

- a.* Danish Dance of Greeting
- b.* Hickory, Dickory, Dock
- c.* Peas-Porridge
- d.* See-Saw
- e.* Lads and Lasses

FIRST GRADE GIRLS

2. GYMNASTICS

- a.* Class Exercises
- b.* "Over the Top"

FIRST GRADE BOYS

3. FOLK DANCING and DRILL

- a.* May Dance (Swiss)
- b.* Ace of Diamonds (Danish)
- c.* Vineyard Dance (French)
- d.* Seven Jumps (Norwegian)
- e.* Dumb Bell Drill

SECOND GRADE GIRLS

4. GYMNASTICS

- a.* Variety Step
- b.* Somersaults

SECOND GRADE BOYS

5. SKATING DANCE (American)

THIRD GRADE GIRLS

6. TUMBLING

THIRD GRADE BOYS

7. TARANTELLA (Italian)

THIRD GRADE GIRLS

8. PYRAMIDS

THIRD GRADE BOYS

At the Piano: MRS. ROBBINS, MYRA TETTER and FRANCIS BEARD

At the Organ: WILLIAM SCHROEDER

SONG RECITAL

BY

ARTHUR HELSBY RICHMOND

BARITONE

ASSEMBLY ROOM, SCHERMERHORN HALL

Tuesday Evening, June 9, 1925, at 8.30 O'clock

PROGRAM

1. a. RECITATIVE and LARGO, *Ombra mai fu*, from "Xerxes" *Handel*
b. RECITATIVE and ARIA—With Joy the Impatient Husband-
man, from "The Seasons" *Haydn*
2. a. *Love's Message* *Schubert*
b. *My Sweet Repose* *Schubert*
c. *I'll Not Complain* *Schumann*
d. *The Two Grenadiers* *Schumann*
3. a. *The Sun's Bright Rays* *Franz*
b. *Mother, O Sing Me to Rest* *Franz*
c. *Night* *Strauss*
d. *The Gardener* *Wolf*
4. a. *Noche Serena (Calm Night)* *Mexican Folk Song*
b. *Visione Veneziana (Vision of Venice)* *Broggi*
c. *Prologue to "Pagliacci"* *Leoncavallo*

MR. REX TILLSON at the Piano

LIST OF LEGACIES AND DONATIONS

Miles R. Burke.....	\$2,000.00	Rebecca Elting.....	\$100.00
Jane Van Cortland.....	300.00	Gerard Martins.....	500.00
Isaac Bullard.....	101.66	Regina Horstein.....	250.00
Elizabeth Bayley.....	100.00	John Alstyne.....	10,320.44
John Jacob Astor.....	5,000.00	Elizabeth and Sarah	
William Bean.....	500.00	Wooley.....	5,984.83
Peter G. Stuyvesant.....	3,000.00	Benjamin Nathan.....	1,000.00
John Horsburgh.....	5,000.00	Thomas M. Taylor.....	6,151.94
Elizabeth Demilt.....	5,000.00	Simeon Abrahams.....	5,052.70
Sarah Demilt.....	2,000.00	James Peter Van Horn ..	20,000.00
C. D. Betts.....	40.00	Caleb Swan.....	500.00
Sarah Penny.....	500.00	Mrs. A. E. Schermerhorn..	10,000.00
Sarah Bunce.....	500.00	Henry H. Munsell.....	3,396.32
Elizabeth Idley.....	196.00	Thomas C. Chardevoyne..	5,000.00
Samuel S. Howland	1,000.00	William Dennistoun.....	11,892.77
William Howe.....	2,985.14	William B. Astor.....	5,000.00
Margaret Fritz.....	100.00	Benjamin F. Wheelwright	1,000.00
James McBride.....	500.00	Geo. T. Hewlett, executor	500.00
Charles E. Cornell.....	521.96	J. L. (of Liverpool, Eng.)..	25.00
Charles E. Deming.....	50.00	Ephraim Holbrook.....	39,458.16
Mrs. De Witt Clinton...	200.00	Mrs. Emma B. Corning ..	5,000.00
W. Brown.....	465.00	Eliza Mott.....	1,475.54
Elizabeth Gelston.....	1,000.00	Maria M. Hobby.....	2,509.82
Robert J. Murray.....	500.00	Daniel Marley.....	1,749.30
Seth Grosvenor.....	10,000.00	Henry E. Robinson.....	6,000.00
Elijah Withington.....	100.00	Henry Schade.....	20.00
Benjamin F. Butler.....	512.49	Caroline Goff.....	4,161.59
Frissel Fund.....	2,000.00	Catherine P. Johnston...	530.00
Simeon V. Sickles.....	6,561.87	Mrs. Emma Strecker.....	12,221.66
Anson G. Phelps.....	5,675.68	Eli Robbins.....	5,000.00
Thomas Reilly.....	2,254.84	Margaret Burr.....	11,011.11
Elizabeth Van Tuyle.....	100.00	Mary Burr.....	10,611.11
Thomas Eggleston.....	2,000.00	Samuel Willetts.....	5,045.00
Sarah A. Riley.....	100.00	Roosevelt & Sons.....	45.00
William E. Saunders.....	725.84	Augustus Schell.....	5,000.00
Thomas Eddy.....	1,027.50	James Kelly.....	5,000.00
Robert C. Goodhue.....	1,000.00	George Merrill.....	40.00
Jonathan C. Bartlett....	190.00	William B. and Leonora S.	
Stephen V. Albro.....	428.57	Bolles.....	2,949.11
John Penfold.....	470.00	Edward B. Underhill....	500.00
Madam Jumel.....	5,000.00	Harriet Gross.....	1,000.00
Mrs. Steers.....	34.66	Mary Hopeton Drake....	2,340.00
Thomas Garner.....	1,410.00	George Dockstader.....	325.00
Elizabeth Magee.....	534.00	Mary Rogers.....	1,000.00
Chauncey and Henry Rose	5,000.00	Polly Dean.....	500.00
John J. Phelps.....	2,350.00	John Delaplaine.....	302.99

Abby A. Coates Winsor ..	\$1,000.00	Catherine Jane Pryer.....	\$1,269.73
Harriet Flint.....	1,776.74	Elizabeth Kerr.....	400.00
Maria C. Robbins.....	10,000.00	Martha H. Andrew.....	25,000.00
Cash (sundry donations) ..	140.18	Mary L. Howard.....	17,078.46
Julia A. Delaplaine.....	38,842.25	Rachel H. Pfeiffer	2,500.00
Mary E. Brandish.....	89.49	Mary G. Harriot.....	3,457.02
Thomas W. Strong.....	1,893.00	Antonio J. Moderno.....	12,865.52
Maria Moffett.....	16,408.21	The Brez Foundation.....	6,000.00
John Vanderbilt.....	25.00	Edward L. Radcliff.....	4,794.85
William Clymer.....	2,000.00	John R. Peters.....	1,000.00
Julia L. Peyton.....	1,000.00	J. J. Van Alen.....	25.00
Amos R. Eno.....	5,000.00	M. Menken.....	25.00
Clarissa L. Crane.....	1,000.00	Hamilton W. Cary.....	2,500.00
Leopold Boscowitz.....	1,000.00	William Infeld.....	500.00
Emeline S. Nichols.....	5,000.00	Fanny Schermerhorn	
Margaret Salisbury.....	100.00	Bridgham.....	15,000.00
Sarah B. Munsell.....	477.56	Charles E. Rhinelande..	10,000.00
Edward L. Beadle.....	4,303.99	Whitman-Bennett Studio	100.00
Cecelia J. Loux.....	2,000.00	Julian W. Robbins.....	5.00
Mrs E. Douglas Smith ..	315.00	S. Charles Welsh.....	10.00
William C. Schermerhorn.	10,000.00	George Welsh.....	5.00
Mary J. Walker.....	24,193.76	Cash (Anonymous).....	325.00
Mary J. Walker.....	1,222.32	Margaret A. Howard.....	500.00
Sarah Schermerhorn.....	5,137.05	Sarah Matilda Mygatt ..	1,000.00
F. Augustus Schermerhorn		Ellen Schermerhorn	
(for building fund)	10,000.00	Auchmuty.....	} 294,808.54
(for pipe organ).....	5,840.00	F. Augustus Schermer-	
Mrs. Theodore B. Myers..	5,000.00	horn.....	
Peter Marié.....	3,145.47	Martha Ann Shannon.....	12,929.25
Eli Specht.....	2,816.17	Gordon V. Lyons.....	10.00
Catherine Talman.....	4,996.60	"A Friend".....	100.00
Annie Stewart Miller	116,401.93	Edwin Gould.....	1,000.00
Amelia B. Lazarus.....	10,000.00	Mary B. Dortic.....	17,327.05
Ida M. Chapman.....	200.00	Arnold Thayer.....	5,000.00
Cash (Wm. B. Wait).....	600.00	Henry Fatton.....	1,491.82
Mrs. Edith Smith Werle ..	350.00	A. V. Victorius & Co.	10.00
Mrs. J. J. Astor.....	20.00	Mary Skidmore Rogers..	2,000.00
E. E. West.....	60.00	R. E. Woodward & Co.	30.00
Mrs. Geo. G. Wheelock ..	10.00	Grenville Kleiser.....	50.00
Theodore P. Nichols.....	8,000.00	Christine Meyer.....	1,000.00
Emma A. Tillotson.....	5,000.00	Marie Emmons.....	2,500.00
Harry Hastorf.....	25.00	Louis T. Lehmeyer.....	2,000.00
William C. Egleston.....	15,000.00	Duncan G. Harris.....	890.00
Angelina C. I. Anderson..	5,000.00	Morris W. Jacobi.....	2,690.56
Greenhut-Siegel Cooper Co	15.00	August L. Peters.....	35,213.03
Harriet B. Decker.....	3,000.00	Jane C. Long.....	3,000.00
Mary Anna Wenk.....	100.00	Sophie C. Helfst.....	1,000.00
Jeanne Platt.....	1,000.00	Reding Sterrit	63,373.65
Emil Levy.....	1,000.00	Alfred B. Jenkins.....	500.00

FORM OF BEQUEST.

*I give and bequeath to The New York Institute for
the Education of the Blind, located at Pelham Parkway
and Williamsbridge Road (formerly Ninth Avenue
and Thirty-fourth Street), the sum of*

_____ Dollars

to the general use of said corporation.

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Blind

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THE HART HORTON INSTITUTE
for the Education of the Blind
YEAR-BOOK, 1926

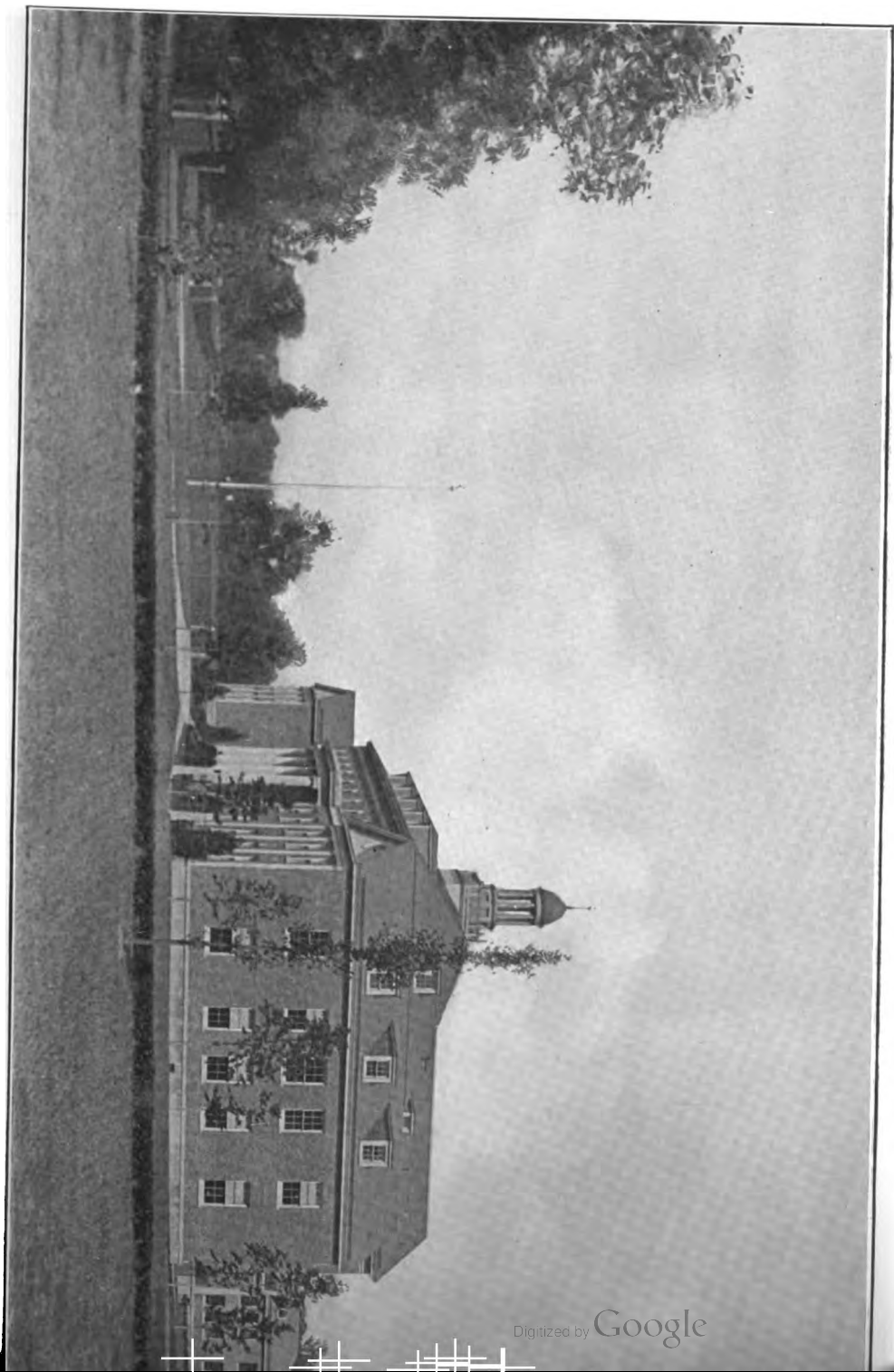
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JUN 30 1927



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Blind

New York city



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91, 1925-1926

Blind

New York city

YEAR-BOOK

OF

The New York Institute

for the

Education of the Blind

NINETY-FIRST ANNUAL REPORT OF THE
BOARD OF MANAGERS—REPORT OF THE
PRINCIPAL—GENERAL INFORMATION 2 2

1926

Lux Oritur:

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK:
THE BRADSTREET PRESS, 148 LAFAYETTE STREET.
1926

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The New York Institute for the Education of the Blind,

FOUNDED 1831.

OPENED 1832.

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD,
NEW YORK CITY.

CALENDAR, 1926-27.

September 13, 1926	-	-	-	School opens.
November 24-28	-	-	-	Thanksgiving vacation.
December 17	-	-	-	Christmas holidays begin.
January 3, 1927	-	-	-	School work resumed.
January 17-21	-	-	-	Regents' examinations.
April 7	-	-	-	Anniversary exercises.
April 7	-	-	-	Easter vacation begins.
April 19	-	-	-	School work resumed.
June 10	-	-	-	Class work ended.
June 13-17	-	-	-	Regents' examinations.

September 19, 1927	-	-	-	School opens.
November 23-27	-	-	-	Thanksgiving vacation.
December 23	-	-	-	Christmas holidays begin.

The New York Institute for the Education of the Blind,

FOUNDED 1831

OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD,
NEW YORK CITY.

The purpose of the Institute is to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians.

There is no restriction as to residence. From New York they may enter regularly as State pupils from the Greater City and the counties of Westchester, Putnam, Rockland, Suffolk and Nassau, being appointed by the State Education Department; from New Jersey, upon application in proper form to the New Jersey Commission for the Blind, and from other localities by special arrangement. All communications should be addressed

To The Principal, New York Institute
for the Education of the Blind,
2201 Williamsbridge Road,
New York, N. Y.

BOARD OF MANAGERS,

1926,

WITH THEIR TERMS OF CONTINUOUS SERVICE.

THOMAS N. RHINELANDER	Since 1905
J. NELSON BORLAND	" 1907
ROBERT G. HONE	" 1908
LINZEE BLAGDEN	" 1910
CARL A. DE GERSDORFF	" 1910
PAUL TUCKERMAN	" 1912
EDWARD J. HANCY	" 1912
WILLIAM TURNBULL	" 1913
J. LAWRENCE ASPINWALL	" 1913
J. ARCHIBALD MURRAY	" 1914
ROBERT L. HARRISON	" 1916
GEORGE N. MILLER, M.D.	" 1920
JAMES LLOYD DERBY	" 1922
DUNCAN G. HARRIS	" 1922
W. THORN KISSEL	" 1923
HOWLAND S. DAVIS	" 1923
ALFRED E. SCHERMERHORN	" 1923
ERNEST FAHNESTOCK, M.D.	" 1924
FREDERIC P. MOORE	" 1925
EDWIN GOULD	" 1925

ORGANIZATION.

(School Year 1926-27)

EDWARD M. VAN CLEVE *Principal*
N. E. LANCASTER, M.D. *Attending Physician*
ROBERT G. REESE, M.D.* *Consulting Ophthalmologist*
BERNARD SAMUELS, M.D. *Attending Ophthalmologist*
MRS. ALTA L. RAUSCH *Secretary to the Principal*

LITERARY DEPARTMENT.

MARY B. SCHOONMAKER
FLORENCE L. PHELAN
LORETTA BUTLER
ETTA D. LEWIS
MARION MILLER
JOSEPHINE A. MOODY
MILDRED A. LOMAN
REGINALD C. PHILLIPS
RUSSELL POPE
HENRIETTA A. GROSBACK, *Librarian and Teacher
of Typewriting*

MUSIC DEPARTMENT.

BASSETT W. HOUGH, *Director*
GERTRUDE L. MARTIN
F. HENRY TSCHUDI
EMILIE HAHN
ARTHUR H. RICHMOND

TUNING.

ROBERT J. HARVEY

MANUAL TRAINING AND HOME SCIENCE.

ANGIE D. KELLY
JULIA E. MYERS
MAUD W. BARRETT
J. W. MACLEAN
FRANCIS LE ROI

PHYSICAL TRAINING.

MAUD W. BARRETT
RICHARD L. CEDZIOWDA

HOUSEHOLD.

VESTA D. LOGAN, *Matron*
LUELLE A. EATON, *Asst. Matron*

HOUSEMOTHERS

FOR BOYS.

KATE HAUSMANN,
Samuel Wood House
EDNA N. MACLEAN,
John Boorman House
CLARA A. DOTY,
John D. Russ House
ELSIE PHILLIPS,
Samuel Akerly House

FOR GIRLS.

CORA F. HOWE,
Fanny J. Crosby House
ALICE G. STONEHAM, *Relief Housemother*
NANCY S. BRANN,
Anson G. Phelps House

*Died October 17, 1926.

MANAGERS

OF

The New York Institute for the Education of the Blind.

IN CHRONOLOGICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Akerly, Samuel, M.D.....	1831-1845	Trulock, Joseph	1836-1840
Averill, Herman	1831-1832	Mandeville, William.....	1836-1837
Bolton, Curtis.....	1831-1835	Chandler, Adoniram.....	1836
Donaldson, James.....	1831-1832	Cushman, D. Alonzo.....	1837-1843
Bogert, Henry K.....	1831-1832	Blakeman, Wm. N., M.D. } 1837-1839	1841
Remsen, Henry.....	1831-1832		
Stuyvesant, John R.....	1831-1840	Wood, Isaac, M.D.....	1837-1859
Price, Thompson.....	1831-1840	Hart, Joseph C.....	1837-1840
Ketchum, Morris.....	1831-1837	Holmes, Curtis.....	1837-1838
Miller, Sylvanus.....	1831-1832	Roome, Edward.....	1837-1845
Crosby, William B.....	1831-1833	Seton, Samuel W.....	1837
Lee, Gideon.....	1831-1836	Gracie, Robert.....	1838-1861
Ketchum, Hiram.....	1831-1838	Demilt, Samuel.....	1838
Wood, Samuel.....	1831-1836	Hart, James H.....	1839
Jenkins, Thomas W.....	1831-1836	Murray, Robert J.....	1839-1858
Thomas, Henry.....	1831-1834	Schermerhorn, Peter Au-	
Nevins, Rufus L.....	1831-1832	gustus.....	1839-1845
Beers, Joseph D.....	1831-1832	Tallmadge, Henry F.....	1839-1841
Mott, Samuel F.....	1831	Thompson, Martin E.....	1839
Patterson, Matthew C.....	1831-1833	Moore, Clement C.....	1840-1850
Russ, John D., M.D.....	1833-1834	Olyphant, D. W. C.....	1840
Dwight, Theodore.....	1833-1837	Averill, Augustine.....	1840
Brown, Silas.....	1833-1859	Beers, Cyrenius.....	1841-1853
Stagg, John P.....	1833	Suydam, Lambert.....	1841-1842
Spring, George.....	1833-1835	Holmes, Silas.....	1841-1842
Walker, John W.....	1833-1839	Case, Robert L.....	1841-1861
Miller, Franklin.....	1833-1835	Crosby, John P.....	1841-1859
Steel, Jonathan D.....	1833	Collins, Stacey B.....	1841
Allen, Moses.....	1834	Schermerhorn, E. H.....	1841-1842
Lyons, Stephen.....	1834-1836	Marsh, James.....	1842-1852
Dissosway, Gabriel P.....	1834-1836	Murray, Hamilton.....	1842-1847
Phelps, Anson G.....	1834-1855	Walsh, A. R.....	1842-1850
Crosby, William H.....	1835	Wood, John.....	1842-1850
Hoyt, Charles.....	1835-1839	Jones, Edward.....	1843-1850
Oakley, Charles.....	1835	Whittemore, William T.....	1843-1845
Titus, Peter S.....	1836	Smith, Floyd.....	1844-1848
Allen, George F.....	} 1836-1839	Dean, Nicholas.....	1844-1848
		Jones, William P.....	1846-1849

Thurston, William R.....	1846-1851	Clift, Smith.....	1865-1893
Sheldon, Henry.....	1846-1854	Hoffman, Charles B.....	1865-1868
King, John A.....	1848-1854	Emmet, Thos. Addis, M.D.	1865-1866
Schell, Augustus.....	1849-1883	Whitewright, William.....	1866-1898
Day, Mahlon.....	1849-1854	Schermerhorn, Wm. C.....	1866-1901
Adams, George F.....	1850-1859	De Rahm, Charles.....	1866-1890
	1865	Hilton, Henry.....	1866
Adams, John G.....	1851-1858	Burrill, John E.....	1866-1867
Ogden, Gouverneur M.....	1851-1857	Stout, Francis A.....	1867-1892
Cobb, James N.....	1851-1858	Butterfield, Daniel.....	1868
Beadle, Edward L.....	1851-1862	Hoffman, William B.....	1868-1879
Wood, Edward.....	1852-1861	Gerard, James W.....	1869-1873
Ogden, John D., M.D.....	1853-1855	Rhoades, J. Harsen.....	1869-1872
Craven, Alfred W.....	1854-1861	Schermerhorn, F. Augs.....	1870-1910
Olyphant, G. T.....	1855-1857	Marié, Peter.....	1870-1903
Abbatt, William M.....	1855-1857	Rhineland, Frederick W.....	1874-1904
Noyes, William Curtis.....	1855-1859	Sheldon, Frederick.....	1874-1906
Dumont, William.....	1856-1862	Robbins, Chandler.....	1875-1904
Warren, James.....	1856-1859	Strong, Charles E.....	1875-1887
Cammann, Geo. P., M.D.....	1858	Schuyler, Philip.....	1878-1898
Rutherford, Lewis M.....	1858-1861	Prime, Temple.....	1878-1887
Van Rensselaer, Henry.....	1858-1860	Kane, John I.....	1881-1913
Hone, Robert S.....	1859-1891	King, Edward.....	1884-1893
Tomes, Francis.....	1859-1860	Schell, Edward.....	1885-1893
Norton, Charles B.....	1859-1861	Bronson, Frederick.....	1888-1900
Church, William H., M.D.....	1859-1864	Kingsland, Ambrose C.....	1889-1890
Hutchins, Waldo.....	1860-1867	Robbins, George A.....	1889-1895
Tuckerman, Charles K.....	1860-1867	Kissel, Gustav E.....	1891-1911
Kennedy, James Lenox.....	1860-1864	Bowers, John M.....	1891-1906
Travers, William R.....	1860	Peabody, George L., M.D.....	1891-1912
Tompkins, Daniel H.....	1860-1874	Marshall, Charles H.....	1892-1912
Aspinwall, J. Lloyd.....	1860-1861	Smith, Gouverneur M.,	
Suydam, D. Lydig.....	1861-1884	M.D.....	1893-1898
Daly, Charles P.....	1861	Davis, Howland.....	1894-1921
Hosack, Nathaniel P.....	1862-1876	Duer, William A.....	1894-1905
Grafton, Joseph.....	1862-1872	Hamilton, William G.....	1894-1905
Myers, T. Bailey.....	1862-1887	Appleton, William W.....	1896-1924
Edgar, Newbold.....	1862-1864	Tappen, Frederick D.....	1897-1901
	1868	Armstrong, D. Maitland.....	1898-1911
Donnelly, Edward C.....	1862-1864	Wheelock, Geo. G., M.D.....	1898-1907
Lord, James Cooper.....	1862-1864	Fairchild, Charles S.....	1898-1906
Schermerhorn, Alfred.....	1862-1865	Soley, James Russell.....	1900-1911
	1867-1868	Winthrop, Egerton L., Jr.....	1901-1911
Brown, John Crosby.....	1862-1864	Wickersham, George W.....	1902-1909
Van Rensselaer, Alex.....	1862-1865	Foster, Frederic DePeyster.....	1903-1923
	1867-1877	Rhineland, Thomas N.....	1905-
Irving, John Treat.....	1863-1896	McIlvaine, Tompkins.....	1905-1911
Potter, Clarkson N.....	1863-1866	Godkin, Lawrence.....	1905-1909
McLean, James M.....	1863-1890	Derby, Richard H., M.D.....	1906-1907

Borland, J. Nelson.....	1907-	Murray, J. Archibald.....	1914-
Montant, August P.....	1907-1909	Kobbé, George C.....	1916-1923
Rhoades, J. Harsen.....	1907-1922	Harrison, Robert L.....	1916-
Tucker, Samuel Auchmuty.....	1907-1919	Munroe, Henry W.....	1918-1919
Hone, Robert G.....	1908-	Miller, George N., M.D.....	1920-
Knapp, Arnold, M.D.....	1909-1913	Gallatin, R. Horace.....	1920
Blagden, Linzee.....	1910-	De Rham, Frederic F.....	1921
De Gersdorff, Carl A.....	1910-	Derby, James Lloyd.....	1922-
Glyn, William E.....	1911-1924	Harris, Duncan G.....	1922-
Partridge, Edward L., M.D.....	1911-1922	Kissel, W. Thorn.....	1923-
Dix, John A.....	1911-1917	Munroe, John.....	1923-1924
Tuckerman, Paul.....	1912-	Davis, Howland S.....	1923-
Nash, William A.....	1912-1916	Schermerhorn, Alfred E.....	1923-
Croswell, James G.....	1912-1915	Fahnestock, Ernest, M.D.....	1924-
Hancy, Edward J.....	1912-	Moore, Frederic P.....	1925-
Aspinwall, J. Lawrence.....	1913-	Gould, Edwin.....	1925-
Turnbull, William.....	1913-		

OFFICERS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,
WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Akerly, Samuel, M.D.....	1831-1842	Irving, John Treat.....	1891-1895
Phelps, Anson G.....	1843-1853	Schermerhorn, William C.....	1896-1901
Wood, Isaac, M.D.....	1854-1859	Schermerhorn, F. Augs.....	1901-1909
Allen, George F.....	1860-1862	Davis, Howland.....	1909-1919
Schell, Augustus.....	1863-1883	Tuckerman, Paul.....	1919-1925
Hone, Robert S.....	1884-1887	Blagden, Linzee.....	1925-
McLean, James M.....	1888-1890		

VICE-PRESIDENTS.

Averill, Herman.....	1831-1832	Clift, Smith.....	1888-1893
Brown, Silas.....	1833-1835	Schermerhorn, William C.....	1894-1895
Titus, Peter S.....	1836	Marié, Peter.....	1896-1903
Phelps, Anson G.....	1837-1842	Rhineland, F. W.....	1903-1904
Wood, Isaac, M.D.....	1843-1853	Sheldon, Frederick.....	1905-1906
Gracie, Robert.....	1855-1860	Peabody, George L., M.D.....	1907-1912
Beadle, Edward L.....	1861-1862	Kane, John I.....	1913
Hone, Robert S.....	1863-1883	Appleton, William W.....	1913-1924
Suydam, D. Lydig.....	1884	Murray, J. Archibald.....	1924-
McLean, James M.....	1885-1887		

TREASURERS.

Bolton, Curtis.....	1831-1835	Grafton, Joseph.....	1866-1871
Brown, Silas.....	1836-1859	Whitewright, William.....	1872-1896
Wood, Edward.....	1860-1861	Davis, Howland.....	1897-1909
Schell, Augustus.....	1862	Foster, Frederic DePeyster.....	1909-1923
Kennedy, James Lenox.....	1863-1864	Blagden, Linzee.....	1923-1925
Clift, Smith.....	1865	Davis, Howland S.....	1925-

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Myers, T. Bailey.....	1864-1883
Russ, John D., M.D.....	1833-1834	Schermerhorn, F. Augs....	1884-1901
Crosby, William H.....	1835	Marshall, Charles H.....	1901-1911
Allen, George F.....	} 1836-1839 1841-1859	Blagden, Linzee.....	1911-1923
Hone, Robert S.....		Derby, James Lloyd.....	1923-1926
Brown, John Crosby.....	1860-1862	Schermerhorn, Alfred E..	1926-
	1863		

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Church, William H., M.D.	1860
Dwight, Theodore.....	1833-1837	Tuckerman, Charles K....	1861-1867
Wood, Isaac, M.D.....	1839-1842	Schermerhorn, William C.	1868-1893
Roome, Edward.....	1843-1844	Bronson, Frederick.....	1894-1895
Schermerhorn, Peter Augs.	1845	Sheldon, Frederick.....	1896-1905
Jones, Edward.....	1846-1850	Peabody, George L., M.D.	1905-1906
Wood, Isaac, M.D.....	1851-1853	Appleton, William W.....	1907-1913
Crosby, John P.....	1854-1859	Hone, Robert G.....	1914-

PRINCIPALS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.....	1832-1834	Cooper, T. Golden.....	1853-1860
Office unfilled..	1835 and part of 1836	Rankin, Robert G.....	1861-1863
Jones, Silas.....	1836-1840	Wait, William B.....	1863-1905
Vroom, Peter D., M.D.....	1841-1842	Emeritus Principal.....	1905-1916
Boggs, William.....	1843-1845	Tewksbury, Everett B....	1905-1914
Chamberlain, James F....	1846-1852	Van Cleve, Edward M....	1914-

Report of the Board of Managers of The New York Institute for the Education of the Blind.

*To the Honorable the Legislature
of the State of New York :*

The Managers of The New York Institute for the Education of the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the fiscal year ended June 30, 1926.

The following is a summary of the receipts and disbursements for the year:

RECEIPTS.	
Balances, June 30, 1925—	
Income fund.....	\$22,008.33
Capital fund.....	68,302.96
	\$90,311.29
Of Capital—	
Legacies, donations, mortgages paid, etc.....	297,388.33
Of Income—	
Current receipts.....	147,303.77
	\$535,003.39
DISBURSEMENTS.	
Of Capital—	
Building expenditures, securities purchased, etc.....	\$292,002.71
Of Income—	
Taxes, insurance, etc.....	5,978.22
Maintenance.....	132,470.34
Transfer to Edwin Gould Printery Fund.....	2,938.25
Balances—	
Income fund.....	\$27,925.29
Capital fund.....	73,688.58
	101,613.87
	\$535,003.39

From time to time, beginning in eighteen hundred and thirty-six, the Institute has been in receipt of legacies and donations, which the Managers have set apart in the Legacy Fund.

At the close of the fiscal year the Legacy Fund, including amounts received, both legacies and donations, and aggregating \$1,464,523.49, was represented by cash and investments in approved securities.

The Managers gratefully acknowledge the receipt of the following legacies: Mrs. Ellen Douglas Smith, \$1,334.57; Charles E. Rhineland, \$478.33; Emil Wolff, \$2,866; Mary G. Harriot, \$66.18; F. Augustus Schermerhorn, \$262,993.25; and donations: Brez Foundation, \$1,000; Edith H. Werle, \$150; Anonymous, \$25,000.

Annexed hereto is the statistical report of the Principal, which shows the variety and character of the work done, the completeness of the facilities, and the thoroughness of the training afforded by this Institute.

The school maintained a large attendance of pupils during the school year of 1925-26, and it is regrettable that it was necessary to refuse admission to six pupils owing to lack of space in the girls' dormitory. The boys' dormitories also were nearly completely occupied throughout the year. This is a matter which will have the attention of the Managers and will require a careful consideration and forecast of the future demands upon the school.

The grounds of the Institute under the attention of the Principal in coöperation with the Building Committee continue to improve in appearance. Particular attention has been given to the developing of the running track and other portions of the grounds allotted to sports and recreation.

The year has brought many visitors to the Institute to inspect the buildings, equipment and methods of instruction.

**The New York Institute for the
Education of the Blind.**

LINZEE BLAGDEN,
President.

ALFRED E. SCHERMERHORN,
Recording Secretary.

City of New York and County of Bronx, ss.:

LINZEE BLAGDEN, of said City, being duly sworn, saith:
That he is President of The New York Institute for the Educa-
tion of the Blind, and that the above report signed by him is
true to the best of his knowledge and belief.

Sworn to before me this
10th day of November, 1926.

ALTA L. RAUSCH,
Notary Public,
Bronx County, N. Y.

The New York Institute for the Education of the Blind.

*TREASURER'S REPORT FOR THE YEAR ENDED
JUNE 30, 1926.*

RECEIPTS.

1925 Balance, Capital fund.....	\$68,302.96	
" Income fund.....	22,008.33	
		\$90,311.29

OF CAPITAL.

Legacies.....	\$267,738.33	
Donations.....	26,150.00	
Principal paid on bond and mortgage.....	2,000.00	
Interest on securities held in Building fund.....	1,500.00	
		297,388.33

OF INCOME.

From New York State.....	\$44,354.70	
New York City.....	1,416.90	
New Jersey.....	6,565.50	
Interest on securities, mortgages, etc.....	93,425.49	
Sales of pupils' work, Kleidographs, tablets, paper, etc.....	1,541.18	
		147,303.77
		\$535,003 39

DISBURSEMENTS.

OF CAPITAL.

Expenditures on Bronx & Pelham Parkway Bldgs.	\$34,406.46	
Securities purchased.....	257,596.25	
	<u> </u>	\$292,002.71

OF INCOME FOR TAXES, INSURANCE, ETC.

Taxes and insurance.....	\$547.71	
Expenses on collection of income.....	925.39	
Accrued interest on securities purchased.....	2,985.12	
Fixed charges, etc.....	1,520.00	
	<u> </u>	5,978.22

OF INCOME FOR MAINTENANCE.

Pay roll.....	\$80,074.01	
Household supplies.....	3,471.87	
Food supplies.....	22,276.34	
Buildings and grounds.....	19,190.73	
Educational supplies and expenses.....	3,049.02	
Miscellaneous expense.....	4,408.37	
	<u> </u>	132,470.34
Transfer to Edwin Gould Printery Fund.....		2,938.25

Balances, June 30, 1926—		
Capital fund.....	\$73,688.58	
Income fund.....	27,925.29	
	<u> </u>	101,613.87
		<u> </u>
		\$535,003.39

HOWLAND S. DAVIS,
Treasurer.

The foregoing account has been compared with the vouchers and accounts and is certified as correct.

TOWNSEND, DIX & POGSON,
Accountants and Auditors.

August 7, 1926.

STATISTICAL REPORT OF THE PRINCIPAL.

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the school year ended June 30, 1926:

Number of pupils June 30, 1925.....	111
Admitted during the year.....	17
Whole number instructed.....	128
Reductions.....	14
Number remaining.....	114
Total enrollment.....	116

The school curriculum provides for complete primary and secondary courses, based on the syllabuses of the University of the State of New York, and includes music, manual training and physical training. The daily schedule may be found on pages 20 and 21.

In the high school, there are now classes in the following subjects:

English, first year.	Latin 2.
English, second year.	French 2.
English 4.	French 3.
Applied English.	History A.
Elementary Algebra.	Physical Geography.
Geometry.	Civics.
Latin 1.	Dictaphone.

The following is a list of the music subjects and the number of pupils in each:

	Boys	Girls	Total
Beginning music.....	26	12	38
Piano.....	36	22	58
Organ.....	3	2	5
Elementary Harmony.....	3	4	7
Elementary Theory.....	3	5	8
Tuning.....	22	--	22
Voice.....	5	6	11
Voice Lectures.....	5	6	11
Melody Writing and Ear Training.....	5	4	9
Normal Music Class.....	2	3	5

The following is a list of the subjects in which examinations were taken during the year, with the number of pupils passing in each:

Reading.....	6
Spelling.....	9
Writing.....	3
Elementary English.....	9
Arithmetic.....	8
Elementary United States History and Civics.....	8
Geography.....	7
English, three years.....	2
Latin, two years.....	2
French, 2.....	4
Elementary Algebra.....	2
Intermediate Algebra.....	2
Civics.....	11
Elementary Harmony.....	3
American History.....	4
Physical Geography.....	6
Physiology and Hygiene.....	9
Elementary Zoology.....	12
Ear Training and Melody Writing.....	4
Elementary Theory of Music.....	9

And the record of the Regents' examinations for the past year is as follows:

Number of examination days.....	7
Pupils examined.....	50
Subjects covered.....	20
Answer papers written.....	160
Answer papers claimed.....	122
Papers allowed by the Regents.....	121

The following table gives the results of the examinations held from 1911 to 1926:

	<i>No. examined.</i>	<i>No. claimed.</i>	<i>No. allowed.</i>	<i>Per cent. claimed of No. examined.</i>	<i>Per cent. allowed of No. examined.</i>	<i>Per cent. allowed of No. claimed.</i>
1911.....	167	145	136	86.82	81.43	93.79
1912.....	73	68	68	93.15	93.15	100.00
1913.....	75	64	63	85.33	84.00	98.43
1914.....	98	70	68	71.42	69.38	97.14
1915.....	114	97	94	85.08	82.45	96.90
1916.....	117	104	95	88.88	81.19	91.34
1917.....	107	98	91	91.57	85.04	92.85
1918.....	110	103	99	92.81	90.00	96.11
1919.....	115	94	91	81.73	79.13	96.80
1920.....	89	74	72	83.14	80.89	97.29
1921.....	119	104	97	87.39	81.51	93.26
1922.....	127	103	101	81.10	79.54	98.05
1923.....	121	108	101	89.25	83.47	93.51
1924.....	144	120	111	83.33	77.08	92.50
1925.....	143	99	93	69.23	65.03	93.93
1926.....	160	122	121	76.25	75.62	99.18

The following is a list of the pupils present during the year 1925-1926 who have earned Regents' certificates or their equivalent:

PRELIMINARY CERTIFICATES.

Bert Compton,	Ruth Freer,	Rosalie Fennessey,
Robert Judkins,	Roger Warren,	Morris Cohen
Adolph Munter,	Carmine Perrella,	Myles Crosby,
Valentine Bangert,	Nicolina Li Calsi,	Emil Buchko,
Paul Zeffaro,	Mary Kleine,	Rose Boccia,
Louis Briller,	John Bito,	Rachel Worobesky,
Francis Beard,	Earle Brown,	Rose Li Calsi,
Howard Strickland,	Warren Germain,	Gene Matuseff,
Wm. Schroeder,	Joseph Donohue,	Florence Quinn.

18 COUNT CERTIFICATES.

Howard Strickland,	Robert Judkins,	Valentine Bangert,
Florence Quinn,	Nicolina Li Calsi,	Francis Beard,
Warren Germain,	Adolph Munter,	Earle Brown.

36 COUNT CERTIFICATES.

Florence Quinn,	Francis Beard,	Robert Judkins,
Valentine Bangert,	Warren Germain,	Nicolina Li Calsi.

54 COUNT CERTIFICATES.

Florence Quinn,	Francis Beard,	Robert Judkins.
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72 COUNT CERTIFICATES.

Robert Judkins,	Florence Quinn.
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Respectfully submitted,

EDWARD M. VAN CLEVE,
Principal.

DAILY SCHEDULE.

MORNING PERIODS.

	PRAYERS.	LITERARY DEPARTMENT.		MUSIC DEPARTMENT.	MANUAL TRAINING DEPARTMENT.
8.15-8.40					
8.40-9.10	Spelling and Writing, Grades 1, 2, 3, 4, 5. Sub-primary.	Arithmetic, Grade 7.	English, 3 years. Elementary Algebra.	Piano. Organ. Tuning.	
9.10-9.45	Reading, Grades 1, 2, 3, 4, 5. Sub-primary.	Arithmetic, Grade 7.	Elementary Algebra.	Piano. Organ. Tuning.	
9.45-10.20	Language, Grades 1, 2, 3, 4, 5, 6.	English, 1st year.	English 2.	Piano. Organ. Tuning.	
10.20-10.25		RECESS.			
10.25-11	Arithmetic, Grades 1, 2, 3, 4, 5, 6.	French 2. English 4.	Latin 2.	Piano. Tuning.	
11-11.35	History A. Civics.	Nature Study. Geography, Grades 1, 2, 3. Beginning Science.	U. S. History with Civics 2. Dictaphone. Elementary Algebra.	Piano. Organ. Voice. Tuning.	
11.35-11.40		RECESS.			
11.40-12.15	Braille Writing. Elementary English.	Geography, Grade 1. U. S. History with Civics 1. Elementary Algebra.	Dictaphone. Braille Writing. Geometry.	Piano. Harmony. Tuning. Voice.	Canning. Handwork.
12.15-1.15		DINNER HOUR.			

AFTERNOON PERIODS.

	LITERARY DEPARTMENT.	MUSIC DEPARTMENT.	PHYSICAL CULTURE. MANUAL TRAINING.
1.15-1.50	Typewriting 3. Geography, Grade 4.	Physical Geography.	* Manual training. Woodwork. Physical culture.
1.50-2.25	Applied English. Physical Geography.	Voice Lectures Wednesday.	* Manual training. Woodwork. Physical culture.
2.25-3	Typewriting 2.	Piano. Junior Chorus.	* Manual training. Physical culture. Woodwork.
3-3.15	RECESS.		
3.15-3.45	Typewriting 1.	Piano. Senior Chorus. Tuning.	* Manual training. Woodwork. Physical culture.
3.45-4.15	Domestic Science.	Piano. Voice. Normal Music Class. Elementary Theory.	Physical culture. * Manual training. Poultry Raising. Woodwork.
4.15-4.45	Domestic Science.	Piano. Music Class, 3 and 4. Tuning. Voice.	* Manual training. Woodwork. Physical Culture.
4.45-5.15	Domestic Science.	Piano. Tuning.	* Manual training. Woodwork. Physical culture.

* Machine sewing, knitting, crocheting, hand sewing, basketry, wood work, weaving, etc.
Study period 7.45 to 8.45, unless otherwise assigned.

LIST OF PUPILS.

BOYS.

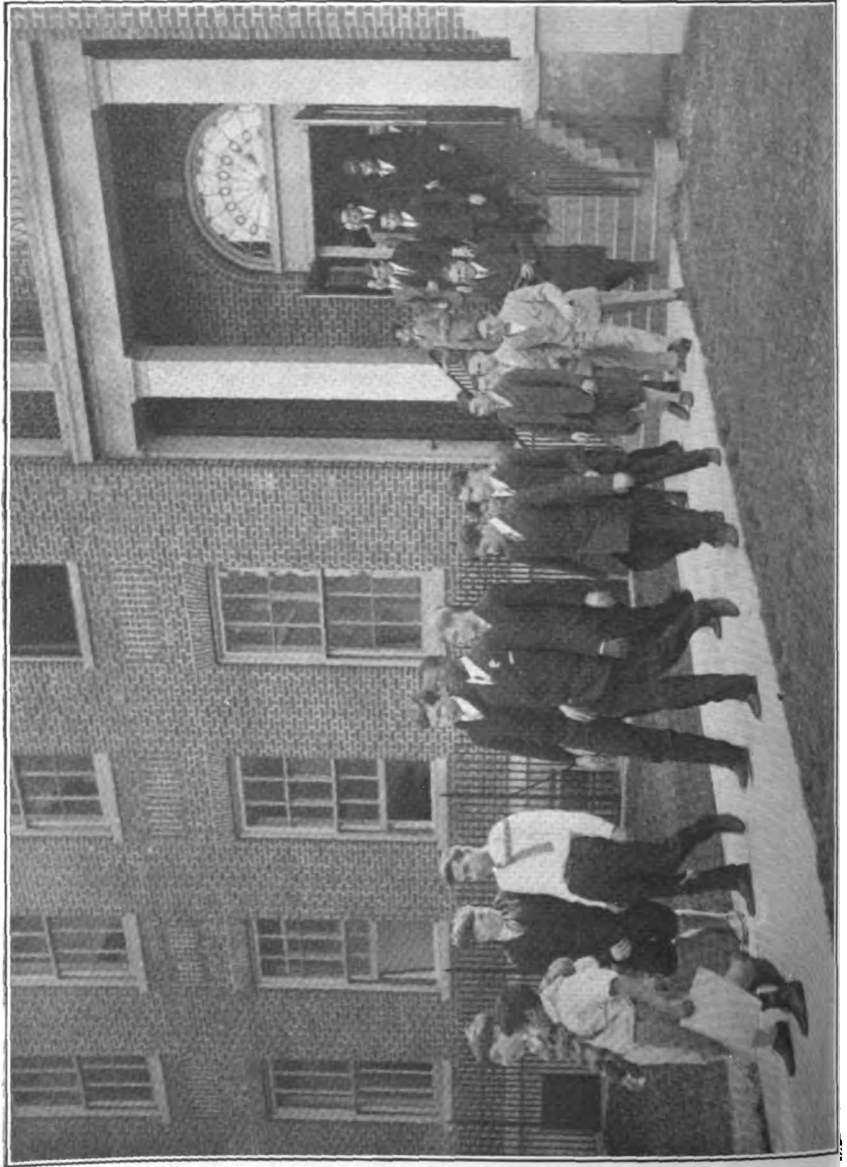
ACOCELLA, PASQUALE
ADAMS, JOSEPH
ALBERT, ABRAHAM
ALIVERTI, ANTHONY
BALLARD, EUGENE
BANGERT, VALENTINE
BARLETTA, JAMES
BEARD, FRANCIS
BECK, BRUNO
BIGBY, SYLVESTER
BITO, JOHN
BRILLER, LOUIS
BROWN, EARLE
BUCHKO, EMIL
CAMPANELLA, JOSEPH
CASTAGNA, ANGELO
CHICACHEE, JAMES
CHYLKA, MICHAEL
CICCARELLO, JAMES
COHEN, MORRIS
COMPTON, BERT
CRIMMINS, WILLIAM
CROSBY, MYLES
CUNNION, CHARLES
DE MUCCI, FRANK
DONOHUE, JOSEPH
DRISCOLL, THOMAS
DUFFY, EDWARD
FERRARA, JOHN
GERMAIN, WARREN
HAGELSTEIN, ANDREW
HANSEN, ARTHUR
HOWARD, JOSEPH
INGRAHAM, LAWRENCE
IPPOLITO, LEONARDO
JUDKINS, ROBERT
KEARNEY, JAMES

KLEIN, ANTHONY
LISCH, EDWARD
MACILLERO, RAPHAEL
MILLER, HERMAN
MITTENTAG, SAMUEL
MUNTER, ADOLPH
NEUMANN, FREDERICK
OLSZEWSKI, ALEXANDER
OPITZ, PETER
OTIS, DUVAL
PERRELLA, CARMINE
PLUMMER, WALTER
PUTNAM, EVERETT
RANIERE, EUGENE
REACH, ARTHUR
REARDON, TIMOTHY
REEVE, FRED
RICCA, LOUIS
RODRIGUEZ, CARLOS
SBAR, HARRY
SCHEPANOWSKY, WILLIAM
SCHROEDER, WILLIAM
SKRAASTAD, GERALD
SMITH, EMMETT
SMITH, FRANK
SMITH, WARREN
STRICKLAND, HOWARD
TORIO, ALFRED
TUZZALINO, JAMES
VAN DUYNE, HOWARD
WARREN, ROGER
WAX, BENZION
WICE, THEODORE
WILLSEA, ALBERT WILLIAM
YOUNG, GEORGE
ZEFFARO, PAUL

GIRLS.

ALLEN, DOROTHY
AVERNA, RITA
BOCCIA, ROSE
BUTLER, ESTHER
CANCELOSI, ANGELINA
DURANTE, JENNIE
FENNER, BEATRICE
FENNESSEY, ELIZABETH
FENNESSEY, ROSALIE
FREER, RUTH
GANLY, WINIFRED
HANLON, KATHERINE
HARPER, EDITH
HOFFMIRE, MARGARET
HORACEK, LILLIAN
JENNINGS, LEONA
JONES, HAZEL
KLEINE, MARY
KLEISCH, ELSIE
LANZARO, ALBINA
LI CALSI, NICOLINA
LI CALSI, ROSE

LOMBARD, THERESA
McHUGH, ARLENE
MALFETTI, MARGARET
MASSET, CATHERINE
MATUSEFF, GENE
MENTOR, GLADYS
MISKOVSKY, EMILY
MORRIS, ELIZABETH
MUSIER, GERTRUDE
PETERSEN, ANNA
QUINN, FLORENCE
REHM, ELIZABETH
SALADINO, BEATRICE
SAMPSON, ELSIE
SCHWIZER, MATILDA
SCRIBER, HELEN
SPRINGSTEEN, VERA
TETTER, JARMILLA
VINGOE, EDNA
WOROBESKY, RACHEL
ZAWILSKA, STELLA



Princip

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Principal's Annual Report of the Progress of the Institute for the Year Ended June 30, 1926.

*To the Board of Managers,
The New York Institute for the Education of the Blind.*

GENTLEMEN:—Our first full school year in the new buildings and under the new conditions afforded by our removal to Pelham Parkway was closed June 18, 1926, having been begun at the usual time in September, 1925. The efficiency of the staff of teachers and others having to do with the training of the 116 youth who came under our care is evidenced in part by the success attained in meeting the usual tests of the Regents of the University of the State of New York as shown in my statistical report. But figures and percentages cannot show the best there may be in a school's achievements; one must live in its domain and breathe its atmosphere to know its real quality. For the most part, our pupils have been studious, cheerful, happy, and coöperative and the staff devoted and capable.

APPROVAL OF THE NEW ESTABLISHMENT

That the Board of Managers did well in giving the blind youth of New York and vicinity, and others who might be drawn to the Institute, a school located in a region sufficiently remote from the noise and bustle of America's greatest city, yet near enough to that city's center to render its advantages easily accessible, has been already attested by the school's experience of nearly two years in its new quarters. We have enjoyed the greater quiet of a semi-suburban location, the large grounds, becoming rapidly beautiful as grass and trees and shrubbery grow, with space for much outdoor activity, the commodious and comfortable living quarters, and, best of all, the school building with its large well-lighted rooms and excellent equipment. The city's principal concert halls, shopping districts, places of amusement are an hour away by the present public conveyances, but the staff have not been too much shut away from these, and the pupils' attendance at recitals, concerts, etc., has been arranged without difficulty.

For the pupils' home-going at the close of each week's work on Friday afternoon, the arrangements continue as when we were located in central Manhattan, and the parents find the Institute quite accessible, though an average half-hour farther away.

Emerson's oft quoted aphorism, "If a man has good corn, or wood, * * to sell, or can make better chairs or knives * * than anybody else, you will find a broad, hard-beaten road to his house, though it be in the woods," finds exemplification in our case, for, having constructed on the basis of the best advice obtainable a school plant as nearly the ideal as our resources would justify, the ends of the earth are drawn to our portals as evidenced by the visitors' record of these two years. Educators of the blind from Curaçao, Dutch West Indies; Bagdad, Turkey; Paris; Mexico City; Tokyo; Constantinople; West China; Geneva, Switzerland; Madrid; San Juan, Porto Rico; Stockholm, Sweden; Halifax and Montreal, Canada; and New Zealand are among those who have visited us. Superintendents and principals of schools for the blind in our own country, from Massachusetts, Connecticut, New York (both State School and Catholic Institute), Pennsylvania (both east and west), Georgia, Maryland, West Virginia, Tennessee, Indiana, Wisconsin, Missouri, North Dakota, Idaho, Colorado and Utah, have inspected with characteristic thoroughness the whole school plant; as have teachers from several of these states and from Kentucky, Ohio, California, Kansas, and the Canadian schools. Besides these interested in special education we have had as visitors the state superintendents of education of New York and of Colorado, a member of the State Board of Education of Iowa, an Ohio educator of high standing, serious students in the universities located in New York City, and others engaged in educational work but not for the blind. Then there have been inspections that are official, many of them, by representatives of the state departments of education and of charities, the city departments as well, and by the experts of the American Foundation for the Blind. Several architects have come to see the buildings, notably from Indiana, where a new school for the blind is now being built, from Mexico City, and from Richmond, Virginia. If the Managers could hear the commendatory words of these who come from far and near they

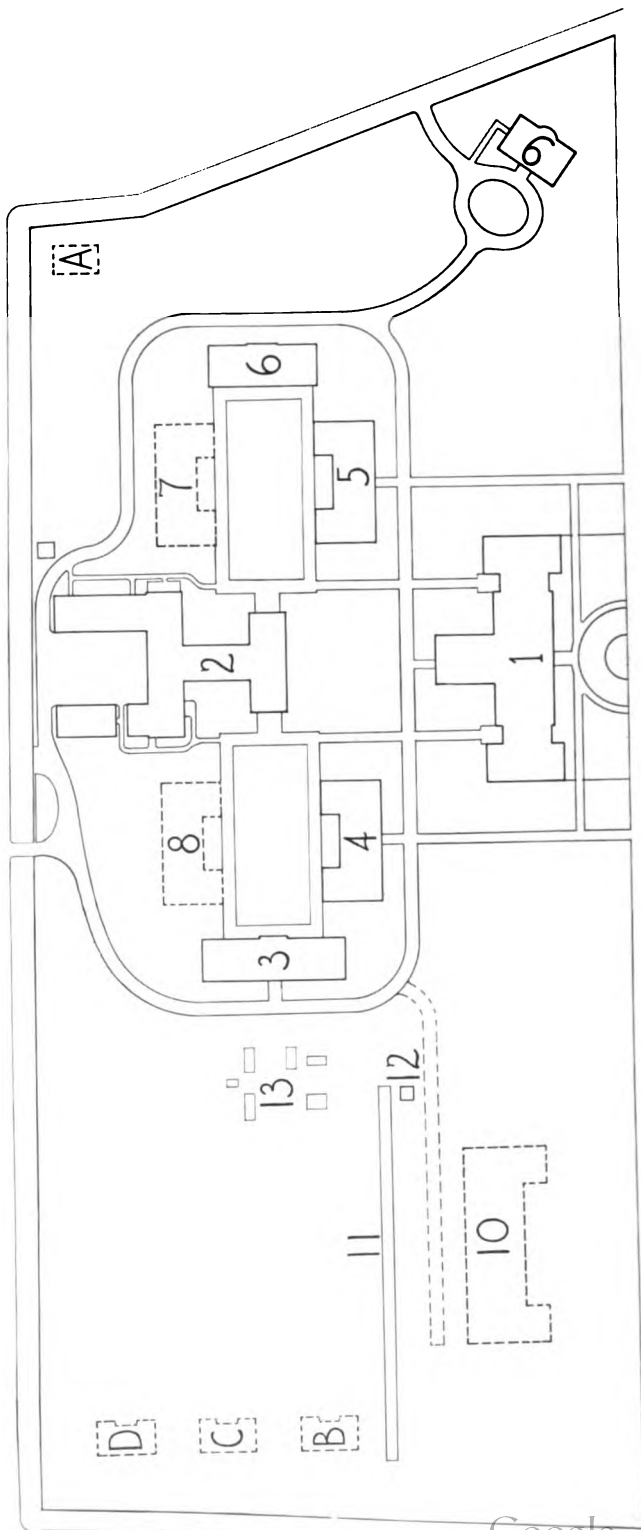
would feel that in the world's opinion they have indeed done well in building so generously and so wisely for the young people who are now our care and who may in future generations come to our school.

FUTURE DEVELOPMENT

When the plans for the housing of the pupils were adopted it was expected that for the immediate present and for some years, perhaps, accommodations for 80 boys and 40 girls would be ample. In the year under review we have had 43 girls and 73 boys. Seven more boys would have filled the available space and we accommodated two more girls than it was intended should be received, one of the 43 being a day pupil. Six girls were refused admission because, much to our regret, we had not room for them. Yet others would have come to us had there been room. This indicates that our prevision was not good; yet the attendance of girls had not been above 33 in ten years and provision for an increase to 40 seemed adequate. It is regrettable that the projected second building for girls was not constructed in the first general program of building.

Perhaps it is appropriate and timely at this juncture to set forth the purpose in the minds of the Board of Managers as respects present and future construction. In the laying out of the grounds a plot plan was adopted which showed the location of the several buildings as they now are—the school building, the service building, the two buildings for boys' quarters, the girls' building, the staff building, the Principal's house. Three additional buildings were shown on the plot plan—another for boys' quarters, a second building for girls and a building for the lower school. That is, the first construction included a complete school and administration building and living quarters for 120 pupils, all that is required for the accommodation of the school as at present constituted, with provisions for expansion when necessary.

A building for a lower school, composed of the younger children, from beginners up to and through the third grade, was included in the plan, this to be located at the southwest corner of the premises and to be managed as a separate unit. Accommodations for both the living quarters and school activities of 20 boys and 20 girls would be provided here.



PLOT PLAN OF THE INSTITUTE'S BUILDINGS AND GROUNDS.

1. Schermmerhorn Hall.—School Building and Offices of Administration; 2. Service Building; 3. 4. Houses for Boys; 5. Houses for Girls; 6. House for Staff; 7. Additional Houses for Girls (not yet built); 8. Additional Houses for Boys (not yet built); 9. Principal's House; 10. Lower School (not yet built); 11. Running Track; 12. Jumping Pit; 13. Apparatus for Athletics. A. Custodian (suggested); B, C, D. Teachers' Homes (suggested).

The advantages of separation of the younger children from the older are many and are attested by the experience of other schools.

An additional building to furnish living quarters for girls and another similar building to provide for boys would complete the original scheme of things as visualized for a future that might be far or near. Ample playgrounds are an essential part of this scheme, for besides the spacious lawns on which the children are encouraged to play there is for the older boys an athletic field with apparatus, a jumping pit and a running track 110 yards in length. In the quadrangles, too, play apparatus is provided.

Very desirable additions to the plan above described in order to complete the "plant", to borrow a term from the manufacturer's parlance, would be provision of quarters for certain married members of the staff of instructors, particularly those who are blind, using for this purpose the northwest corner of the grounds, and of a custodian's house to be located at the northeast corner.

Conditions at this time would seem to call for construction of some portions of this uncompleted scheme. Possibly much of it might be planned for completion by the time of the centennial year of the Institute's opening, that is, 1932.

SETTING UP SOME STANDARDS

Not since the publication of the Forty-eighth Annual Report has there appeared in the printed matter issued by the Institute any estimate on the part of its officers of the spirit and aim which may be said to inform and permeate its life. In that Report, whose date is 1883, Mr. Wait gave expression, at page 28, to his thought on this theme, but thereafter neither had he, except in a few brief sentences, nor have his successors given any public indication of the underlying principles of management on which it goes forward. It seemed to the Principal that the beginning of the new year 1925-6, when the Institute had for a time tested its new conditions, making trial of a method of management different from that in vogue for many decades, was an opportune time to set forth his views on this subject, and this he did in an address to the staff which was made September 12, 1925. This statement of purpose is here presented.

LIVING AND WORKING TOGETHER

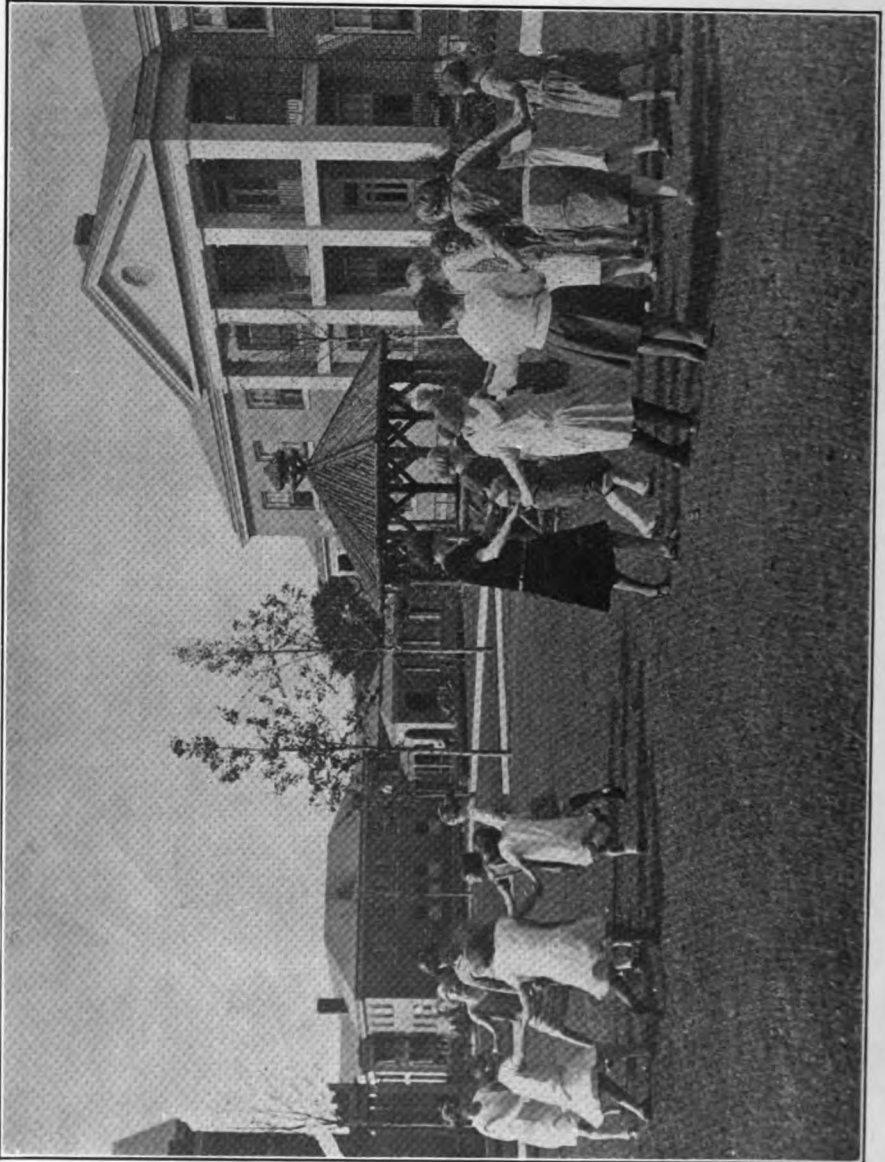
In the army camps a few years ago, every day the young men who were preparing to fight the battles in France were made to go through setting-up exercises of various sorts. The purpose of these was not merely to render them physically fit, though they did that, but to make them a unit in action when unity was a necessity, to know what to do and how to do it. I have called you together at this time to ask you to do a bit of spiritual setting-up exercise before we set out on our fine task of a new year's influencing of the girls and boys in our care. We need to effect a better esprit de corps; just as the individual needs occasionally (January 1 is the usual time for making new resolutions) to stir himself up to better things, so we, at the beginning of our new year, will do well collectively as well as individually to turn our thoughts in the way of finding a new buoyancy, of developing a new sweetness, a new power.

At the outset let me state the general basis of management of this organization. In a word, it is a diffused collective responsibility which is set up here, though that phrase seems, and perhaps is, paradoxical. I can best explain the meaning by use of an illustration of the exact opposite of a diffused collective responsibility. When I was serving as the head of the schools in an Ohio town of 4,000 I used to visit nearby cities and towns for observation and inspiration, and among the cities so visited was one three times the size of that I was serving. The superintendent of schools of that small city was a rather notable man, a disciple of Colonel Parker. (Teachers who were in active service in the '90's will remember that Colonel Parker's ideas had considerable vogue for a decade or so.) Supt. B's idea of the best management of a school system was to do it himself—to be, in a very large sense, the whole thing. And so, every day he made out the lessons of the following day that were to be studied by all the pupils of that city, mimeographed them in his office, and sent them by messengers to the 65 teachers, who returned to him the report of that day's work and the papers the pupils had prepared. He was not a lazy man, I am ready to contend. Think of the labor of preparation of the set lessons, the slavish labor of reading the reports and perusing the pupils' papers! And I am also ready to aver that he did it and did it well. How late into the night he worked I never knew. He was a bachelor

and could do as he pleased. But what of the teachers' part in the scheme? Individuality was, of course, dimmed if not entirely extinguished. They became automatons, seeing that a certain set of answers were learned to a certain set of questions—without responsibility other than this; and, of course, maintaining order. I visited many of the school rooms. Good teachers were doing the work required and doing it well, but I was sorry for them. The scheme had some advantages, perhaps—the teachers were like operatives in a factory, they were free from any thought of their task after school hours; and some liked this. It developed lazy teachers. Others felt their subordination to a mechanical plan an insult to their professional standing. Poor teachers, it is true, were able to get better work done by the pupils than if they had been put on their own responsibility.

Was this a better way than that I had learned by other observation and by experience? I pondered the matter, but not for long. Quite decidedly I was opposed to such centralization of responsibility and such failure to utilize the superior abilities of notably efficient teachers. That was the beginning in my experience of a philosophy of management which has more and more dominated my practice as a superintendent of schools and as executive of this and other organizations. Supt. B's method and philosophy was the centralized man-at-the-top responsibility—quite the czar-fashion. I believed and believe in a diffused collective responsibility, using the undoubted superior abilities of all members of the organization to serve the one high purpose of its existence.

Therefore, it has been my purpose always to search for as competent, devoted, enthusiastic, high-minded women and men as members of the staff for which I am responsible as I could find or attract into the group and then let them with large liberty work out their own salvation. I have increasingly felt that thus the worker is encouraged to exalt his work and is happier in the doing of it. As employer I think I get better results. And I feel, too, a sort of exaltation and a high satisfaction when I can say to a person of noble purposes, "Here is a fine piece of work which it is my privilege to invite you to undertake. It is my work, too, and as you succeed in it you are making me happy and helping to a successful accomplishment of our mutual task." In most cases this division of my



PLAY TIME.

responsibility and placing it upon others, each an expert, let us say, in his or her own line, has had the desired good results. Sometimes, of course, I have found that confidence was misplaced and the teacher or other failed to rise to his opportunity or became for some reason *persona non grata* and an end to the connection became a necessity.

Now, this scheme of a diffusive collective responsibility requires a clear understanding on the part of all who make up the group of workers of the aim, the purpose of the organization. And we must add also to the understanding of the purpose a willingness to join in finding the best method of accomplishing the aim. This setting up of aim and method is done by the tradition of the organization, by the collective will of the members, by the decision and direction of the head. What are we here for to-day? To give aid to a certain group of youth with a special need that the individuals that compose it may grow up into intelligent, capable, fine-spirited, healthy, worthy young men and women. "Rather too exalted an ideal," I hear some one say. But I reply that the successes have always exceeded the failures where one has put forth the best effort. I am glad for the long vacation for one thing—it puts the difficulties of the past into such perspective that we are no longer discouraged by them. Last year we said we could not succeed in making anything out of John Smith; to-day we are ready to make another effort.

It is a bad thing to get into the habit of despair. Criticising the children one to another is a fault we ought to correct. Ruskin gave a bit of wholesome advice: "Do not think of your faults; still less of others' faults; in every person who comes near you, look for what is good and strong; honor that; rejoice in it." The reflex of looking for the best in people, even—yes, I will say *especially* in our inferiors, such as in knowledge, experience, breeding our pupils are, making much of all that we find good in them, will result in a softened spirit and a gentler behavior in ourselves. One day I had occasion to visit one of our public schools not far from 412 Ninth Avenue. I was directed from the basement entrance to a certain door on the next floor. In loud tones, sufficiently stentorian at least to penetrate the closed door, came such an excoriation of some luckless child as I had never heard from the most terma-gant mother. The voice was raucous, the words bitter, one

of them, "Blockhead," with others denoting the speaker's opinion of some one's exalted stupidity. And I was not surprised to have the door opened to my knock by a woman whose hard face showed her lack of care or interest in the children whose misfortune it was to come into daily association with her. The honeyed politeness of her converse with her visitor was no blind to the character she could not hide. I could give example after example of other teachers whose gentle yet masterful dealings with their pupils not only brought out the best in them, but also reflected the existence of a fine spirit within.

That is a noble conception of duty expressed in the words: This is my task, the only one just now that I have, and I shall do it however discouraging, however menial, however difficult it may seem, and however ineffectual I appear to be in the doing of it. That sort of determination will surely bring its own reward even if the accomplishment is far below what one might wish. If it were my job to gather together a little group of exceptionally brilliant pupils and teach them, I should rejoice, I suppose, in the pleasure of watching their minds unfold. But I cannot justify the existence of this school for such a group. Our pupils are as they are. If they all or any of them prove dull or mischievous or frail or even evil-minded, it is our task to help them overcome what is weak and bad. Of course, ours is not a reform school, nor are we expected to continue as pupils children who are manifestly incapable of receiving instruction. But it is our duty to try with patience, seven times seventy exerted, to bring these children who are our task up into a better life. It is easy to denounce a child as dull or worthless or worse. It is better to serve his needs with all patience and perseverance. One of the hardest tasks I have to perform as Principal is to dismiss a child from the privileges of the school. I will not do it unless convinced that he cannot benefit further from our efforts or that his dismissal is for the general good. I invite you all, then, to join in exalting the good we can find in these boys and girls and eliminating quietly if we can whatever to us appears unseemly or wrong.

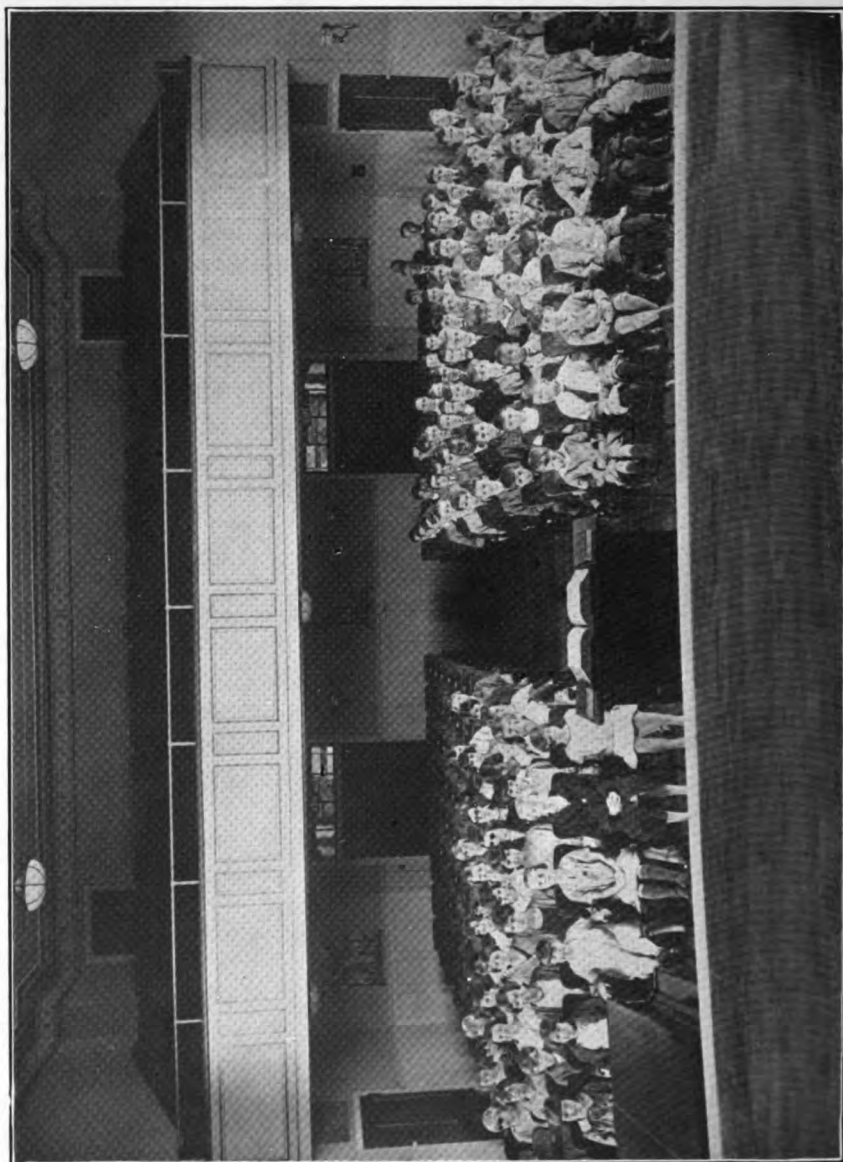
We have just passed Labor Day. The newspapers and the pulpits and the labor platforms have published some wise and some foolish statements about work and its rewards or lack of proper rewards. I heard Dean Charles R. Brown of Yale say

last Sunday that a new view or a better view of the relation we have to the other fellow is necessary if laborer and employer were to succeed in what is their common aim. Much of all the social difficulty of the day is due to insistence on rights in place of consideration of duties. That worker is most successful who is eagerly seeking where he may worthily spend himself; who tries not to do the least possible and get away with it, but who tries to find every means of being useful. So living, he will have little time or energy to criticise and carp. His feeling for the other fellow will be kindly, especially if he is seeking some way in which he can serve him. We are an unnatural community—necessarily so; we must live together rather more closely than people in a little village do. You know how in the small town everybody knows everybody else and his business and often feels free to talk about the neighbors and their foibles. If this were always in a kindly spirit it might serve a good purpose. And we who live here so closely together must strive to have the kindly spirit that will serve to keep us from speaking or thinking ill of one another. The 12th chapter of Romans is a bit of literature we should study, ponder, and try to exemplify. "Love thinketh no evil." Living together as a large family, though not bound by ties of blood relationship, we need a larger measure of the grace of kindness so that we may see the good in one another and try to think of how we may serve each other and think less of our so-called rights. The educated, cultured person has overcome those tendencies of the selfish and ignorant which make life difficult in close association. Tennyson makes an ideal character utter this fine exhortation:

"O lift your natures up:
Knowledge is now no more a fountain sealed:
Drink deep, until the habits of the slave,
The sins of emptiness, gossip and spite
And slander die."

I invite you all to a new development of high consideration of one another.

A generous Board of Managers, whose predecessors had so well handled the finances of the Institute as to make generosity possible, have provided for our use what may be called without exaggeration a plant approximating the ideal for a school for the blind. I cannot deny there are some things about our



THE PUPILS GATHERED IN MORNING ASSEMBLY.

new plant that I would have otherwise; but what is the use of brooding on any defects when the excellencies are so many? Let us think of the good things, let us speak of them and make much of them. The good workman makes the best use he can of the tools he has. I invite you all, then, to an appreciation and a proper use of the good *things* that have been provided for our use.

These three exhortations shall sufficiently set forth the spirit and the aim of this administration of the Institute's affairs:

1. To see the good in our boys and girls and make the most of it.

2. To see the best in one another and speak of that and exalt it.

3. To see the good in our physical conditions and make the best of them.

I would not, however, wish to leave the impression that I am that sort of fool optimist who looks upon this as the best of all possible worlds, the present as the best possible conditions, and that improvement may not be had. On the contrary, if the spirit above indicated prevails I shall welcome criticism and suggestion made to *me* for improvement. You have a right and a duty to talk to *me* about the pupils and what should be done to set right what may be wrong in them. But such comments are not for general discussion. You may have a duty to come to me with your difficulties about one or another members of our institution family. But to talk to me as the common friend is another thing from ill-natured criticism. It may be your duty, as it is your privilege, to come to me and express an opinion derogatory to the food supplied. But such privilege is confined to a private conversation with me rather than making comments (such as have been made) that lead pupils to say, "The teachers criticise the food, so why can't I?" Since 1914, when I came to be Principal of this Institute, I have been trying to induce all my helpers to live according to the dictates of the Golden Rule. That is what I ask of you now. Put yourself in the other fellow's place—even, if you can, in the place of the Principal—and think how you would like to be treated. I think most people—cultivated people—like to respond high-mindedly to such an appeal.

I said that the setting up of aim and method is done not by the will of the head of the organization only but by the col-

lective will of the members. This is a harder thing to get at. The will of the head may be expressed shortly, sharply, czar-fashion, if that is his spirit. But there is a collective will of the members which in this organization has, I believe, a freer opportunity to develop than in some other schools I know of. Each teacher, every housemother, every other member of the staff here, is endowed by the employer with a freedom to choose within reasonable limits, times, methods, qualities, means of accomplishing what we are here to accomplish. And the freedom has been but little abused, as far as I know. No teacher of music is willing to defraud a pupil of his chance to secure a proper modicum of manual training, however much he may find that his genius is for musical study. The matron and her helpers have no wish to lessen the hold of a housemother over the conduct and well-being of any child committed to the latter's care for social upbringing. No, we work together. A thousand times let it be said we are aiming to give our pupils a training in letters, in the use of the hands, in a special talent, in use of the body, in social relationships, so that they may have good minds, good bodies, good use of both, good manners, good morals—and in all these we work together, teachers, housemothers, matrons, secretaries, attendants, Principal.

Then there is that third agency in the setting up of aim and method, the tradition of the organization. We have it very strongly in this school though we say little about it. There is the Overbrook spirit, the Perkins spirit. Those two schools do talk a lot about it. There is a very fine, a very real and distinctive Batavia spirit, and I can tell you, from personal touch with it, there is a Colorado Springs spirit, a Kentucky spirit—and many others. We have here an inheritance from a past greatly dominated by one personality, that of William Bell Wait. He largely made this school because he had so many years of association with it as its chief. As his successor I honor him for what he did to make it great and useful. Especially I call attention to that quality of our tradition for which he is chiefly responsible, the insistence upon thorough work; the putting forward of the ideal of scholarship; and so our tradition demands that we mold our aim and our method upon the courses of study set up by the State of New York for its unhandicapped children, and we let the State Department of

Education be the judge of our scholarship. We must not lower our standard in this particular. There is always danger that we may. Let us insist on thorough work and painstaking preparation for the tests by which we seek to measure our success.

Finally, I now invite you all to coöperate with me in the effort to make this new year, which is to be our first full school year under the new conditions, better than any the Institute has ever known for its harmony, its kindly coöperation and its development of the Pelham Parkway spirit.

PUBLIC PERFORMANCES

Our Assembly Hall was used for a number of public performances as well as for daily assemblies and other school purposes. Programs of some of these are printed elsewhere in this report. We are fortunate in being able to secure the generous contribution of their time and talents on the part of the artists who appeared for us. Our Anniversary Exercises were as usual both attractive and revealing, giving renewed assurance of the steady progress of the pupils made year by year. On this occasion we emphasized our work in manual training; this was very acceptably set forth by one of the pupils in the essay which follows:

WHY MANUAL TRAINING OCCUPIES SO PROMINENT A PLACE IN THE CURRICULUM OF A SCHOOL FOR THE BLIND

The sense of touch has most to do with making good the loss of sight. Therefore, the early schools recognized that they could best serve the blind child by developing the hand.

These institutions were more like big workshops where, after a very elementary education, the children were taught some hand work, such as making of baskets, brooms, mattresses, brushes, mops, etc. The purpose was to work at some one of them as a trade in order to contribute something toward their support. At that time, it was believed that a blind person could not be wholly self-supporting and would probably spend his entire life at the institution.

Gradually, the people who were interested in the education of the sightless became convinced that they were not so different from their seeing brothers and sisters, and were entitled to the same advantages in education.



IN THE TUNING DEPARTMENT.

We now believe, and have had proof, that the properly trained blind youth can make good in the world. The true education of the blind is only successful in so far as it succeeds in developing the remaining senses. For the development of the sense of touch, which has to a greater extent than any other sense, to take the place of sight, hand work and manual training of various kinds occupy a prominent place in the early and later education of a blind child. Our aim is to train our pupils to a high plane of efficiency which might make it possible for them to compete with the sighted in obtaining gainful employment.

In order to carry out this idea, we have our primary, grammar, high school and music courses under the University of the State of New York. The progress in the different subjects is due to the trained sense of touch which enables them to read the tangible print which brings within their reach the literature and music of the world.

We give a thorough course in manual training because touch takes the place of sight, also for the same reasons given for its being in the schools for the seeing: namely, to aid in the general education of the pupil by stimulating the brain cells through motor activity; to develop appreciation for industrial work; to give the best possible start toward the life work in which the pupil will be most content and most efficient.

The course is not given with the idea of teaching a trade. A "job" can be easily learned when the mind and hand are trained. It is true that some of our pupils become proficient enough in the hand work that we offer to make some branch of it their life work. After leaving school, even though otherwise employed, it helps to take care of the leisure time and may add to their income.

We start our manual activities as soon as the child enters school, and continue with some phase of it through nearly his entire school period.

The kindergarten and primary teachers strive to develop the sense of touch by simple exercises. Their aim is less for beauty of finished product than for interest and improvement in ability to use the hands. That is one reason why the pupil is not kept on one particular form of hand work until it is thoroughly mastered before proceeding to the next.

Through the medium of hand work in the first grade class, the child gets a tangible idea of the subjects discussed in nature

study or language classes. This, in a small way, takes the place of pictures. For example, if the Eskimo is being discussed, the children make out of plasteline polar bears, seals, sleds, igloos, and thus arrange a miniature Eskimoland on the sand table. Through the Montessori blocks, bars, the "pink tower", and the "broad stair" blocks, the little ones learn to judge of relative size. Building with blocks gives splendid ideas of forms of houses, churches, supplements number work, and develops a sense of order and care.

Tracing on cushions, and sewing on cards, teaches ideas of outline and trains the finer finger muscles.

Paper folding leads to habits of painstaking and accuracy and makes understandable the terms diameter, diagonal, corner, center, etc.

Clay modelling is most valuable because it teaches the child to observe carefully the model, and because he can feel every change of form.

Here the pupils get the first intimation of obtaining knowledge through the touch. After leaving the first grade, the boys are trained toward the mechanical industries.

The sense of touch once acquired, facility in the use of the hands is next desirable, to which end the remainder of the course tends.

In the Woodwork Department a boy is taught the use and care of tools; he becomes acquainted with the "whys" and "wherefores" of the plane, saw, hammer, mallet, and chisel. He knows how to use the marking gauge, tri-square and the hand-clamps. If he finds it necessary to bore a hole, he knows the size of bit that will do it, and that he should use a brace to turn the bit. He knows the use of the mitre-box, compass, saw, etc.

He learns to make many articles of value, among which we find a half-round side table with three legs, which is useful as well as ornamental, bird house, bath-room stool, so that the "kiddy" can get water or clean teeth—bunny rocker, taboret, waste basket, "Yellow-dog" doorstep and many other things.

Besides the articles that he makes with his hands, he is building many qualities into his character that will be a help to him in after life. With it all, he is learning the triangular coördination of heart, hand and head.

Wood work teaches him to be careful, neat and exact. He knows that two pieces of wood cannot be fitted together unless his work has been accurate and neat. If he can carry this one lesson with him through life, he will be amply repaid for the time spent in wood work. The aim is not to make carpenters or cabinet makers, but rather to awaken manual dexterity and to equip the boy with mechanical intelligence which may serve as a basis for many vocations.

After the hands have been developed in wood work, it is easy to master the intricacies of chair caning, and in this department the hand development is continued by handling the cane and weaving in the pattern of the six rows and binding.

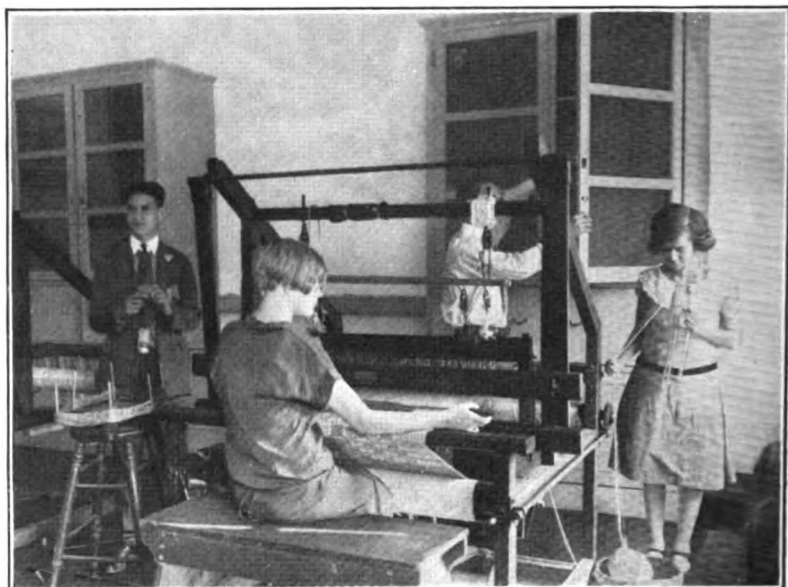
Here also we have the interest of being able to produce a finished piece of work which is in demand and later may serve as gainful employment. Often a boy, who has not been able to use tools, does succeed in the work of this department and gains training and interest through seating a chair.

In basketry, a sense of appreciation of form and symmetry is developed. The pupil is shown how the finished product should look and he gradually brings the pattern into being.

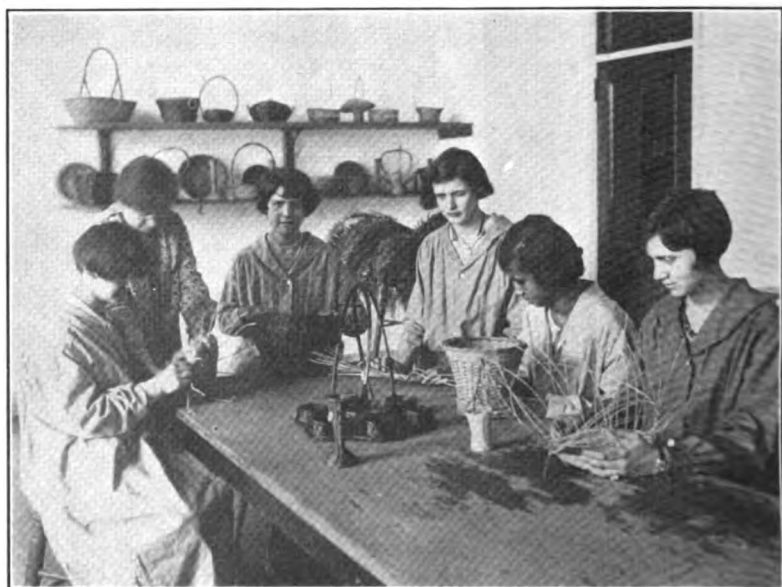
In piano tuning, not only the hand is developed, but also a sense of pitch is cultivated which adds greatly in the appreciation of music. Here the pupil coördinates hand, brain and ear. He must master the mechanics of the piano and this requires no small amount of ingenuity. Our graduates find, after leaving school, that tuning is one of the most profitable occupations.

The girls' manual training is toward the household arts. The course in Domestic Science gives the girls an opportunity to become practically acquainted with the equipment of a model kitchen and dining room and theoretically with an entire home. Food materials and furnishings are studied and handled. Well balanced meals are planned and the cost figured. Materials, utensils and stoves are used in experimenting in boiling, baking, frying, stewing, etc. The girls wash the dishes and keep the rooms in order.

This course leads to a greater interest in their surroundings and sometimes to making their own homes more comfortable and attractive and themselves more helpful and active members of the household.



A CLASS IN WEAVING.



LEARNING TO MAKE BASKETS, ETC., OF REED.

Another valuable course in household arts is Sewing. This is usually led up to by knotting, braiding, beadwork, tied mats, knitting, crocheting, etc., where the children use simple tools and coarse fabrics to develop hand muscles. In hand sewing, the pupils are taught the different stitches and their use in assembling the different parts of a garment. They also learn to patch, darn and make buttonholes.

In machine sewing they are taught to operate and regulate a standard machine. The manipulation of materials into ornamental and useful articles gives much interest and pleasure to the girls, helps them to add to their wardrobe and home, and establishes habits of industry.

Weaving is a fascinating art for both girls and boys. It takes a little understanding of simple mechanics to keep a loom running smoothly. It also takes skill in threading the warp on the loom that the pattern may be perfect.

In connection with the weaving of some rugs, the pupil gets an appreciation and understanding of what designing means, and realizes that by the work of his hands he can produce some useful and beautiful things. It is another means of expression.

These different courses that have been mentioned are the types of manual training offered in this school. As we progress in our hand work, the articles which we produce in our different classes are put on sale at Christmas time and at our Anniversary Exercises. The sale serves at least three purposes: It disposes of the articles, after which the cost of the material is deducted from the sale price and the remainder is credited to the account of the pupil; it is an incentive to the pupil to work; and it shows the visitors what we can do with our trained hands. Therefore, we invite you to make a close inspection of our work at the close of our program. You will then be convinced that a manual training course does occupy a prominent and worth-while place in the curriculum of our school.

FRANCIS BEARD.

SOME NOTABLE GUESTS

It has been an unusual privilege which the staff have greatly enjoyed to have as our guests two distinguished educators from foreign lands. Professor Umaji Akiba of the Tokyo School for the Blind came first and proved one of the most avid and most intelligent of all the visitors we have had. Trained to be a

teacher in the Government normal school of his city, he rose to a position of prominence as a professor in that school. A year ago he was transferred by the Minister of Education to the school for the blind and then sent for two years to America and to Europe to study the best methods of training of the blind youth and provision for the adult blind. It was the Principal's pleasant privilege to assist Professor Akiba in becoming acquainted not only with our Institute but with all the work being done in New York City for and by the sightless.

Rektor Gustav Ek of the State School of Sweden, located in a suburb of Stockholm, was a second guest, and he proved to be a no less satisfying visitor, for he made a thorough study of the work of the Institute and an investigation of the various types of work done in Greater New York in connection with adults who are blind. He came to America on a fellowship of the American-Scandinavian Foundation, as an expert student in his field. He has been for some years head of the school in Stockholm. Besides visiting the Institute and the several activities for the blind in New York he made an extended trip to schools and cities in the south and middle west and others in the east, coming back to us before his return to Sweden.

The Institute rejoices in these visitations, for we feel that we receive great inspiration from the touch with other peoples which we thereby enjoy.

Respectfully submitted,

EDWARD M. VAN CLEVE,

Principal.



LEARNING TO COOK



AND TO SERVE AT TABLE.

CHRISTMAS ENTERTAINMENT

and Sale of Articles Made by Pupils in Manual Training Department
Friday Afternoon, December 18, 1925

PROGRAM

1. ORGAN—Christmas March, Op. 145, No. 6 *Merkel*
FRANCIS BEARD
2. RECITATION—Greeting
JAMES TUZZALINO
3. RECITATION—Santa's Visit
ANTHONY ALIVERTI
4. CHORUS—The Angel *Rubinstein*
5. PIANO—Impromptu—"Two Larks" *Leschetizky*
FLORENCE QUINN
6. DANCE OF THE GNOMES *Grieg*
RITA AVERNA ARLENE MCHUGH
ALBINA LANZARO KATHERINE HANLON
THERESA LOMBARD MARGARET HOFFMIRE
7. STORY—The Lights on the Christmas Tree
JOSEPH ADAMS
8. STORY—How Santa Claus Came to Be
EUGENE RANIERE
9. ORCHESTRA—Christmas Overture *Conradi*
Conductor—RAPHAEL MACILLERO
Piano—Primo—MYRA TETTER
Secondo—MATILDA SCHWIZER
Cuckoo ALBINA LANZARO
Horn EUGENE RANIERE
Drum JAMES CICCARELLO
Bells MARGUERITE MALFETTI
Triangle JAMES BARLETTA
10. SOPRANO SOLO—Noel (Holy Night) *Adam*
GENE MATUSEFF
11. RECITATION—A Legend
BEATRICE SALADINO
12. ANTHEM—The Lord Is My Strength and Song *Case*
WILLIAM SCHROEDER at the Organ

FIVE ORGAN RECITALS

FIRST RECITAL

Friday Afternoon, October 16, 1925

BY

FIRMIN SWINNEN

PROGRAM

1. TOCCATA AND FUGA IN D MINOR *J. S. Bach*
2. BALLADE IN C MINOR *F. Schubert*
3. ARIA *J. S. Bach*
4. ALLEGRO VIVACE, from Fifth Symphony *Ch. M. Widor*
5. BERCEUSE *Clarence Dickinson*
6. SCHERZO, from Fourth Symphony *Ch. M. Widor*
7. MENUET IN A *L. Boccherini*
8. SYMPHONY, "From The New World" *A. Dvorak*
 a Largo *b* Finale

SECOND RECITAL

Tuesday Afternoon, November 24, 1925

BY

F. HENRY TSCHUDI

PROGRAM

1. CONCERT OVERTURE in C Major *Alfred Hollins*
2. IDYLLE, Op. 19, No. 2 *George A. Burdett*
3. CHORAL MARCH (Tone Picture No. 4) *Dudley Buck*
4. BERCEUSE (Lullaby) *H. R. Shelley*
5. SUITE IN D, Op. 54 *Arthur Foote*
 - I. Maestoso-Allegro energico
 - II. Quasi Menuetto
 - III. Improvisation
 - IV. Allegro comodo
6. SCHERZO *F. Mendelssohn-Bartholdy*
7. AVE MARIA *Arcadelt-Liszt*
8. TOCCATA, from Symphony No. 5 *C. M. Widor*

THIRD RECITAL

Friday Afternoon, January 15, 1926

BY

HENRY F. SEIBERT

PROGRAM

1. HYMN OF GLORY *Ravanello*
2. AVE MARIA *Schubert*
3. WILL O'THE WISP *Gordan Balch Nevin*
4. CAPRICE *Sturges*
5. *a* LARGO *Handel*
b MINUET *Boccherini*
6. ITALIAN RHAPSODY *Yon*
7. FINLANDIA *Sibelius*
8. *a* MUSICAL SNUFF BOX *Liadow-Heinroth*
b TO THE EVENING STAR *Wagner*
9. ALLEGRO VIVACE (Sonata I) *Mendelssohn*
10. MARCHE CHAMPETRE *Boex*
11. TWO FOLK SONGS
 - a* Suwanee River
 - b* Home, Sweet Home
12. CONCERT STUDY FOR PEDALS *Yon*

FOURTH RECITAL

Friday Afternoon, February 19, 1926

BY

EMILY C. BOEKELL

PROGRAM

1. PRELUDE and FUGUE in G Major *J. S. Bach*
2. NOCTURNE *Gaston Dethier*
3. CAPRICCIO *Lemaigre*
4. FANTASIA, "My Old Kentucky Home" *Lord*
5. SUMMER *Stebbins*
6. SCHERZO *Rogers*
7. SPRING SONG *Mendelssohn*
8. ALLEGRO VIVACE from the Fifth Symphony *Widor*
9. EVENTIDE *Fryssinger*

FIFTH RECITAL

Friday Afternoon, June 4, 1926

BY

BASSETT W. HOUGH

ASSISTED BY

ARTHUR H. RICHMOND, Baritone

PROGRAM

1. FOURTH SONATA *Mendelssohn*
 Allegro con brio Allegretto
 Andante religioso Allegro maestoso e vivace
2. *a* ARIA, "It Is Enough," from "Elijah" *Mendelssohn*
 b THE LOST CHORD *Sullivan*
- MR. RICHMOND
3. *a* ANDANTE CANTABILE in B flat Major *Tschaikowsky*
 b SCHERZO in F sharp Major *Jadassohn*
 c KAMENNOI OSTROW *Rubinstein*
4. SONG TO THE EVENING STAR, from "Tannhauser" *Wagner*
 MR. RICHMOND
5. *a* PRELUDE TO "THE DELUGE" *Saint-Saens*
 b ALLEGRETTO in A Major *Haydn*
 c LOVE-DEATH, from "Tristan and Isolde" *Wagner*
 d CHORAL, from "Die Meistersinger" *Wagner*

ANNIVERSARY EXERCISES, 1831-1926

Thursday Evening, March 25, 1926, at Eight-Thirty O'Clock

PROGRAM

ORGAN—First Movement from Sonata No. 1 *Felix Borowski*
WILLIAM SCHROEDER, A.A.G.O.

SOPRANO SOLO—"I Love Thee" *Grieg*
MARY KLEINE

ESSAY—"Why Manual Training Occupies So Prominent a Place
in the Curriculum of a School for the Blind."
FRANCIS BEARD

CHORUS—Choral Fantasia of "Faust" *Gounod*

PIANO—Waltz in C Minor, Op. 64, No. 2 *Chopin*
ROBERT JUDKINS

BOY SCOUTS—"Meeting Requirements"
BERT COMPTON JAMES CHICACHEE
JOHN BITO RALPH MACILLERO
FRED REEVE JAMES KEARNEY
ALFRED TORIO CHARLES CUNNION
HOWARD VAN DUYNÉ

PIANOFORTE DUO—Sonata in C Major *Mozart-Grieg*
Allegro . . . Andante . . . Allegretto
First Piano: FLORENCE QUINN
Second Piano: LEONA JENNINGS

CHORUS—Blue Danube Waltz *Strauss*

SCENE—From "Evangeline," Part 1 *Longfellow*

Scene: Acadia, Living-room of Benedict's House

It is the bridal eve of Gabriel and Evangeline. The interested parties have assembled at the bride's home where Rene Leblanc is to draw up the marriage contract.

Benedict Bellefontaine, father of Evangeline GERTRUDE MUSIER
Evangeline BEATRICE SALADINO
Basil, a Blacksmith MYRA TETTER
Gabriel Lajeunesse, Evangeline's Lover ROSE LI CALSI
Rene Leblanc, a Notary ROSE BOCCIA



A CLASS IN WOODWORK.



USING MAPS IN THE GEOGRAPHY CLASS.

PUPILS' RECITAL

Friday Afternoon, June 11, 1926, at Two-Thirty O'Clock

PROGRAM

1. ORGAN—Toccata and Fugue in D. Minor *Bach*
WILLIAM SCHROEDER, A.A.G.O.
2. PIANO—Waltz in D Flat, Op. 64, No. 1 *Chopin*
MYRA TETTER
3. JUNIOR CHORUS—Four Folk-Songs
Spring Song *Polish*
Lullaby *Chinese*
Bolero *Spanish*
A Hunting We Go *English*
4. PIANO—Butterfly *Lavallee*
GENE MATUSEFF
5. PIANO—Boat-Song *Poldini*
ESTHER BUTLER
6. SONG—Down in the Forest *Ronald*
GENE MATUSEFF
7. PIANO—Minuet, from Sonatina, Op. 55, No. 6 *Kuhlau*
ROSE BOCCIA
8. ORGAN—Finale, from Second Symphony *Widor*
FLORENCE QUINN
9. PIANO—Prelude in G Minor *Rachmaninoff*
WILLIAM SCHROEDER
10. CHORUS—The Miller's Wooing *Fanning*

LIST OF LEGACIES AND DONATIONS

Miles R. Burke.....	\$2,000.00	Gerard Martins.....	\$500.00
Jane Van Cortland.....	300.00	Regina Horstein.....	250.00
Isaac Bullard.....	101.66	John Alstyne.....	10,320.44
Elizabeth Bayley.....	100.00	Elizabeth and Sarah	
John Jacob Astor.....	5,000.00	Wooley.....	5,984.83
William Bean.....	500.00	Benjamin Nathan.....	1,000.00
Peter G. Stuyvesant.....	3,000.00	Thomas M. Taylor.....	6,151.94
John Horsburgh.....	5,000.00	Simeon Abrahams.....	5,052.70
Elizabeth Demilt.....	5,000.00	James Peter Van Horn ..	20,000.00
Sarah Demilt.....	2,000.00	Caleb Swan.....	500.00
C. D. Betts.....	40.00	Mrs. A. E. Schermerhorn..	10,000.00
Sarah Penny.....	500.00	Henry H. Munsell.....	3,396.32
Sarah Bunce.....	500.00	Thomas C. Chardevoyne..	5,000.00
Elizabeth Idley.....	196.00	William Dennistoun.....	11,892.77
Samuel S. Howland	1,000.00	William B. Astor.....	5,000.00
William Howe.....	2,985.14	Benjamin F. Wheelwright	1,000.00
Margaret Fritz.....	100.00	Geo. T. Hewlett, executor	500.00
James McBride.....	500.00	J. L. (of Liverpool, Eng.)..	25.00
Charles E. Cornell.....	521.96	Ephraim Holbrook.....	39,458.16
Charles E. Deming.....	50.00	Mrs. Emma B. Corning....	5,000.00
Mrs. De Witt Clinton.....	200.00	Eliza Mott.....	1,475.54
W. Brown.....	465.00	Maria M. Hobby.....	2,509.82
Elizabeth Gelston.....	1,000.00	Daniel Marley.....	1,749.30
Robert J. Murray.....	500.00	Henry E. Robinson.....	6,000.00
Seth Grosvenor.....	10,000.00	Henry Schade.....	20.00
Elijah Withington.....	100.00	Caroline Goff.....	4,161.59
Benjamin F. Butler.....	512.49	Catherine P. Johnston....	530.00
Frissel Fund.....	2,000.00	Mrs. Emma Strecker.....	12,221.66
Simeon V. Sickles.....	6,561.87	Eli Robbins.....	5,000.00
Anson G. Phelps.....	5,675.68	Margaret Burr.....	11,011.11
Thomas Reilly.....	2,254.84	Mary Burr.....	10,611.11
Elizabeth Van Tuyle.....	100.00	Samuel Willetts.....	5,045.00
Thomas Eggleston.....	2,000.00	Roosevelt & Sons.....	45.00
Sarah A. Riley.....	100.00	Augustus Schell.....	5,000.00
William E. Saunders.....	725.84	James Kelly.....	5,000.00
Thomas Eddy.....	1,027.50	George Merrill.....	40.00
Robert C. Goodhue.....	1,000.00	William B. and Leonora S.	
Jonathan C. Bartlett.....	190.00	Bolles.....	2,949.11
Stephen V. Albro.....	428.57	Edward B. Underhill.....	500.00
John Penfold.....	470.00	Harriet Gross.....	1,000.00
Madam Jumel.....	5,000.00	Mary Hopeton Drake.....	2,340.00
Mrs. Steers.....	34.66	George Dockstader.....	325.00
Thomas Garner.....	1,410.00	Mary Rogers.....	1,000.00
Elizabeth Magee.....	534.00	Polly Dean.....	500.00
Chauncey and HenryRose	5,000.00	John Delaplaine.....	302.99
John J. Phelps.....	2,350.00	Abby A. Coates Winsor...	1,000.00
Rebecca Elting.....	100.00	Harriet Flint.....	1,776.74

Maria C. Robbins.....	\$10,000.00	Martha H. Andrew.....	\$25,000.00
Cash (sundry donations).....	140.18	Mary L. Howard.....	17,078.46
Julia A. Delaplaine.....	38,842.25	Rachel H. Pfeiffer.....	2,500.00
Mary E. Brandish.....	89.49	Mary G. Harriot.....	3,523.20
Thomas W. Strong.....	1,893.00	Antonio J. Moderno.....	12,865.52
Maria Moffett.....	16,408.21	The Brez Foundation.....	7,000.00
John Vanderbilt.....	25.00	Edward L. Radcliff.....	4,794.85
William Clymer.....	2,000.00	John R. Peters.....	1,000.00
Julia L. Peyton.....	1,000.00	J. J. Van Alen.....	25.00
Amos R. Eno.....	5,000.00	M. Menken.....	25.00
Clarissa L. Crane.....	1,000.00	Hamilton W. Cary.....	2,500.00
Leopold Boscowitz.....	1,000.00	William Infeld.....	500.00
Emeline S. Nichols.....	5,000.00	Fanny Schermerhorn	
Margaret Salisbury.....	100.00	Bridgham.....	15,000.00
Sarah B. Munsell.....	477.56	Charles E. Rhinelande..	10,478.33
Edward L. Beadle.....	4,303.99	Whitman-Bennett Studio	100.00
Cecelia J. Loux.....	2,000.00	Julian W. Robbins.....	5.00
Mrs. E. Douglas Smith..	1,649.57	S. Charles Welsh.....	10.00
William C. Schermerhorn.	10,000.00	George Welsh.....	5.00
Mary J. Walker.....	24,193.76	Cash (Anonymous).....	325.00
Mary J. Walker.....	1,222.32	Margaret A. Howard...	500.00
Sarah Schermerhorn.....	5,137.05	Sarah Matilda Mygatt..	1,000.00
F. Augustus Schermerhorn		Ellen Schermerhorn }	
(for building fund)....	10,000.00	Auchmuty.....	556,901.79
(for pipe organ).....	5,840.00	F. Augustus Schermer-	
Mrs. Theodore B. Myers..	5,000.00	horn.....	
Peter Marié.....	3,145.47	Martha Ann Shannon...	12,929.25
Eli Specht.....	2,816.17	Gordon V. Lyons.....	10.00
Catherine Talman.....	4,996.60	"A Friend".....	100.00
Annie Stewart Miller...	116,401.93	Edwin Gould.....	1,000.00
Amelia B. Lazarus.....	10,000.00	Mary B. Dortic.....	17,327.05
Ida M. Chapman.....	200.00	Arnold Thayer.....	5,000.00
Cash (Wm. B. Wait)....	600.00	Henry Fatton.....	1,491.82
Mrs. Edith Smith Werle..	500.00	A. V. Victorius & Co....	10.00
Mrs. J. J. Astor.....	20.00	Mary Skidmore Rogers..	2,000.00
E. E. West.....	60.00	R. E. Woodward & Co..	30.00
Mrs. Geo. G. Wheelock..	10.00	Grenville Kleiser.....	50.00
Theodore P. Nichols.....	8,000.00	Christine Meyer.....	1,000.00
Emma A. Tillotson.....	5,000.00	Marie Emmons.....	2,500.00
Harry Hastorf.....	25.00	Louis T. Lehmeyer.....	2,000.00
William C. Egleston....	15,000.00	Duncan G. Harris.....	890.00
Angelina C. I. Anderson..	5,000.00	Morris W. Jacobi.....	2,690.56
Greenhut-Siegel Cooper Co	15.00	August L. Peters.....	35,213.03
Harriet B. Decker.....	3,000.00	Jane C. Long.....	3,000.00
Mary Anna Wenk.....	100.00	Sophie C. Helfst.....	1,000.00
Jeanne Platt.....	1,000.00	Reding Sterrit.....	63,373.65
Emil Levy.....	1,000.00	Alfred B. Jenkins.....	500.00
Catherine Jane Pryer...	1,269.73	Emil Wolff.....	2,866.00
Elizabeth Kerr.....	400.00	Anonymus.....	25,000.00

FORM OF BEQUEST.

*I give and bequeath to The New York Institute for
the Education of the Blind, located at Pelham Parkway
and Williamsbridge Road (formerly Ninth Avenue
and Thirty-fourth Street), the sum of*

_____ Dollars

to the general use of said corporation.

CAMP LIBRARY OF EDUCATION
UNIVERSITY OF CALIFORNIA
BERKELEY, CALIFORNIA

776
2

Evolution of the Mind

12
B-BOOK, 1927

YEAR-BOOK
OF
The New York Institute
for the
Education of the Blind

NINETY-FIFTH YEAR

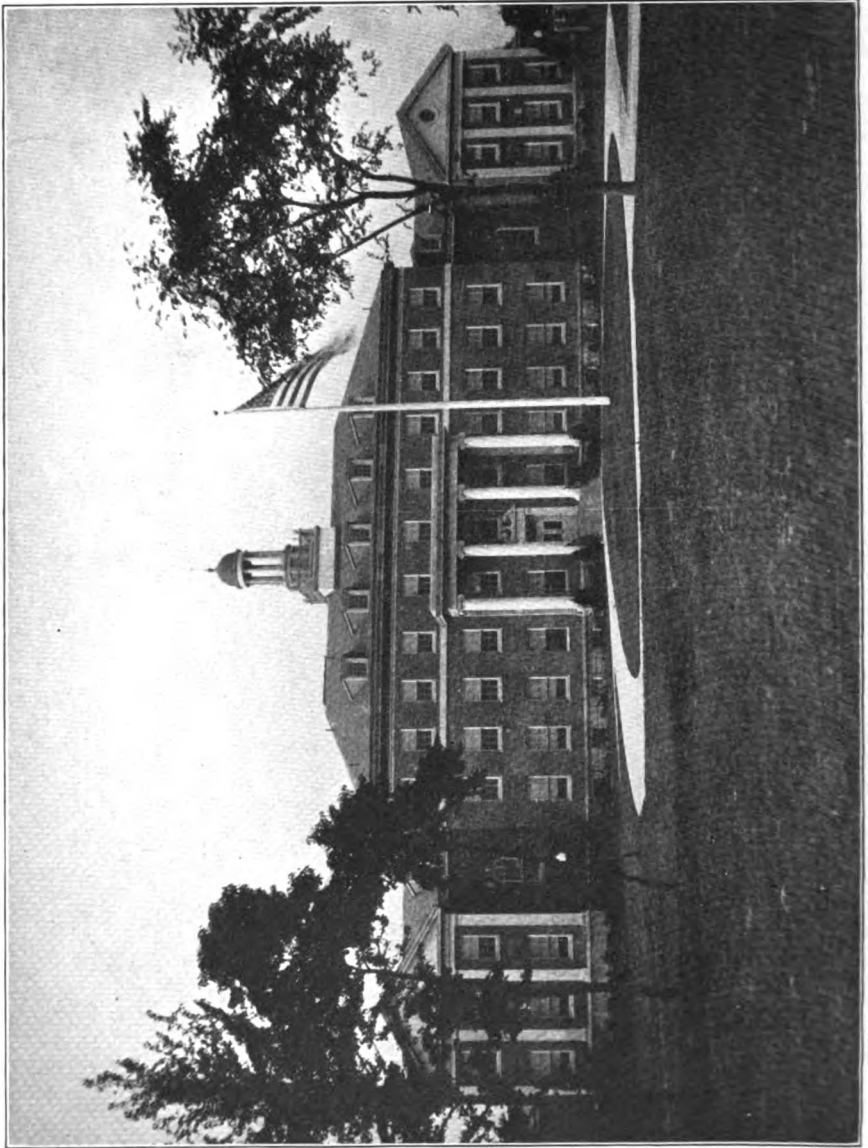
NINETY-SECOND ANNUAL REPORT OF THE
BOARD OF MANAGERS—REPORT OF THE
PRINCIPAL—GENERAL INFORMATION 2 2

1927

Lux Oritur:

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK:
THE BRADSTREET PRESS, 148 LAFAYETTE STREET.
1927



SCHERMERHORN HALL.

The New York Institute for the Education of the Blind,

FOUNDED 1831

OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD,
NEW YORK CITY.

CALENDAR, 1927-28.

September 19, 1927	-	-	-	School opens.
November 23-27	-	-	-	Thanksgiving vacation.
December 23	-	-	-	Christmas holidays begin
January 2, 1928	-	-	-	School work resumed.
January 16-20	-	-	-	Regents' examinations.
March 29	-	-	-	Anniversary exercises.
March 29	-	-	-	Easter vacation begins.
April 10	-	-	-	School work resumed.
June 15	-	-	-	Class work ended.
June 18-22	-	-	-	Regents' examinations.

September 17, 1928	-	-	-	School opens.
November 28-December 2	-	-	-	Thanksgiving vacation.
December 21	-	-	-	Christmas holidays begin.

The New York Institute for the Education of the Blind,

FOUNDED 1831

OPENED 1832

**PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD,
NEW YORK CITY.**

The purpose of the Institute is to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians.

There is no restriction as to residence. From New York they may enter regularly as State pupils from the Greater City and the counties of Westchester, Putnam, Rockland, Suffolk and Nassau, being appointed by the State Education Department; from New Jersey, upon application in proper form to the New Jersey Commission for the Blind, and from other localities by special arrangement. All communications should be addressed

To The Principal, New York Institute
for the Education of the Blind,
2201 Williamsbridge Road,
New York, N. Y.

BOARD OF MANAGERS,

1927,

WITH THEIR TERMS OF CONTINUOUS SERVICE.

THOMAS N. RHINELANDER	Since 1905
J. NELSON BORLAND	" 1907
*ROBERT G. HONE	" 1908
LINZEE BLAGDEN	" 1910
CARL A. DE GERSDORFF	" 1910
PAUL TUCKERMAN	" 1912
EDWARD J. HANCY	" 1912
WILLIAM TURNBULL	" 1913
J. LAWRENCE ASPINWALL	" 1913
J. ARCHIBALD MURRAY	" 1914
ROBERT L. HARRISON	" 1916
GEORGE N. MILLER, M.D.	" 1920
JAMES LLOYD DERBY	" 1922
DUNCAN G. HARRIS	" 1922
W. THORN KISSEL	" 1923
HOWLAND S. DAVIS	" 1923
ALFRED E. SCHERMERHORN	" 1923
ERNEST FAHNESTOCK, M.D.	" 1924
FREDERIC P. MOORE	" 1925
EDWIN GOULD	" 1925
AUGUSTINE J. SMITH	Since April 20, 1927

*Died February 26, 1927.

ORGANIZATION.

(School Year 1926-27)

EDWARD M. VAN CLEVE *Principal*
N. E. LANCASTER, M.D. *Attending Physician*
BERNARD SAMUELS, M.D. *Attending Ophthalmologist*
MRS. ALTA L. RAUSCH *Secretary to the Principal*

LITERARY DEPARTMENT.

MARY B. SCHOONMAKER MARION MILLER
FLORENCE L. PHELAN JOSEPHINE A. MOODY
LORETTA BUTLER MILDRED A. LOMAN
ETTA D. LEWIS REGINALD C. PHILLIPS

RUSSELL POPE
HENRIETTA A. GROSBACK, *Librarian and Teacher*
of Typewriting

MUSIC DEPARTMENT.

BASSETT W. HOUGH, *Director*
GERTRUDE L. MARTIN EMILIE HAHN
F. HENRY TSCHUDI ARTHUR H. RICHMOND

TUNING.

ROBERT J. HARVEY

MANUAL TRAINING AND HOME SCIENCE.

ANGIE D. KELLY MAUD W. BARRETT
JULIA E. MYERS J. W. MACLEAN
FRANCIS LE ROI

PHYSICAL TRAINING.

MAUD W. BARRETT ALVA O. DUER

HOUSEHOLD.

VESTA D. LOGAN, *Matron* LUELLE A. EATON, *Asst. Matron*

HOUSEMOTHERS FOR BOYS.

KATE HAUSMANN, FLORENCE M. HALL
Samuel Wood House *John D. Russ House*
EDNA N. MACLEAN, ELSIE PHILLIPS,
John Boorman House *Samuel Akerly House*

HOUSEMOTHERS FOR GIRLS.

CORA F. HOWE, NANCY S. BRANN,
Fanny J. Crosby House *Anson G. Phelps House*
ALICE G. STONEHAM, *Relief Housemother*

MANAGERS

OF

The New York Institute for the Education of the Blind.

IN CHRONOLOGICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Akerly, Samuel, M.D.....	1831-1845	Trulock, Joseph	1836-1840
Averill, Herman.....	1831-1832	Mandeville, William.....	1836-1837
Bolton, Curtis.....	1831-1835	Chandler, Adoniram.....	1836
Donaldson, James.....	1831-1832	Cushman, D. Alonzo.....	1837-1843
Bogert, Henry K.....	1831-1832	Blakeman, Wm. N., M.D. }	1837-1839
Remsen, Henry.....	1831-1832	}	1841
Stuyvesant, John R.....	1831-1840	Wood, Isaac, M.D.....	1837-1859
Price, Thompson.....	1831-1840	Hart, Joseph C.....	1837-1840
Ketchum, Morris.....	1831-1837	Holmes, Curtis.....	1837-1838
Miller, Sylvanus.....	1831-1832	Roome, Edward.....	1837-1845
Crosby, William B.....	1831-1833	Seton, Samuel W.....	1837
Lee, Gideon.....	1831-1836	Gracie, Robert.....	1838-1861
Ketchum, Hiram.....	1831-1838	Demilt, Samuel.....	1838
Wood, Samuel.....	1831-1836	Hart, James H.....	1839
Jenkins, Thomas W.....	1831-1836	Murray, Robert J.....	1839-1858
Thomas, Henry.....	1831-1834	Schermerhorn, Peter Au-	
Nevins, Rufus L.....	1831-1832	gustus.....	1839-1845
Beers, Joseph D.....	1831-1832	Tallmadge, Henry F.....	1839-1841
Mott, Samuel F.....	1831	Thompson, Martin E.....	1839
Patterson, Matthew C.....	1831-1833	Moore, Clement C.....	1840-1850
Russ, John D., M.D.....	1833-1834	Olyphant, D. W. C.....	1840
Dwight, Theodore.....	1833-1837	Averill, Augustine.....	1840
Brown, Silas.....	1833-1859	Beers, Cyrenius.....	1841-1853
Stagg, John P.....	1833	Suydam, Lambert.....	1841-1842
Spring, George.....	1833-1835	Holmes, Silas.....	1841-1842
Walker, John W.....	1833-1839	Case, Robert L.....	1841-1861
Miller, Franklin.....	1833-1835	Crosby, John P.....	1841-1859
Steel, Jonathan D.....	1833	Collins, Stacey B.....	1841
Allen, Moses.....	1833-1834	Schermerhorn, E. H.....	1841-1842
Lyons, Stephen.....	1834-1836	Marsh, James.....	1842-1852
Dissosway, Gabriel P.....	1834-1836	Murray, Hamilton.....	1842-1847
Phelps, Anson G.....	1834-1855	Walsh, A. R.....	1842-1850
Crosby, William H.....	1835	Wood, John.....	1842-1850
Hoyt, Charles.....	1835-1839	Jones, Edward.....	1843-1850
Oakley, Charles.....	1835	Whittemore, William T.....	1843-1845
Titus, Peter S.....	1835-1836	Smith, Floyd.....	1844-1848
Allen, George F.....	} 1835-1839	Dean, Nicholas.....	1844-1848
		1841-1862	Jones, William P.....	1846-1849

Thurston, William R.....	1846-1851	Clift, Smith.....	1865-1893
Sheldon, Henry.....	1846-1854	Hoffman, Charles B.....	1865-1868
King, John A.....	1848-1854	Emmet, Thos. Addis, M.D.	1865-1866
Schell, Augustus.....	1849-1883	Whitewright, William.....	1866-1898
Day, Mahlon.....	1849-1854	Schermerhorn, Wm. C.....	1866-1901
Adams, George F.....	} 1850-1859	De Rahm, Charles.....	1866-1890
		1865	Hilton, Henry.....	1866
Adams, John G.....	1851-1858	Burrill, John E.....	1866-1867
Ogden, Gouverneur M.....	1851-1857	Stout, Francis A.....	1867-1892
Cobb, James N.....	1851-1858	Butterfield, Daniel.....	1868
Beadle, Edward L.....	1851-1862	Hoffman, William B.....	1868-1879
Wood, Edward.....	1852-1861	Gerard, James W.....	1869-1873
Ogden, John D., M.D.....	1853-1855	Rhoades, J. Harsen.....	1869-1872
Craven, Alfred W.....	1854-1861	Schermerhorn, F. Augs.....	1870-1910
Olyphant, G. T.....	1855-1857	Marié, Peter.....	1870-1903
Abbatt, William M.....	1855-1857	Rhineland, Frederick W.	1874-1904
Noyes, William Curtis.....	1855-1859	Sheldon, Frederick.....	1874-1906
Dumont, William.....	1856-1862	Robbins, Chandler.....	1875-1904
Warren, James.....	1856-1859	Strong, Charles E.....	1875-1887
Cammann, Geo. P., M.D.....	1858	Schuyler, Philip.....	1878-1898
Rutherford, Lewis M.....	1858-1861	Prime, Temple.....	1878-1887
Van Rensselaer, Henry.....	1858-1860	Kane, John I.....	1881-1913
Hone, Robert S.....	1859-1891	King, Edward.....	1884-1893
Tomes, Francis.....	1859-1860	Schell, Edward.....	1885-1893
Norton, Charles B.....	1859-1861	Bronson, Frederick.....	1888-1900
Church, William H., M.D.....	1859-1864	Kingsland, Ambrose C.....	1889-1890
Hutchins, Waldo.....	1860-1867	Robbins, George A.....	1889-1895
Tuckerman, Charles K.....	1860-1867	Kissel, Gustav E.....	1891-1911
Kennedy, James Lenox.....	1860-1864	Bowers, John M.....	1891-1906
Travers, William R.....	1860	Peabody, George L., M.D.	1891-1912
Tompkins, Daniel H.....	1860-1874	Marshall, Charles H.....	1892-1912
Aspinwall, J. Lloyd.....	1860-1861	Smith, Gouverneur M.,	
Suydam, D. Lydig.....	1861-1884	M.D.....	1893-1898
Daly, Charles P.....	1861	Davis, Howland.....	1894-1921
Hosack, Nathaniel P.....	1862-1876	Duer, William A.....	1894-1905
Grafton, Joseph.....	1862-1872	Hamilton, William G.....	1894-1905
Myers, T. Bailey.....	1862-1887	Appleton, William W.....	1896-1924
Edgar, Newbold.....	} 1862-1864	Tappen, Frederick D.....	1897-1901
		1868	Armstrong, D. Maitland.....	1898-1911
Donnelly, Edward C.....	1862-1864	Wheelock, Geo. G., M.D.....	1898-1907
Lord, James Cooper.....	1862-1864	Fairchild, Charles S.....	1898-1906
Schermerhorn, Alfred.....	} 1862-1865	Soley, James Russell.....	1900-1911
		1867-1868	Winthrop, Egerton L., Jr.	1901-1911
Brown, John Crosby.....	1862-1864	Wickersham, George W.....	1902-1909
Van Rensselaer, Alex.....	} 1862-1865	Foster, Frederic DePeyster.	1903-1923
		1867-1877	Rhineland, Thomas N.....	1905-
Irving, John Treat.....	1863-1896	McIlvaine, Tompkins.....	1905-1911
Potter, Clarkson N.....	1863-1866	Godkin, Lawrence.....	1905-1909
McLean, James M.....	1863-1890	Derby, Richard H., M.D.....	1906-1907

Borland, J. Nelson.....1907-
 Montant, August P.....1907-1909
 Rhoades, J. Harsen.....1907-1922
 Tucker, Samuel Auchmuty.....1907-1919
 Hone, Robert G.....1908-1927
 Knapp, Arnold, M.D.....1909-1913
 Blagden, Linzee.....1910-
 De Gersdorff, Carl A.....1910-
 Glyn, William E.....1911-1924
 Partridge, Edward L., M.D.....1911-1922
 Dix, John A.....1911-1917
 Tuckerman, Paul.....1912-
 Nash, William A.....1912-1916
 Crosswell, James G.....1912-1915
 Hancy, Edward J.....1912-
 Aspinwall, J. Lawrence.....1913-
 Turnbull, William.....1913-

Murray, J. Archibald.....1914-
 Kobbé, George C.....1916-1923
 Harrison, Robert L.....1916-
 Munroe, Henry W.....1918-1919
 Miller, George N., M.D.....1920-
 Gallatin, R. Horace.....1920
 De Rham, Frederic F.....1921
 Derby, James Lloyd.....1922-
 Harris, Duncan G.....1922-
 Kissel, W. Thorn.....1923-
 Munroe, John.....1923-1924
 Davis, Howland S.....1923-
 Schermerhorn, Alfred E.....1923-
 Fahnestock, Ernest, M.D.....1924-
 Moore, Frederic P.....1925-
 Gould, Edwin.....1925-
 Smith, Augustine J.....1927-

OFFICERS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,
 WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Akerly, Samuel, M.D.....1831-1842
 Phelps, Anson G.....1843-1853
 Wood, Isaac, M.D.....1854-1859
 Allen, George F.....1860-1862
 Schell, Augustus.....1863-1883
 Hone, Robert S.....1884-1887
 McLean, James M.....1888-1890

Irving, John Treat.....1891-1895
 Schermerhorn, William C.....1896-1901
 Schermerhorn, F. Augs.....1901-1909
 Davis, Howland.....1909-1919
 Tuckerman, Paul.....1919-1925
 Blagden, Linzee.....1925-

VICE-PRESIDENTS.

Averill, Herman.....1831-1832
 Brown, Silas.....1833-1835
 Titus, Peter S.....1836
 Phelps, Anson G.....1837-1842
 Wood, Isaac, M.D.....1843-1853
 Gracie, Robert.....1855-1860
 Beadle, Edward L.....1861-1862
 Hone, Robert S.....1863-1883
 Suydam, D. Lydig.....1884
 McLean, James M.....1885-1887

Clift, Smith.....1888-1893
 Schermerhorn, William C.....1894-1895
 Marié, Peter.....1896-1903
 Rhineland, F. W.....1903-1904
 Sheldon, Frederick.....1905-1906
 Peabody, George L., M.D.....1907-1912
 Kane, John I.....1913
 Appleton, William W.....1913-1924
 Murray, J. Archibald.....1924-

TREASURERS.

Bolton, Curtis.....1831-1835
 Brown, Silas.....1836-1859
 Wood, Edward.....1860-1861
 Schell, Augustus.....1862
 Kennedy, James Lenox.....1863-1864
 Clift, Smith.....1865

Grafton, Joseph.....1866-1871
 Whitewright, William.....1872-1896
 Davis, Howland.....1897-1909
 Foster, Frederic DePeyster.....1909-1923
 Blagden, Linzee.....1923-1925
 Davis, Howland S.....1925-

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Myers, T. Bailey.....	1864-1883
Russ, John D., M.D.....	1833-1834	Schermerhorn, F. Augs...	1884-1901
Crosby, William H.....	1835	Marshall, Charles H.....	1901-1911
Allen, George F.....	} 1836-1839 1841-1859	Blagden, Linzee.....	1911-1923
Hone, Robert S.....		1860-1862	Derby, James Lloyd.....	1923-1926
Brown, John Crosby.....	1863	Schermerhorn, Alfred E..	1926-

CORRESPONDING SECRETARIES.

Donaldson, James.....	1831-1832	Church, William H., M.D.	1860
Dwight, Theodore.....	1833-1837	Tuckerman, Charles K...	1861-1867
Wood, Isaac, M.D.....	1839-1842	Schermerhorn, William C.	1868-1893
Roome, Edward.....	1843-1844	Bronson, Frederick.....	1894-1895
Schermerhorn, Peter Augs.	1845	Sheldon, Frederick.....	1896-1905
Jones, Edward.....	1846-1850	Peabody, George L., M.D.	1905-1906
Wood, Isaac, M.D.....	1851-1853	Appleton, William W.....	1907-1913
Crosby, John P.....	1854-1859	Hone, Robert G.....	1914-1927

PRINCIPALS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.....	1832-1834	Cooper, T. Golden.....	1853-1860
Office unfilled.....	1835 and part of 1836	Rankin, Robert G.....	1861-1863
Jones, Silas.....	1836-1840	Wait, William B.....	1863-1905
Vroom, Peter D., M.D.....	1841-1842	Emeritus Principal.....	1905-1916
Boggs, William.....	1843-1845	Tewksbury, Everett B.....	1905-1914
Chamberlain, James F.....	1846-1852	Van Cleve, Edward M.....	1914-



Report of the Board of Managers of The New York Institute for the Education of the Blind.

*To the Honorable the Legislature
of the State of New York :*

The Managers of The New York Institute for the Education of the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the fiscal year ended June 30, 1927.

The following is a summary of the receipts and disbursements for the year:

RECEIPTS.

Balances, June 30, 1926—		
Income fund.....	\$27,925.29	
Capital fund.....	73,688.58	
		\$101,613.87
Of Capital—		
Legacies, donations, mortgages paid, etc.....	98,650.11	
Of Income—		
Current receipts.....	166,610.27	
		\$366,874.25

DISBURSEMENTS.

Of Capital—		
Building expenditures, securities purchased, etc.....	\$180,420.39	
Of Income—		
Taxes, insurance, etc.....	8,173.31	
Maintenance.....	143,189.29	
Construction and Improvement Fund outlays.....	9,863.77	
Balances—		
Income fund.....	\$13,309.19	
Capital fund.....	11,918.30	
		25,227.49
		\$366,874.25

From time to time, beginning in eighteen hundred and thirty-six, the Institute has been in receipt of legacies and donations, which the Managers have set apart in the Legacy Fund.

At the close of the fiscal year the Legacy Fund, including amounts received, both legacies and donations, and aggregating \$1,524,706, was represented by cash and investments in approved securities.

The Managers gratefully acknowledge the receipt of the following legacies: Annie C. Kane, \$25,000; August L. Peters, \$583.14; Sophia M. Low, \$8,457.47; and donations: Brez Foundation, \$1,000; Mr. and Mrs. John B. Taylor, \$77; L. H. Markman, \$5; Edith H. Werle, \$50; Elizabeth Shepard Lough, \$10; Anonymous, \$25,000.

Annexed hereto is the statistical report of the Principal, which shows the variety and character of the work done, the completeness of the facilities, and the thoroughness of the training afforded by this Institute.

An innovation which calls for special mention was the maintaining of a summer session for eight weeks in the months of July and August, 1927. This was in the nature of an experiment, and only a small group, sixteen boys, all pupils of the Institute, were enrolled. Morning classes in literary, musical and manual training subjects were conducted; the afternoons were devoted to visits to places of interest in and about the city, to trips into the neighboring country, to swimming and athletics. It is reported by all concerned to have been a notable success.

The Board of Managers have had under consideration the matter of proper extension of the Institute's service, and it is believed that for the particular region in which we are situated the conduct of such a summer session as that of 1927 is an appropriate means of making the school and its plant yet more successful in carrying out the purpose of its founding.

**The New York Institute for the
Education of the Blind.**

LINZEE BLAGDEN,
President.

ALFRED E. SCHERMERHORN,
Recording Secretary.

City of New York and County of Bronx, ss.:

LINZEE BLAGDEN, of said City, being duly sworn, saith:
That he is President of The New York Institute for the Educa-
tion of the Blind, and that the above report signed by him is
true to the best of his knowledge and belief.

Sworn to before me this 16th
day of November, 1927.

ALTA L. RAUSCH,
Notary Public,
Bronx County, N. Y.

The New York Institute for the Education of the Blind.

TREASURER'S REPORT FOR THE YEAR ENDED JUNE 30, 1927.

RECEIPTS.

1926 Balance, Capital fund.....	\$73,688.58	
" Income fund.....	27,925.29	
		\$101,613.87

OF CAPITAL.

Legacies.....	\$34,040.61	
Donations.....	26,142.00	
Sale of securities.....	11,905.00	
Principal paid on bond and mortgage.....	25,812.50	
Interest on securities held in Building fund.....	750.00	
		98,650.11

OF INCOME.

From New York State.....	\$51,468.47	
New York City.....	1,487.50	
New Jersey.....	8,515.00	
Interest on securities, mortgages, etc.....	103,585.62	
Sales of pupils' work, Kleidographs, tablets, paper, etc.....	1,553.68	
		166,610.27
		\$366,874.25

DISBURSEMENTS.

OF CAPITAL.

Expenditures on buildings and equipment.....	\$121,257.89	
Securities purchased.....	51,162.50	
Commission and refund.....	8,000.00	
	<hr/>	\$180,420.39

OF INCOME FOR TAXES, INSURANCE, ETC.

Taxes and insurance.....	\$4,878.64	
Expenses on collection of income.....	1,026.87	
Accrued interest on securities purchased, etc....	438.60	
Fixed charges, etc.....	1,470.00	
Legal services.....	359.20	
	<hr/>	8,173.31

OF INCOME FOR MAINTENANCE, ETC.

Pay roll.....	\$88,400.24	
Household supplies.....	3,730.64	
Food supplies.....	22,159.30	
Buildings and grounds.....	20,622.67	
Educational supplies and expenses.....	3,228.02	
Miscellaneous expense.....	5,048.42	
	<hr/>	
Total account maintenance.....		143,189.29
Construction and Improvement Fund outlays....		9,863.77

Balances, June 30, 1927—

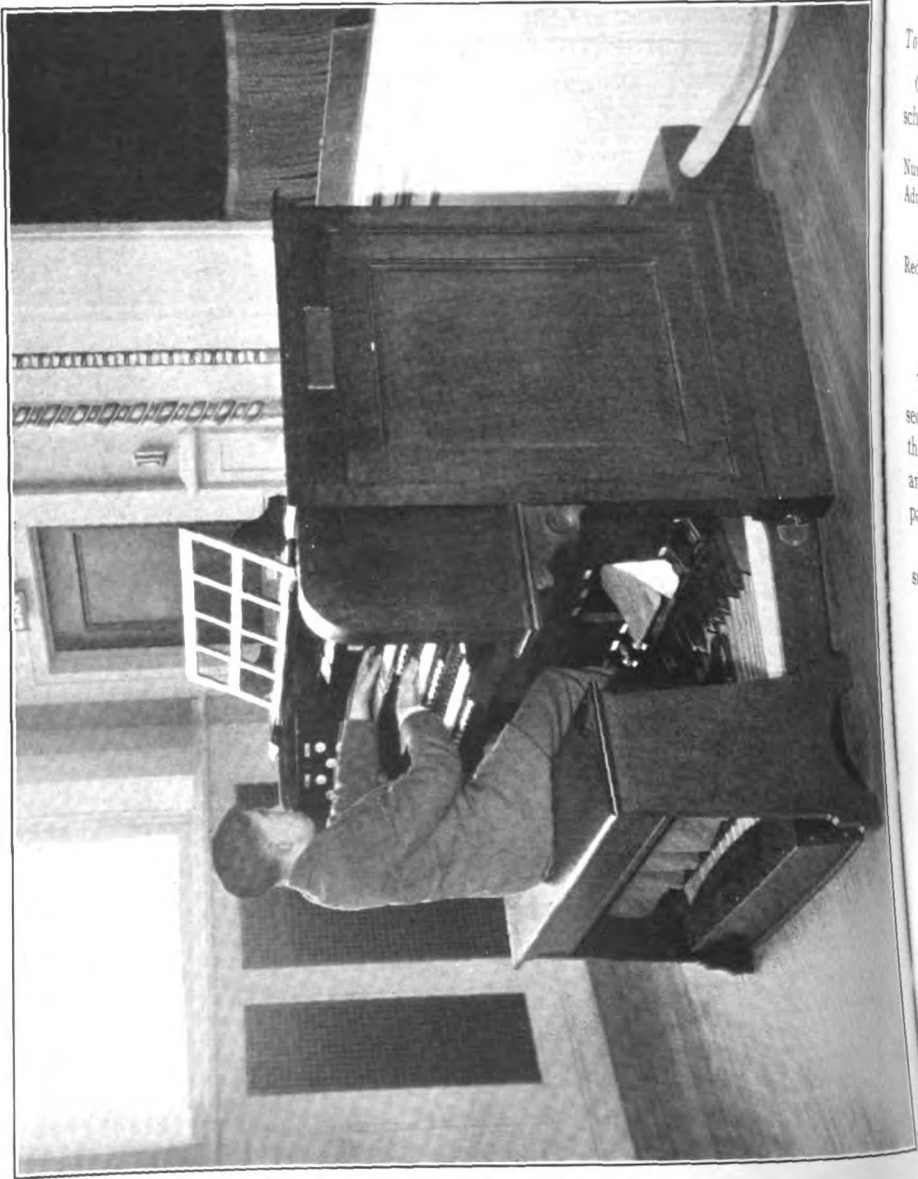
Capital fund.....	\$11,918.30	
Income fund.....	13,309.19	
	<hr/>	25,227.49
		<hr/>
		\$366,874.25

HOWLAND S. DAVIS,
Treasurer.

The foregoing account has been compared with the vouchers and accounts and is certified as correct.

TOWNSEND, DIX & POGSON,
Accountants and Auditors.

August 1, 1927.



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STATISTICAL REPORT OF THE PRINCIPAL.

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the school year ended June 30, 1927:

Number of pupils June 30, 1926.....	114
Admitted during the year.....	26
Whole number instructed.....	140
Reductions.....	27
Number remaining.....	113
Total enrollment.....	125

The school curriculum provides for complete primary and secondary courses, based on the syllabuses of the University of the State of New York, and includes music, manual training and physical training. The daily schedule may be found on pages 22 and 23.

In the high school, there are now classes in the following subjects:

English 1.	Latin 2.
English 2.	Latin 3.
English 3.	French 1.
English 4.	French 3.
Elementary Algebra.	History A.
Intermediate Algebra.	American History.
Geometry.	Physical Geography.
	Dictaphone.

The following is a list of the music subjects and the number of pupils in each:

	Boys	Girls	Total
Beginning music.....	26	11	37
Piano.....	36	21	57
Organ.....	4	3	7
Elementary Harmony.....	3	5	8
Elementary Theory.....	6	3	9
Tuning.....	18	--	18
Voice.....	3	5	8
Voice Lectures.....	3	5	8
Normal Music Class.....	2	6	8
Music History.....	1	4	5

The following is a list of the subjects in which examinations were taken during the year, with the number of pupils passing in each:

Reading.....	10
Spelling.....	7
Writing.....	5
Elementary English.....	7
Arithmetic.....	5
Elementary United States History and Civics.....	4
Geography.....	5
English, three years.....	10
English, 4.....	4
Latin, two years.....	2
French, 2.....	1
French, three years.....	4
Elementary Algebra.....	9
Geometry.....	1
Civics.....	13
Elementary Harmony.....	4
American History.....	1
History A.....	2
Physical Geography.....	5
Ear Training and Melody Writing.....	8
Elementary Theory of Music.....	8

And the record of the Regents' examinations for the past year is as follows:

Number of examination days.....	7
Pupils examined.....	53
Subjects covered.....	21
Answer papers written.....	149
Answer papers claimed.....	115
Papers allowed by the Regents.....	113

The following table gives the results of the examinations held from 1911 to 1926:

	No. examined.	No. claimed.	No. allowed.	Per cent. claimed of No. examined.	Per cent. allowed of No. examined.	Per cent. allowed of No. claimed.
1912.....	73	68	68	93.15	93.15	100.00
1913.....	75	64	63	85.33	84.00	98.43
1914.....	98	70	68	71.42	69.38	97.14
1915.....	114	97	94	85.08	82.45	96.90
1916.....	117	104	95	88.88	81.19	91.34
1917.....	107	98	91	91.57	85.04	92.85
1918.....	110	103	99	92.81	90.00	96.11
1919.....	115	94	91	81.73	79.13	96.80
1920.....	89	74	72	83.14	80.89	97.29
1921.....	119	104	97	87.39	81.51	93.26
1922.....	127	103	101	81.10	79.54	98.05
1923.....	121	108	101	89.25	83.47	93.51
1924.....	144	120	111	83.33	77.08	92.50
1925.....	143	99	93	69.23	65.03	93.93
1926.....	160	122	121	76.25	75.62	99.18
1927.....	149	115	113	77.18	76.83	98.26

The following is a list of the pupils present during the year 1926-1927 who have earned Regents' certificates or their equivalent:

PRELIMINARY CERTIFICATES.

Bert Compton,	Stella Zawilski,	Eugene Ballard,
Robert Judkins,	Ruth Freer,	Ruth Johnson,
Adolph Munter,	Roger Warren,	Morris Cohen,
Valentine Bangert,	Nicolina Li Calsi,	Rose Boccia,
Paul Zeffaro,	Mary Kleine,	Rachel Worobesky,
Louis Briller,	John Bito,	Rose Li Calsi,
Francis Beard,	Earle Brown,	Gene Matusseff,
Howard Strickland,	Warren Germain,	Nicholas Lembo,
James Kearney,	Joseph Donohue,	Henry Heyser,
Leonard Ippolito,	Lawrence Ingraham,	Howard Van Duynes.

18 COUNT CERTIFICATES.

John Bito,	Robert Judkins,	Mary Kleine,
Howard Strickland,	Nicolina Li Calsi,	Rose Boccia,
Warren Germain,	Adolph Munter,	Rachel Worobesky,
Morris Cohen,	Valentine Bangert,	Rose Li Calsi,
Louis Briller,	Francis Beard,	Ruth Freer.
	Earle Brown,	

36 COUNT CERTIFICATES.

Valentine Bangert,	Francis Beard,	Nicolina Li Calsi,
Louis Briller,	Warren Germain,	Ruth Freer.
	Robert Judkins,	

54 COUNT CERTIFICATES.

Francis Beard,	Robert Judkins.
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72 COUNT CERTIFICATES (WITH ADDED CREDIT).

Robert Judkins (85 counts),	Francis Beard (78 counts).
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Respectfully submitted,

EDWARD M. VAN CLEVE,
Principal.

October 19, 1927.

DAILY SCHEDULE.

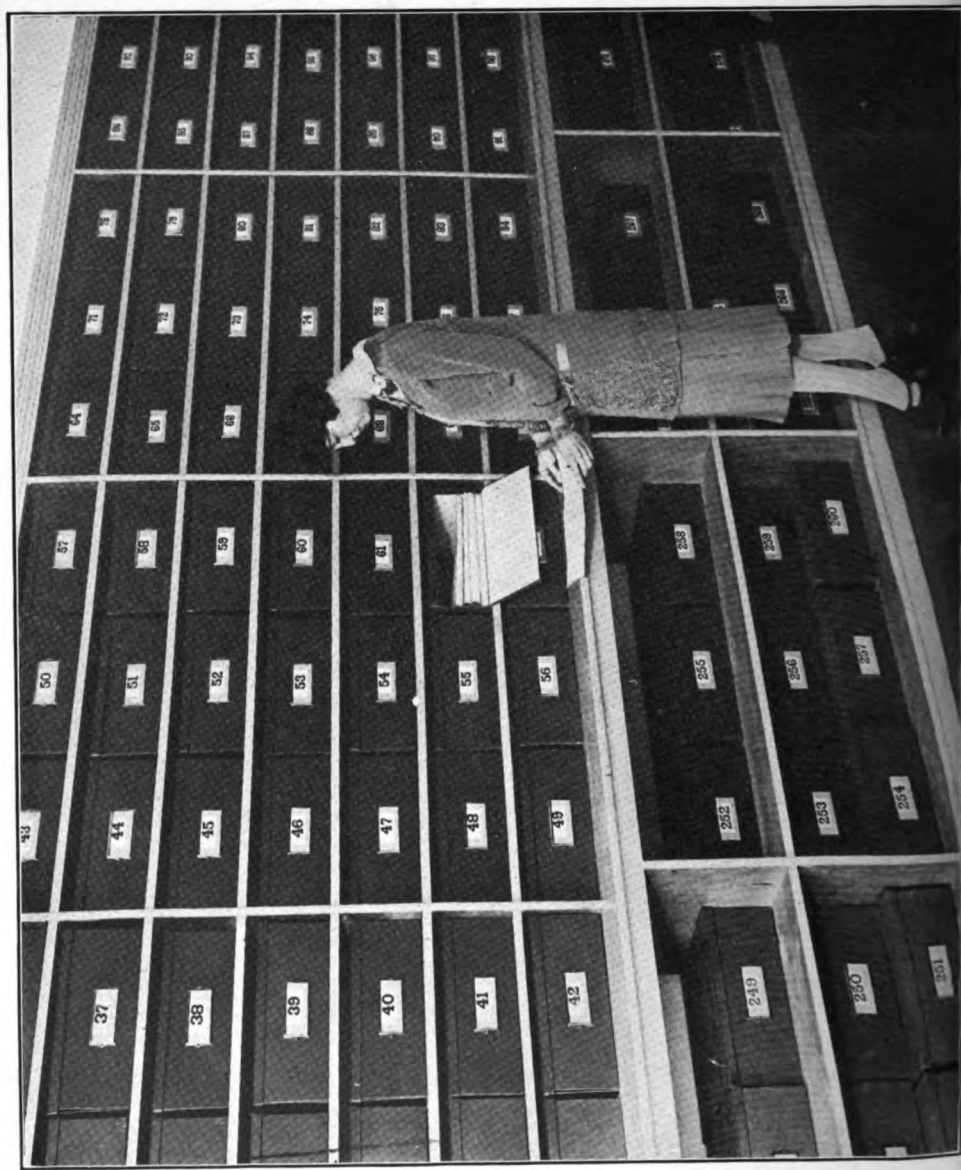
MORNING PERIODS.

PRAYERS.		LITERARY DEPARTMENT.			MUSIC DEPARTMENT.		MANUAL TRAINING DEPARTMENT.				
8.15-8.40											
8.40-9.10	Spelling and Writing, Grades 1, 2, 3, 4, 5.	Arithmetic, Grade 7.	English 4, Elementary Algebra.	Piano.		Organ.					
9.10-9.45	Reading, Grades 1, 2, 3, 4, 5.	Arithmetic, Grade 7.	Elementary Algebra.	Piano.		Organ.	Tuning.				
9.45-10.20	Language, Grades 1, 2, 3, 4, 5, 6.	English, 1st year.	Physical Geog.	Piano.		Organ.	Tuning.				
10.20-10.25	RECESS.										
10.25-11	Arithmetic, Grades 1, 2, 3, 4, 5, 6.			Latin 3.	Piano.		Organ.	Tuning.			
11-11.35	History A, French 1.	Nature Study, Geography, Grade 1, Beginning Science.		U. S. History with Civics 2, U. S. History with Civics 1.		Piano.		Organ.	Tuning.		
11.35-11.40	RECESS.										
11.40-12.15	Braille Writing, Elementary English.	Geography, Grades 2 & 3, English 2.		Geometry, American History.		Piano.		Organ.	Tuning.	Voice.	Cening, Handwork.
12.15-1.15	DINNER HOUR.										

AFTERNOON PERIODS.

	LITERARY DEPARTMENT.		MUSIC DEPARTMENT.		PHYSICAL CULTURE. MANUAL TRAINING.
1.15-1.50	Typewriting 3.	Geography, Grade 4.	Piano. Eurhythmics.	Organ. Music 2.	* Manual training. Woodwork. Physical culture.
1.50-2.25	Typewriting 2.	Voice Lectures Wednesday.	Piano. Voice. Eurhythmics.	Elementary Harmony. Voice. Music History.	* Manual training. Woodwork. Physical culture.
2.25-3			Piano. Junior Chorus. Elementary Theory.	Tuning.	* Manual training. Caning. Physical culture. Woodwork.
3-3.15	RECESS.				
3.15-3.45	Typewriting 1a.		Piano. Music and Eurhythmics.	Senior Chorus. Tuning.	* Manual training. Woodwork. Physical culture. Poultry Raising 2nd year.
3.45-4.15	Domestic Science.	Typewriting 1b.	Piano. Voice. Normal Music Class. Music 3.	Voice. Tuning. Eurhythmics.	Physical culture. * Manual training. Poultry Raising 1st year. Woodwork.
4.15-4.45	Domestic Science.		Piano.	Music Class, 4. Tuning.	* Manual training. Woodwork. Physical culture.
4.45-5.15	Domestic Science.		Piano.		* Manual training. Woodwork. Physical culture.

* Machine sewing, knitting, crocheting, hand sewing, basketry, woodwork, weaving, etc.
Study period 7.45 to 8.45, unless otherwise assigned.



LIST OF PUPILS.

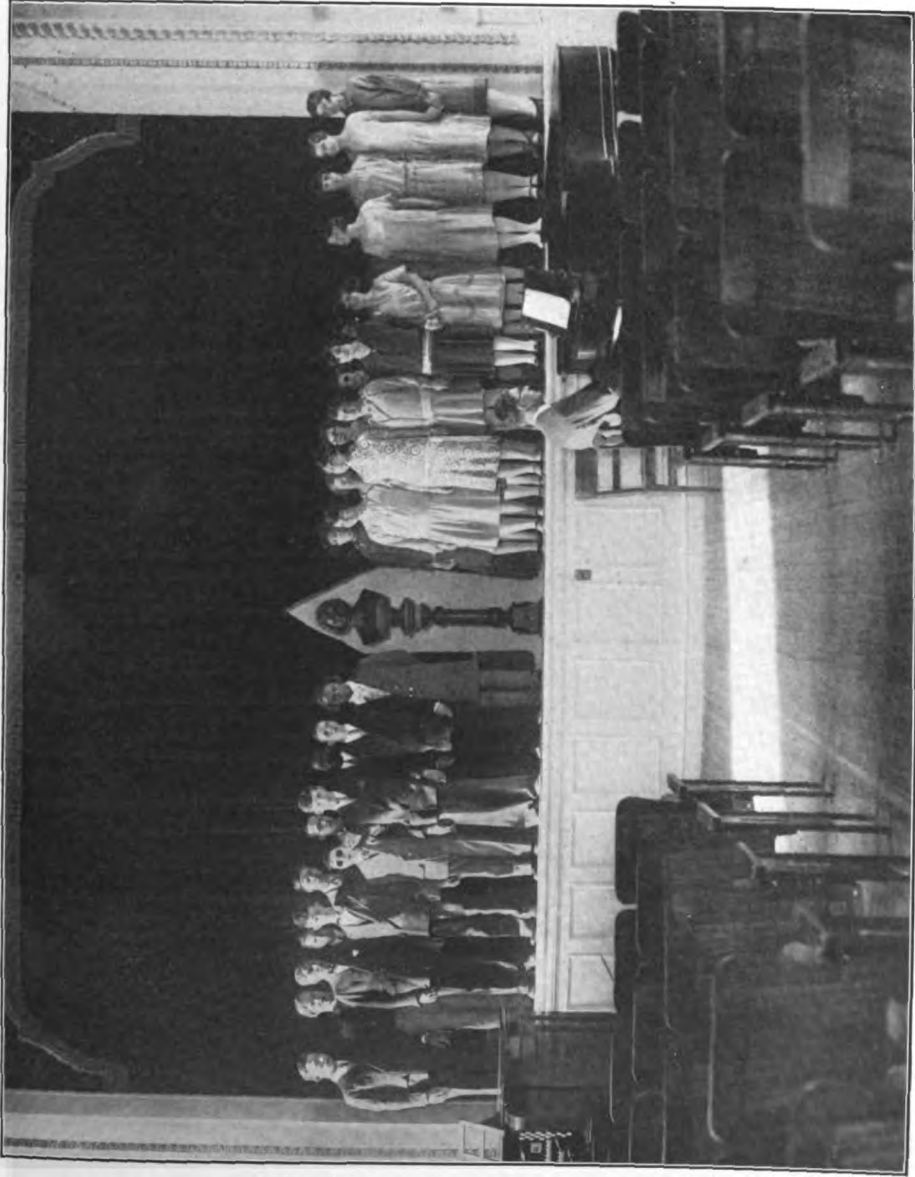
BOYS.

ACOCCELLA, PASQUALE	KLEIN, ANTHONY
ADAMS, JOSEPH	LEMBO, NICHOLAS
ALBERT, ABRAHAM	LISCH, EDWARD
ALIVERTI, ANTHONY	MACILLERO, RAPHAEL
ALPINEO, TRIFONE	MATZKE, ROBERT
ANDERSON, JOSEPH	MEYERS, RALPH
ANDREWS, HAROLD	MILLER, HERMAN
BALLARD, EUGENE	MITTENTAG, SAMUEL
BANGERT, VALENTINE	MUNTER, ADOLPH
BARLETTA, JAMES	NEUMANN, FREDERIC
BEARD, FRANCIS	OLSZEWSKI, ALEXANDER
BECK, BRUNO	OPITZ, PETER
BIGBY, SYLVESTER	OTIS, DUVAL
BITO, JOHN	PIRRAZZI, PETER
BRILLER, LOUIS	PLUMMER, WALTER
BROWN, EARLE	RANIERE, EUGENE
CAMPANELLA, JOSEPH	REACH, ARTHUR
CASTAGNA, ANGELO	REARDON, TIMOTHY
CHICACHEE, JAMES	REEVE, FRED
CHYLKA, MICHAEL	RETHIER, HAROLD
CICCARELLO, JAMES	RODRIGUEZ, CARLOS
COHEN, MORRIS	ROSS, JOSEPH
COMPTON, BERT	SAUERLAND, PAUL
CRIMMINS, WILLIAM	SBAR, HARRY
CUNNION, CHARLES	SCHEPANOWSKY, WILLIAM
DE MUCCI, FRANK	SHEEHAN, WILLIAM
DI BLASE, JAMES	SKRAASTAD, GERALD
DIFINA, ADOLPH	SMITH, FRANK
DONOHUE, JOSEPH	SMITH, WARREN
DRISCOLL, THOMAS	STRICKLAND, HOWARD
FERRARA, JOHN	TOMORI, FRANK
GERMAIN, WARREN	TORIO, ALFRED
GILL, LEROY	TUZZALINO, JAMES
HAGELSTEIN, ANDREW	VAN DUYNE, HOWARD
HANSEN, ARTHUR	VIENI, FRED
HEUSER, HENRY	WARREN, ROGER
HOWARD, JOSEPH	WAX, BENZION
INGRAHAM, LAWRENCE	WICE, THEODORE
IPPOLITO, LEONARDO	WILLSEA, ALBERT WILLIAM
IUZZINO, ANTHONY	YOUNG, GEORGE
JUDKINS, ROBERT	ZEFFARO, PAUL
KASSEL, HARRY	ZENKER, JOHN
KEARNEY, JAMES	

GIRLS.

ALLEN, DOROTHY
AVERNA, RITA
BOCCIA, ROSE
BUTLER, ESTHER
CANCELOSI, ANGELINA
COLLINS, ELIZABETH
DURANTE, JENNIE
ELLIOTT, DOROTHY
FREER, RUTH
GANLY, WINIFRED
GREENBLATT, HELEN
HANLON, KATHERINE
HARPER, EDITH
HOFFMIRE, MARGARET
JOHNSON, RUTH
JONES, HAZEL
KLIENE, MARY
KLIESH, ELSIE
LI CALSI, NICOLINA
LI CALSI, ROSE

LOMBARD, THERESA
McHUGH, ARLENE
MALFETTI, MARGARET
MASSET, CATHERINE
MATUSEFF, GENE
MENTOR, GLADYS
MISKOVSKY, EMILY
MUSIER, GERTRUDE
OLSEN, ASTRID
PETERSEN, ANNA
REHM, ELIZABETH
SALADINO, BEATRICE
SAMPSON, ELSIE
SCHWIZER, MATILDA
SCRIBER, HELEN
TETTER, JARMILLA
TUCKER, WINIFRED
VINGOE, EDNA
WOROBESKY, RACHEL
ZAWILSKI, STELLA



THE CHORUS — BEETHOVEN CENTENARY PROGRAM.

Principal's Annual Report of the Progress of the Institute for the Year Ended June 30, 1927

(To which is added a Report of the Summer School Term of 1927.)

To the Board of Managers,

The New York Institute for the Education of the Blind.

GENTLEMEN:—The ninety-fifth year's session of the Institute opened September 13, 1926, and closed June 17, 1927. Of the total enrollment of 125 pupils we had an average membership of 112, within 8 of the present capacity of the Institute. High standards of excellence in school work were maintained, as evidenced by the statistical summary of Regents' examinations passed shown on page 20.

SOME SUCCESSES

Throughout the history of the Institute it has been so much the custom as to become a tradition that some one or more of its pupils must be found taking courses in institutions of higher learning. In Columbia University we have had four of our boys during the year, one of them, who had received his degree a year ago, continuing in pursuit of a master's degree, two others preparing for entrance to the legal profession. These young men by their faithful work are honoring the Institute as well as preserving its character as a preparer of youth for college work. In another way the Institute has been honored through one of its former pupils who has no less faithfully used his talents and his skill, developed under its tutelage. In January, 1927, a civic organization of White Plains, N. Y., awarded to Leroy Watlington, a young colored man, a prize of \$100 for self-reliance. The club which offered the prize and sought for the person who should most worthily receive it, is sponsor for this encomium: "The industry, the ambition, the helpfulness, the splendid hopefulness of that blind boy should serve as an inspiration for any one, regardless of race or physical fitness." The young man is engaged in chair caning, basket making and pianoforte tuning.

LEARNING TO BE FRIENDLY

Inspired by the news of a movement to encourage friendly feeling between Japan and the United States through recognition of a unique custom of Japan, the Doll Festival, a group of our girls dressed a doll to be sent with others as an expression of good will to the little girls of that country. The head of the movement in the United States chose this doll to represent the blind children of America, gave to it the name "Miss Inner Vision," and placed it in the exhibit of choice examples of the doll-dressing art.

MUSIC TO THE FORE

At our anniversary exercises we have in recent years emphasized on each occasion a single phase of our school work. Thus we bring forward successively the literary work, the manual training, attainments in music, and physical training. In 1927 the succession fell on music, and the circumstance that this was the centenary of Beethoven's death and all the world was celebrating it suggested that our school "do its bit" by joining in the universal honors paid to the great composer. Accordingly an "All Beethoven Evening" was arranged. The program included some of the best known compositions of the master. An ambitious effort it was, and well accomplished.

At the hour of beginning the evening's program* the hall was darkened and the curtain, slightly opened, disclosed by the aid of a spotlight a bust of Beethoven, which remained exposed while the chorus, in the distance, sang "The Ode to Joy," which occurs in the last movement of Beethoven's "Ninth Symphony." Following this, a voice repeated George Eliot's "Choir Invisible," and the curtain fell. The program then proceeded with a chorus, an essay on Beethoven, a piano solo, an organ solo, a piano duet, and a vocal solo, all the musical numbers being compositions of Beethoven, and then a sketch of a day, imagined but using authentic incidents, in Beethoven's life.

The pupils who took part in this dramatic sketch admirably carried out the idea. And some of the characteristics of the great composer were very clearly portrayed. The final scene was most impressive, as Beethoven was shown sitting at the piano and improvising. It was night, and through a window

*See pages 48 and 49.



"BETHOVEN" IMPROVISING.

just over the piano and illuminating his face came the moonlight, and the boy who portrayed Beethoven played "The Moonlight Sonata." An interesting coincidence was the fact that through the windows of the assembly hall the light of the moon streamed in upon the audience in the dark. The high order of excellence of the musical numbers demonstrated once more what effective work may be done even with young musicians.

This emphasis on an exalted theme and performance of lofty musical compositions served anew to call attention to the traditional excellence of the musical instruction of the Institute. Almost from the first, teaching in the science and art of music has been provided all our pupils capable of profiting by it. It was in November, 1835, that Anthony Reiff was tentatively employed, and he satisfied the Board of Managers so well that he was continued and commended in their minutes and in public references to his services. The First Annual Report, for the year 1836*, contains the line,

"ANTHONY REIFF, MUSIC MASTER,"

on the page where are listed the seven instructors, including the superintendent, who were engaged in the teaching of the fifty children enrolled, and in each succeeding Annual Report and including the Twenty-seventh, appears his name; on his retirement in 1863 he had given twenty-eight years faithful and reputedly satisfactory service to the young blind students of instrumental music. At first he was sole instructor, then there was added a woman teacher, and later others.

Some names, generally well-known in the history of music in America, are found in the list of the Institute's instructors. In 1847, George F. Root, later noted as composer and publisher, became teacher in vocal music and served eight years. Doubtless in this period was established the connection with Fanny J. Crosby, who was at the time, and had been for years, a teacher in the literary department of the school, a connection which gave both composer and hymn-writer a vogue that was nation wide. To Mr. Root succeeded Sigismond Lasar, an influential musician of the day, who remained for nine years as professor of vocal music, and after him Frederick Hensler continued eighteen years under the same title, a most successful and efficient teacher.

*No Reports for the years 1832, 1833, 1834, and 1835 were made and published, although in 1833 was published "An Account of the New York Institution for the Blind."

OUR THREE MUSIC DIRECTORS

Along with the advent of William Bell Wait as Superintendent in the fall of 1863, there came into the service of the Institute a man who was to win world-wide recognition as a musician and director of orchestras, Theodore Thomas. Then a youth of 28, he had already won recognition both as a musical prodigy and as a capable musician. A warm friendship developed between young Wait, junior of Mr. Thomas by four years, and the former voiced on occasion in later years his debt to the great conductor for assistance in developing that insight and discernment in musical matters for which Mr. Wait was noted. In the years from 1863 to perhaps 1868 or 1869, as Musical Director, Mr. Thomas gave considerable personal attention to the department, organizing it on a sound basis, and by supervision of the teachers and the pupils' work definitely and progressively raising higher standards both in subject matter and methods of teaching. As his concert work grew and he was more of the time absent from New York, his work of direction became less intimate and was confined to general oversight and advice. Mr. Wait himself assumed the daily supervision of the department of music. But Mr. Thomas's connection was not severed until 1878, when he left New York to become head of the College of Music in Cincinnati.

In 1876 a young woman of unusual capability and, as the event proved, of remarkable capacity for service to the blind, not only in the New York School but also in the schools of the whole country, Miss Hannah A. Babcock, became teacher of piano. Gradually she undertook other phases of the work of the music department, was teacher of organ and conductor of the chorus. In fact, her versatility covered practically the whole field of instruction as it was carried on in the Institute, and to her belonged the honor of training the first blind pupil to take the examination of the American College of Musicians. This pupil was F. Henry Tschudi, now a member of the staff of teachers, who became, by passing this examination, an Associate of the College. Late he became a Fellow of the American Guild of Organists.

Along with her teaching work, Miss Babcock carried on preparation of music in tangible form, transcribing into The New York Point System almost all the music published for



Hannah A. Babcock.



Theodore Thomas.



Bassett W. Hough.

OUR THREE MUSIC DIRECTORS

general distribution at the American Printing House for the Blind. She arranged, in order of difficulty, the selections of music embossed, and thus made a Classified Course in piano-forte music sufficient to meet the requirements of students from beginners to well equipped musicians. In this way she served the schools for the blind of all the country.

Miss Babcock was head teacher and then director of the Music Department from 1883 to 1909, when, upon her voluntary retirement from active service, she was made Emeritus Director of the Music Department, rendering such personal service as was required. In 1913 she changed her place of residence from the Institute, and since has been the department's adviser and encourager.

In 1916, Bassett W. Hough, pupil of Lhevinne, Fellow of the American Guild of Organists, came as Director of the Music Department in succession to these who have given such notable service to this school. Maintaining and advancing the standard of musical education, which it has been the purpose of the Institute from the beginning to exalt, is the duty and the privilege of the present director and staff. Without doubt, much of the success of our work in this field has been due to the continuity of service as well as the high quality of our directors. Following the long term of Mr. Reiff as professor of instrumental music, we have had but three directors of the music department in sixty-four years.

EXTENSIONS OF THE INSTITUTE'S SERVICE

Two young men who had completed in their home schools the courses of musical instruction and were recommended by the superintendents of those schools as particularly capable and worthy of the opportunity for further study were this year invited to attend the Institute as student teachers. This was in pursuance of our policy to offer to graduates of other schools, desiring to take advanced work and to enjoy the great advantages of residence in New York as a musical center, the privilege of such study and of attendance on the concerts that are in New York so many and of such excellence. In return for what we could do for them they have served as teachers in our school. One of these came from the Colorado School and the other from the Kansas School. Thus far we have been

able to extend our influence and render assistance in this fashion to six such student-teachers in a period of six years since the policy was decided on. It seems a desirable extension of the Institute's functions.

Beginning in 1925 with a tentative organization, former male pupils of the Institute have established an Alumni Association which has held two successful annual meetings, June, 1926, and June, 1927. With the avowed purposes of sustaining by influence, both collective and individual, the prestige of their alma mater and of encouraging and inspiring the pupils in the school, the Association is a useful agency in the successful achievement of the Institute's high aims.

Having provided a school "plant" of exceptional usefulness and attractiveness, the Board of Managers has sought the best means of extending further the opportunities to be afforded blind youth. An experiment in using the facilities during the summer was undertaken, in July and August, 1927, with a small group of older boys. It was thought that a summer school of eight weeks' duration, with class work in the mornings and recreational activities in the afternoons, might prove a wise innovation, helpful alike to students and the school. Although a report of the Principal is usually confined to the scholastic year ended with the close of the session in June, the fact that the present report is written in October renders possible the inclusion of an account of the success of the experiment; for it proved an undoubted success. It is both timely and appropriate that a rather detailed statement be given here.

THE SUMMER SCHOOL

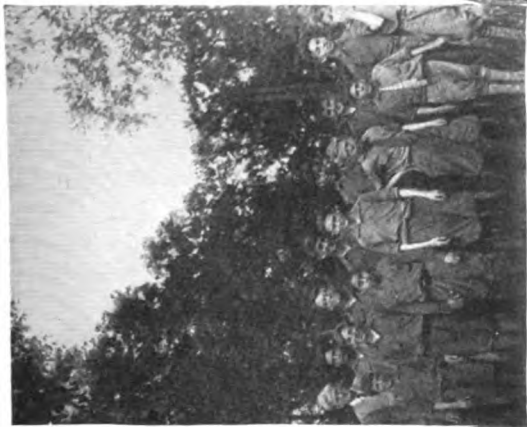
For a number of years the Principal had hoped to find a way whereby the young people of the Institute might more profitably and comfortably spend the long summer vacation than they were accustomed to spend it, oftentimes in the close quarters of the city apartment, and with little opportunity for healthful recreation. A proposal to use the grounds for a summer camp, made by a member of the Board of Managers, suggested a plan of both recreation and work, which was adopted, and on Tuesday, July 5, the summer school was opened at 8:15 A. M. with an attendance of 16 boys. It had been determined that only one group of pupils, and these boys, should

constitute the summer school for this experiment. Accordingly an invitation was sent to the parents of certain of the pupils, and out of the number who accepted 16 were chosen, the maximum. The session continued until August 26 with almost perfect regularity of attendance.

Class exercises were conducted in ten literary subjects, and in poultry raising and manual training, and lessons were given in pianoforte and organ. These occupied the morning hours. That the work done by the pupils was thorough and helpful is attested by both teachers and pupils. One of the latter was able to take the Regents' examination in August in two of the subjects he had pursued, and was passed with excellent grades.

Afternoons and evenings were spent in recreation. The program included excursions, "hikes," swimming, and camp fires both outdoors and indoors. Each of the first four days of the school week had its special activity. A dozen times the boys went swimming at beaches and at a Y. M. C. A. swimming pool, generously put at our disposal. The excursions included trips to the Botanical Gardens, the Zoological Park, the Museum of Natural History, Fraunces' Tavern, Mineola Flying Fields (where the boys examined an aeroplane), Poe Cottage, Statue of Liberty, the Palisades, Grant's Tomb, Statues of Central Park, Oyster Bay to visit the tomb of Roosevelt, Jumel Mansion, Kensico Dam and New York City Water Supply Aeration Plant, Croton Lake, Metropolitan Museum of Art, Governor's Island, and an inspection of an ocean liner, the "Berengaria." How much of knowledge and inspiration came of these visits it would be hard to estimate, but there is no doubt it was considerable. Picnics on several occasions were enjoyed. Twice the group were invited by the management of the New York "Giants" to attend a baseball game at the Polo Grounds, and once by the management of the company to see a matinee performance of "Abie's Irish Rose." Two of the teachers or more accompanied the pupils on each of these excursions. On each Friday afternoon was held regularly a track meet, and for two hours athletic sports were conducted just before the usual departure of the pupils for their homes to spend the week-end.

What the pupils thought of the summer school experiment may be gathered from a few excerpts from their own reports.



SNAP-SHOTS OF THE SUMMER SCHOOL GROUP

Each of the boys wrote a brief statement giving his impressions of the summer school. Of the morning sessions, devoted to regular school work, the opinion was general that they were both valuable and enjoyable. Said one: "For the several years I have been a pupil of the New York Institute for the Education of the Blind, I think I have never enjoyed my actual school work as I have this summer." Another wrote: "I think it is one of the most profitable ways of spending a summer. It helps you in your work for next term. In arithmetic I have learned to understand many difficult problems which I could not get in last term's work." One of the younger pupils testified: "It is very helpful to me, for I am getting along nicely in most of my classes." And another: "I am glad I came to summer school. I know I will do better in my classes next fall because I had a chance to do this extra work."

Of the joys and advantages which the afternoon sessions afforded them the opinion was unanimous that nothing better could have been imagined. An older boy wrote: "It is very difficult to tell what we enjoyed most, because we enjoyed them all so thoroughly. Tuesdays we went to historical places, which were very interesting. One of the things that interested me most was the needle of Cleopatra, which was given to the United States by an Egyptian ruler, and has been erected in Central Park. Another thing which interested me was the Roman discus thrower. We were able to feel him or the statue. He is in the position ready to throw the discus, with all his muscles tense and alert." A younger pupil tells of seeing this same statue: "Then we saw a Roman athlete who was throwing a disk. Now I know a disk is round. They let us feel everything. The disk is like two plates placed together. When you want to throw it hold it up above your head and then throw it." Opportunity to go swimming was generally approved. Said a small boy, "I have learned how to swim this summer;" another, "I enjoy swimming very much. I am learning how to swim. I don't think I am very brave in the water;" and still another, "The place where we had the most fun was the swimming pool;" while a fourth reported, "We have the use of the pool for one hour, and sometimes that one hour passes like five minutes."

Hiking proved enjoyable. "When we went to the Palisades we climbed a hill that is seven hundred feet above sea level.

We crossed some rocks where there were falls on both sides." One report says: "Wednesdays we went a long way off in the bus, and then went for a long hike, finishing with supper out of doors. The latter was particularly enjoyed after those hikes." And more than one enumerated certain of their joys: "On Wednesdays we go on a picnic and take our supper. We have sandwiches, fruit, cake, and a nice cold drink of lemonade." The effect of this outdoor life and the various activities is noticed by the boys, for they "sleep with ease," as one says, and several find themselves more fit than they have ever been before. And in conclusion one of the older boys says: "I think that if we do not have good health by the time summer school is over, the fault is with us and not with the summer school. I think the summer school is a fine idea and I hope to attend it next year if one is held then."

It was most gratifying to the Principal that this experiment proved the idea feasible of execution, especially since it was carried on in his absence in Europe during the entire summer. Out of the regular staff of teachers Miss Butler, Mr. LeRoi, Mr. Duer, Mr. Tschudi and Mr. Phillips were requested to undertake the experiment, with Miss Schmidt drafted from the Principal's office to carry on typewriting instruction. Mr. Phillips, who was in charge, reports his "General Impressions":

"In conclusion, I feel that I may safely say that the summer school of 1927 succeeded in accomplishing its set and pre-determined purposes. For boys who live in crowded tenement districts it certainly proved a country camp-de-luxe. Morning classes, as the individual reports of teachers show, accomplished as much as could have been done in any other two months of the year. Particularly valuable was the chance it offered to boys to recover ground lost during the ordinary school year. To those who wished to get a flying start in certain subjects for the school year 1927-1928 it offered a golden opportunity.

"The afternoons, devoted to hikes and excursions, whilst arranged with a view to enjoyment, proved truly educational in many respects—perhaps more so than the set classes of the morning.

"A very happy spirit prevailed among both the staff and pupils. The former were loyal and co-operated in every possible way for success, and the latter entered heartily into the needed spirit.

“The Summer School idea is certainly one worthy of development. It would be a wonderful circumstance, were it at all feasible, if included with our own pupils were boys and girls from the schools of neighboring states. To these latter, in particular, a summer school in the city of New York would be wonderfully attractive and very educational.”

Respectfully submitted,

EDWARD M. VAN CLEVE,
Principal.

October 19, 1927.



A VISIT TO AN OCEAN LINER.

ORGAN RECITAL

Friday Afternoon, October 22, 1926

BY

MARTA ELIZABETH KLEIN

(Guilmant Organ School)

PROGRAM

AMERICAN RHAPSODY	<i>Pietro A. Ton</i>
CHERUBS AT PLAY	<i>Frances McCollin</i>
A SONG OF SUNSHINE	<i>C. W. Dieckmann</i>
ALLEGRO (Sonate, E Flat Major)	<i>J. S. Bach</i>
ALLEMANDE	<i>John Christopher Smith</i>
THE OPTIMIST	<i>Rollo F. Maitland</i>
SUNSHINE AND SHADOW	<i>Clement R. Gale</i>
EVENING CHIMES	<i>H. A. Wheeldon</i>
PRIERE ET BERCEUSE	<i>Alexandre Guilmant</i>
TOCATA	<i>Eugene Gigout</i>

ORGAN RECITAL

Tuesday, November 16, 1926, at Eight-Thirty O'Clock

BY

F. HENRY TSCHUDI, F. A. G. O.

ASSISTED BY

WALTER C. RENKWITZ, Violinist

BASSETT W. HOUGH, Accompanist

PROGRAM

I

- CONCERT OVERTURE IN B MINOR *James H. Rogers*
REVERIE *Clarence Dickinson*
VISION *Joseph Rheinberger*
GRAND CHOEUR IN G MINOR *Alfred Hollins*

II

- VIOLIN SOLOS:
 a Larghetto *b* Menuett *G. F. Handel*

III

- SONATA No. 5 IN C MINOR, Op. 80 *Alexandre Guilmant*
 Allegro Appassionata Adagio Scherzo
PRELUDE ET CANTILENE *Samuel Rousseau*
RHAPSODIE ON BRETON MELODIES, No. 2 *C. Saint-Saens*

IV

- VIOLIN SOLOS:
 a Romance From Second Concerto, Op. 22 *Henri Wieniawski*
 b Kujawiak, Second Mazurka *Henri Wieniawski*

V

- MARCHE PONTIFICALE FROM SYMPHONY No. 1 *C. M. Widor*



SUMMER SCHOOL—OFF FOR A LONG TRIP.



SUMMER SCHOOL—PICNIC SUPPER.

CHRISTMAS ENTERTAINMENT

and Sale of Articles Made by Pupils in Manual Training Departments

Friday Afternoon, December 17, 1926

A CHRISTMAS SURPRISE FOR GRANDFATHER AND GRANDMOTHER

GRANDFATHER: ROSE LI CALSI GRANDMOTHER: GENE MATUSEFF

MASTER OF CEREMONIES: BEATRICE SALADINO

1. ORGAN—Gavotte, Op. 7 *M. Roeder*
MARY KLEINE
2. CHORUS—Oh, Hush Thee My Baby *Sir Arthur Sullivan*
3. RECITATION—An Old Time Coach Journey *Dickens*
MORRIS COHEN
4. PIANO—Gondoliers, From "A Day in Venice" *Ethelbert Nevin*
WARREN GERMAIN
5. RECITATION—The Legend of a Perfect Gift
GERTRUDE MUSIER
6. CHRISTMAS FLOATS:

<i>Christmas Bells</i>	<i>Yule Log</i>
EUGENE RANIERE	JOSEPH ADAMS
ANDREW HAGELSTEIN	JAMES TUZZALINO
HARRY SBAR	
<i>Stockings</i>	<i>Candle</i>
ANTHONY ALIVERTI	ANNA PETERSEN
JAMES CICCARELLO	FRED VIENI
ARTHUR HANSEN	BRUNO BECK
<i>Toys</i>	<i>Santa Claus</i>
ANGELO CASTAGNA	JAMES BARLETTA
HAROLD RETHIER	EDWARD LISCH
RITA AVERNA	LEROY GILL
WILLIAM SHEEHAN	
<i>Christmas Tree</i>	<i>Christmas Dinner</i>
KATHERINE HANLON	JARMILLA TETTER
ARLENE MCHUGH	ELSIE KLIESCH
THERESA LOMBARD	EDNA VINGOE
	DOROTHY ALLEN
7. CHORUS—Arise, Shine, for Thy Light Is Come *George J. Elvey*

PIANO RECITAL

Thursday Evening, January 27, 1927, at Eight-Thirty O'Clock

BY

IDA DECK

PROGRAM

I

- ORGAN CONCERTO IN D MINOR *W. F. Bach-Stradal*
Introduction, Fugue, Largo, Finale
- PASTORALE VARIÉE *Mozart*
- BABERINI'S MINUET *Bauer*

II

- VARIATIONS ON THE NAME "ABEGG" *Schumann*
- ANDANTE SPIANATO AND POLONAISE *Chopin*

III

- ETUDE IN A FLAT MAJOR *Liadow*
- BARCAROLLE *Rachmaninoff*
- THE LARK *Glinka-Balakirew*
- ETUDE IN F SHARP MAJOR *Stravinsky*

IV

- AU BORD D'UNE SOURCE *Liszt*
- RHAPSODY IN C MAJOR *Dohnanyi*

ORGAN RECITAL

Friday Afternoon, February 18, 1927

BY

HENRY F. SEIBERT

PROGRAM

PARAPHRASE ON PLEYEL'S HYMN	<i>Burnap</i>
AT EVENING	<i>Ralph Kinder</i>
THE PIGMIES (Hawthorne's Tanglewood Tales)	<i>Stoughton</i>
TOCCATA AND FUGUE IN D MINOR	<i>Bach</i>
GESU BAMBINO	<i>Yon</i>
CAPRICE	<i>Sturges</i>
MARCHE CHAMPETRE	<i>Boex</i>
LOVE'S OLD SWEET SONG	<i>Molloy-Lemare</i>
MARCH OF THE PRIESTS	<i>Mendelssohn</i>

RECITAL

Friday Afternoon, March 25, 1927

BY

EUNICE MAXWELL HOWARD, Pianiste

AND

JUNIOR CHORUS

PROGRAM

I

THEME WITH VARIATIONS *Paderewski*
TWO WALTZES *Chopin*

II

FOLK SONGS:
 a Oh, Come to Me *Italian*
 b Across the Bridge. O Come *Syrian*
 c Weggis Song *Swiss*
 d Aloha Oe *Hawaiian*

III

CRAP SHOOTERS *Lane*
SPANISH DANCE *Albinez*
WINTER WIND *Mason*

IV

FOLK SONGS:
 a Hey, 'Twas in the May *Dutch*
 b The Mouse *Chinese*
 c Pat a Cake *Chinese*
 d Miss Rosie *Portuguese*

V

NIGHTS IN GRANADA *Debussy*
IMPROMPTU *Liszt*
ETUDE *Rubenstein*

ANNIVERSARY EXERCISES

Beethoven

1770 - 1827



From "*Beethoven: Impressions of Contemporaries*," Schirmer

AN EVENING WITH THE GREAT MASTER

New York Institute for the Education of the Blind

NEW YORK CITY

ANNIVERSARY EXERCISES

Thursday Evening, April 7, 1927, at Eight-Thirty O'Clock

1831 - 1927

ALL BEETHOVEN PROGRAM

PROGRAM

PROLOGUE BEATRICE SALADINO

CHORUS—"Hallelujah," from the "Mount of Olives"

ESSAY—"Beethoven and His Works" RUTH FREER

PIANO—Sonata "Appassionata," Op. 57

Allegro assai JOSEPH ROSS

ORGAN—Larghetto, from Second Symphony FRANCIS BEARD

PIANO DUET—Finale, from Fifth Symphony

RUTH JOHNSON, JARMILLA TETTER

SOPRANO SOLO—"Adelaide" GENE MATUSEFF

SKETCH—"A Day With Beethoven"

PERSONS REPRESENTED

BEETHOVEN EARLE BROWN

ROCHLITZ MORRIS COHEN

Music critic and editor, official representative of the Publishing
House of Breitkopf and Hartel.

HOUSEKEEPER ROSE LI CALSI

Scene: Beethoven's Room in Vienna

Time: About 1822

First Episode: Morning

Second Episode: Late Afternoon

Third Episode: Evening

CHORUS—"The Heavens Are Declaring"



THE VISIT OF ROCHLITZ TO BEETHOVEN.

ARBOR DAY PROGRAM

April 22, 1927

- "TREES," by Bliss Carman BEATRICE SALADINO
- RECITATION—"Little by Little" THREE BOYS
- A STORY JOSEPH ADAMS
- CLASS EXERCISE—Topic: "Arbor Day"
Conducted by ARLINE MCHUGH
- PLAYLET—"Voices of the Woods" NINE BOYS
- ARBOR DAY AND OUR FRUIT TREES HENRY HEUSER

ORGAN RECITAL

Monday Evening, April 25, 1927

BY

CHARLES HENRY DOERSAM, F. A. G. O.

PROGRAM

TOCCATA AND FUGUE IN D MINOR	.	.	.	.	.	<i>Johann Sebastian Bach</i>
ADAGIO IN C MAJOR	.	.	.	.	.	<i>Johann Sebastian Bach</i>
SKETCH IN F MINOR	.	.	.	.	.	<i>Robert Schumann</i>
BENEDICTUS	.	.	.	.	.	<i>Francois Couperin</i>
PRELUDE	.	.	.	.	.	<i>Nicholas Clerambault</i>
ADORATION	.	.	.	.	.	<i>Seth Bingham</i>
PASTORAL SONATA	.	.	.	.	.	<i>Josef Rheinberger</i>
Pastorale			Intermezzo		Fugue	
CANTABILE	.	.	.	.	.	<i>Cesar Franck</i>
FINALE IN B FLAT	.	.	.	.	.	<i>Cesar Franck</i>

AN EVENING OF CHAMBER MUSIC

Thursday Evening, May 26, 1927, at Eight-Thirty O'Clock

BY

LUDWIG VAN BEETHOVEN

GIVEN BY

KARL KRAEUTER, Violinist
PHYLLIS KRAEUTER, Cellist
BASSETT HOUGH, Pianist

PROGRAM

1. SONATA IN F MAJOR, Op. 24, for Piano and Violin
 - I. Allegro
 - II. Adagio molto espressivo
 - III. Scherzo: Allegro molto
 - IV. Rondo: Allegro ma non troppo

2. SONATA IN A MAJOR, Op. 69, for Piano and Cello
 - I. Allegro ma non tanto
 - II. Scherzo: Allegro molto
 - III. Adagio cantabile: Allegro vivace

3. TRIO IN E FLAT MAJOR, Op. 38, for Piano, Violin and Cello
 - I. Adagio: Allegro con brio
 - II. Adagio cantabile
 - III. Tempo di Menuetto: Trio
 - IV. Tema con Variazioni: Andante
 - V. Scherzo: Allegro molto e vivace: Trio
 - VI. Andante con moto: Alla marcia: Presto

PUPILS' RECITAL

Friday Afternoon, June 10, 1927

PROGRAM

1. ORGAN—Coronation March *S. Svendsen*
MARY KLEINE
2. PIANO—Andante, from Sonata, Op. 49, No. 1 *L. van Beethoven*
BEATRICE SALADINO
3. BARITONE SOLO—Flow, Thou Regal Purple Stream *Old English*
HENRY HEUSER
4. PIANO—Song, from "Sea Pieces" *Edward MacDowell*
ROSE BOCCIA
5. CHORUS—Cantata, "Snow White" *Franz Abt*
6. ORGAN—Spring Song *Alfred Hollins*
ROBERT JUDKINS
7. PIANO—Two Etudes, Op. 39 *Edward MacDowell*
 a Idylle
 b Hungarian
RUTH JOHNSON
8. CHORUS—Hail to the Chief *Ebenezer Prout*

LIST OF LEGACIES AND DONATIONS

Miles R. Burke.....	\$2,000.00	Regina Horstein.....	\$250.00
Jane Van Cortland.....	300.00	John Alstyne.....	10,320.44
Isaac Bullard.....	101.66	Elizabeth and Sarah	
Elizabeth Bayley.....	100.00	Wooley.....	5,984.83
John Jacob Astor.....	5,000.00	Benjamin Nathan.....	1,000.00
William Bean.....	500.00	Thomas M. Taylor.....	6,151.94
Peter G. Stuyvesant.....	3,000.00	Simeon Abrahams.....	5,052.70
John Horsburgh.....	5,000.00	James Peter Van Horn ..	20,000.00
Elizabeth Demilt.....	5,000.00	Caleb Swan.....	500.00
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C. D. Betts.....	40.00	Henry H. Munsell.....	3,396.32
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Elijah Withington.....	100.00	Catherine P. Johnston...	530.00
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Frissel Fund.....	2,000.00	Eli Robbins.....	5,000.00
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Anson G. Phelps.....	5,675.68	Mary Burr.....	10,611.11
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Sarah A. Riley.....	100.00	James Kelly.....	5,000.00
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Thomas Eddy.....	1,027.50	William B. and Leonora S.	
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John Penfold.....	470.00	Mary Hopeton Drake....	2,340.00
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Elizabeth Magee.....	534.00	John Delaplaine.....	302.99
Chauncey and Henry Rose	5,000.00	Abby A. Coates Winsor..	1,000.00
John J. Phelps.....	2,350.00	Harriet Flint.....	1,776.74
Rebecca Elting.....	100.00	Maria C. Robbins.....	10,000.00
Gerard Martins.....	500.00	Cash (sundry donations)..	140.18

Julia A. Delaplaine.....	\$38,842.25	Antonio J. Moderno.....	\$12,865.52
Mary E. Brandish.....	89.49	The Brez Foundation....	8,000.00
Thomas W. Strong.....	1,893.00	Edward L. Radcliff.....	4,794.85
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Leopold Boscowitz.....	1,000.00	Bridgham.....	15,000.00
Emeline S. Nichols.....	5,000.00	Charles E. Rhinelander..	10,478.33
Margaret Salisbury.....	100.00	Whitman-Bennett Studio	100.00
Sarah B. Munsell.....	477.56	Julian W. Robbins.....	5.00
Edward L. Beadle.....	4,303.99	S. Charles Welsh.....	10.00
Cecelia J. Loux.....	2,000.00	George Welsh.....	5.00
Mrs. E. Douglas Smith..	1,649.57	Cash (Anonymous).....	325.00
William C. Schermerhorn.	10,000.00	Margaret A. Howard...	500.00
Mary J. Walker.....	25,193.76	Sarah Matilda Mygatt..	1,000.00
Sarah Schermerhorn.....	5,137.05	Ellen Schermerhorn	
F. Augustus Schermerhorn		Auchmuty.....	556,901.79
(for building fund)...	10,000.00	F. Augustus Schermer-	
(for pipe organ).....	5,840.00	horn.....	
Mrs. Theodore B. Myers..	5,000.00	Martha Ann Shannon...	12,929.25
Peter Marié.....	3,145.47	Gordon V. Lyons.....	10.00
Eli Specht.....	2,816.17	"A Friend".....	100.00
Catherine Talman.....	4,996.60	Edwin Gould.....	1,000.00
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Harry Hastorf.....	25.00	Duncan G. Harris.....	890.00
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Angelina C. I. Anderson..	5,000.00	August L. Peters.....	35,796.17
Greenhut-Siegel Cooper Co	15.00	Jane C. Long.....	3,000.00
Harriet B. Decker.....	3,000.00	Sophie C. Helfst.....	1,000.00
Mary Anna Wenk.....	100.00	Reding Sterrit.....	63,373.65
Jeanne Platt.....	1,000.00	Alfred B. Jenkins.....	500.00
Emil Levy.....	1,000.00	Emil Wolff.....	2,866.00
Catherine Jane Pryer...	1,269.73	Annie C. Kane.....	25,000.00
Elizabeth Kerr.....	400.00	Sophia M. Low.....	8,457.47
Martha H. Andrew.....	25,000.00	Mr. & Mrs. John B. Taylor	77.00
Mary L. Howard.....	17,078.46	L. H. Markman.....	5.00
Rachel H. Pfeiffer.....	2,500.00	Elizabeth Shepard Lough.	10.00
Mary G. Harriot.....	3,523.20	Anonymous.....	50,000.00

FORM OF BEQUEST.

*I give and bequeath to The New York Institute for
the Education of the Blind, located at Pelham Parkway
and Williamsbridge Road (formerly Ninth Avenue
and Thirty-fourth Street), the sum of*

_____ Dollars
to the general use of said corporation.

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New York city

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1928

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YEAR-BOOK

OF

The New York Institute

for the

Education of the Blind

NINETY-SIXTH YEAR

NINETY-THIRD ANNUAL REPORT OF THE
BOARD OF MANAGERS—REPORT OF THE
PRINCIPAL—GENERAL INFORMATION 2 2

1928



Lux Oritur:

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.



NEW YORK:
THE BRADSTREET PRESS, 148 LAFAYETTE STREET.
1928



IN THE LIBRARY

The New York Institute for the Education of the Blind,

FOUNDED 1831

OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD
NEW YORK CITY.

CALENDAR, 1928-29.

July 9-August 24, 1928	-	-	-	-	Summer session.
September 17	-	-	-	-	Fall session opens.
November 29-December 2	-	-	-	-	Thanksgiving vacation.
December 21	-	-	-	-	Christmas holidays begin.
January 7, 1929	-	-	-	-	School work resumed.
January 21-25	-	-	-	-	Regents' examinations.
March 21	-	-	-	-	Anniversary exercises.
March 21	-	-	-	-	Easter vacation begins.
April 2	-	-	-	-	School work resumed.
June 14	-	-	-	-	Class work ended.
June 17-21	-	-	-	-	Regents' examinations.

July 1-August 23	-	-	-	-	Summer session.
September 16	-	-	-	-	School session opens.
November 28-December 1	-	-	-	-	Thanksgiving vacation.
December 20	-	-	-	-	Christmas holidays begin.

The New York Institute for the Education of the Blind,

FOUNDED 1831

OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD,
NEW YORK CITY.

The purpose of the Institute is to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians.

There is no restriction as to residence. From New York they may enter regularly as State pupils from the Greater City and the counties of Westchester, Putnam, Rockland, Suffolk and Nassau, being appointed by the State Education Department; from New Jersey, upon application in proper form to the New Jersey Commission for the Blind, and from other localities by special arrangement. All communications should be addressed to

The Principal, New York Institute
for the Education of the Blind,
999 Pelham Parkway,
New York, N. Y.

**BOARD OF MANAGERS,
1928,**

WITH THEIR TERMS OF CONTINUOUS SERVICE.

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J. NELSON BORLAND	" 1907
LINZEE BLAGDEN	" 1910
CARL A. De GERSDORFF	" 1910
PAUL TUCKERMAN	" 1912
EDWARD J. HANCY	" 1912
WILLIAM TURNBULL	" 1913
J. LAWRENCE ASPINWALL	" 1913
J. ARCHIBALD MURRAY	" 1914
ROBERT L. HARRISON	" 1916
GEORGE N. MILLER, M.D.	" 1920
JAMES LLOYD DERBY	" 1922
DUNCAN G. HARRIS	" 1922
HOWLAND S. DAVIS	" 1923
ALFRED E. SCHERMERHORN	" 1923
ERNEST FAHNESTOCK, M.D.	" 1924
FREDERIC P. MOORE	" 1925
EDWIN GOULD	" 1925
AUGUSTINE J. SMITH	" 1927
ARNOLD WHITRIDGE	Since May 16, 1928

OFFICERS OF THE BOARD.

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J. ARCHIBALD MURRAY *Vice-President*
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HOWLAND S. DAVIS *Treasurer*

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PAUL TUCKERMAN EDWARD J. HANCY
LINZEE BLAGDEN J. ARCHIBALD MURRAY
 (*ex-officio*) (*ex-officio*)

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(School Year 1928-29)

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N. E. LANCASTER, M.D. *Attending Physician*
BERNARD SAMUELS, M.D. . . . *Attending Ophthalmologist*
MRS. ALTA L. RAUSCH *Secretary to the Principal*

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TUNING.

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ALICE G. STONEHAM, *Relief Housemother*
MARY H. O'BRIEN, *Anson G. Phelps House*

MANAGERS

OF

The New York Institute for the Education of the Blind.

IN CHRONOLOGICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Akerly, Samuel, M.D.....	1831-1845	Trulock, Joseph	1836-1840
Averill, Herman.....	1831-1832	Mandeville, William.....	1836-1837
Bolton, Curtis.....	1831-1835	Chandler, Adoniram.....	1836
Donaldson, James.....	1831-1832	Cushman, D. Alonzo.....	1837-1843
Bogert, Henry K.....	1831-1832	Blakeman, Wm. N., M.D. } 1837-1839	1841
Remsen, Henry.....	1831-1832	Wood, Isaac, M.D.....		1837-1859
Stuyvesant, John R.....	1831-1840	Hart, Joseph C.....	1837-1840
Price, Thompson.....	1831-1840	Holmes, Curtis.....	1837-1838
Ketchum, Morris.....	1831-1837	Roome, Edward.....	1837-1845
Miller, Sylvanus.....	1831-1832	Seton, Samuel W.....	1837
Crosby, William B.....	1831-1833	Gracie, Robert.....	1838-1861
Lee, Gideon.....	1831-1836	Demilt, Samuel.....	1838
Ketchum, Hiram.....	1831-1838	Hart, James H.....	1839
Wood, Samuel.....	1831-1836	Murray, Robert J.....	1839-1858
Jenkins, Thomas W.....	1831-1836	Schermerhorn, Peter Au-	1839-1845
Thomas, Henry.....	1831-1834	gustus.....	
Nevins, Rufus L.....	1831-1832	Tallmadge, Henry F.....	1839-1841
Beers, Joseph D.....	1831-1832	Thompson, Martin E.....	1839
Mott, Samuel F.....	1831	Moore, Clement C.....	1840-1850
Patterson, Matthew C.....	1831-1833	Olyphant, D. W. C.....	1840
Russ, John D., M.D.....	1833-1834	Averill, Augustine.....	1840
Dwight, Theodore.....	1833-1837	Beers, Cyrenius.....	1841-1853
Brown, Silas.....	1833-1859	Suydam, Lambert.....	1841-1842
Stagg, John P.....	1833	Holmes, Silas.....	1841-1842
Spring, George.....	1833-1835	Case, Robert L.....	1841-1861
Walker, John W.....	1833-1839	Crosby, John P.....	1841-1859
Miller, Franklin.....	1833-1835	Collins, Stacey B.....	1841
Steel, Jonathan D.....	1833	Schermerhorn, E. H.....	1841-1842
Allen, Moses.....	1833-1834	Marsh, James.....	1842-1852
Lyons, Stephen.....	1834-1836	Murray, Hamilton.....	1842-1847
Dissozway, Gabriel P.....	1834-1836	Walsh, A. R.....	1842-1850
Phelps, Anson G.....	1834-1855	Wood, John.....	1842-1850
Crosby, William H.....	1835	Jones, Edward.....	1843-1850
Hoyt, Charles.....	1835-1839	Whittemore, William T.....	1843-1845
Oakley, Charles.....	1835	Smith, Floyd.....	1844-1848
Titus, Peter S.....	1835-1836	Dean, Nicholas.....	1844-1848
Allen, George F.....	} 1835-1839	Jones, William P.....	1846-1849
		1841-1862	

Thurston, William R.....	1846-1851	Clift, Smith.....	1865-1893
Sheldon, Henry.....	1846-1854	Hoffman, Charles B.....	1865-1868
King, John A.....	1848-1854	Emmet, Thos. Addis, M.D.....	1865-1866
Schell, Augustus.....	1849-1883	Whitewright, William.....	1866-1898
Day, Mahlon.....	1849-1854	Schermerhorn, Wm. C.....	1866-1901
Adams, George F.....	} 1850-1859 1865	De Rahm, Charles.....	1866-1890
Adams, John G.....		1851-1858	Hilton, Henry.....	1866
Ogden, Gouverneur M.....	1851-1857	Burrill, John E.....	1866-1867
Cobb, James N.....	1851-1858	Stout, Francis A.....	1867-1892
Beadle, Edward L.....	1851-1862	Butterfield, Daniel.....	1868
Wood, Edward.....	1852-1861	Hoffman, William B.....	1868-1879
Ogden, John D., M.D.....	1853-1855	Gerard, James W.....	1869-1873
Craven, Alfred W.....	1854-1861	Rhoades, J. Harsen.....	1869-1872
Olyphant, G. T.....	1855-1857	Schermerhorn, F. Augs.....	1870-1910
Abbatt, William M.....	1855-1857	Marié, Peter.....	1870-1903
Noyes, William Curtis.....	1855-1859	Rhineland, Frederick W.....	1874-1904
Dumont, William.....	1856-1862	Sheldon, Frederick.....	1874-1906
Warren, James.....	1856-1859	Robbins, Chandler.....	1875-1904
Cammann, Geo. P., M.D.....	1858	Strong, Charles E.....	1875-1887
Rutherford, Lewis M.....	1858-1861	Schuyler, Philip.....	1878-1898
Van Rensselaer, Henry.....	1858-1860	Prime, Temple.....	1878-1887
Hone, Robert S.....	1859-1891	Kane, John I.....	1881-1913
Tomes, Francis.....	1859-1860	King, Edward.....	1884-1893
Norton, Charles B.....	1859-1861	Schell, Edward.....	1885-1893
Church, William H., M.D.....	1859-1864	Bronson, Frederick.....	1888-1900
Hutchins, Waldo.....	1860-1867	Kingsland, Ambrose C.....	1889-1890
Tuckerman, Charles K.....	1860-1867	Robbins, George A.....	1889-1895
Kennedy, James Lenox.....	1860-1864	Kissel, Gustav E.....	1891-1911
Travers, William R.....	1860	Bowers, John M.....	1891-1906
Tompkins, Daniel H.....	1860-1874	Peabody, George L., M.D.....	1891-1912
Aspinwall, J. Lloyd.....	1860-1861	Marshall, Charles H.....	1892-1912
Suydam, D. Lydig.....	1861-1884	Smith, Gouverneur M., M.D.....	1893-1898
Daly, Charles P.....	1861	Davis, Howland.....	1894-1921
Hosack, Nathaniel P.....	1862-1876	Duer, William A.....	1894-1905
Grafton, Joseph.....	1862-1872	Hamilton, William G.....	1894-1905
Myers, T. Bailey.....	1862-1887	Appleton, William W.....	1896-1924
Edgar, Newbold.....	} 1862-1864 1868	Tappen, Frederick D.....	1897-1901
Donnelly, Edward C.....		1862-1864	Armstrong, D. Maitland.....	1898-1911
Lord, James Cooper.....	1862-1864	Wheelock, Geo. G., M.D.....	1898-1907
Schermerhorn, Alfred.....	} 1862-1865 1867-1868	Fairchild, Charles S.....	1898-1906
Brown, John Crosby.....		1862-1864	Soley, James Russell.....	1900-1911
Van Rensselaer, Alex.....	} 1862-1865 1867-1877	Winthrop, Egerton L., Jr.....	1901-1911
Irving, John Treat.....		1863-1896	Wickersham, George W.....	1902-1909
Potter, Clarkson N.....	1863-1866	Foster, Frederic DePeyster.....	1903-1923
McLean, James M.....	1863-1890	Rhineland, Thomas N.....	1905-
		McIlvaine, Tompkins.....	1905-1911
		Godkin, Lawrence.....	1905-1909
		Derby, Richard H., M.D.....	1906-1907

Borland, J. Nelson.....1907-
 Montant, August P.....1907-1909
 Rhoades, J. Harsen.....1907-1922
 Tucker, Samuel Auchmuty..1907-1919
 Hone, Robert G.....1908-1927
 Knapp, Arnold, M.D.....1909-1913
 Blagden, Linzee.....1910-
 De Gersdorff, Carl A.....1910-
 Glyn, William E.....1911-1924
 Partridge, Edward L., M.D. 1911-1922
 Dix, John A.....1911-1917
 Tuckerman, Paul.....1912-
 Nash, William A.....1912-1916
 Crowell, James G.....1912-1915
 Hancy, Edward J.....1912-
 Aspinwall, J. Lawrence...1913-
 Turnbull, William.....1913-
 Murray, J. Archibald....1914-

Kobbé, George C.....1916-1923
 Harrison, Robert L.....1916-
 Munroe, Henry W.....1918-1919
 Miller, George N., M.D....1920-
 Gallatin, R. Horace.....1920
 De Rham, Frederic F.....1921
 Derby, James Lloyd.....1922-
 Harris, Duncan G.....1922-
 Kissel, W. Thorn.....1923-1928
 Munroe, John.....1923-1924
 Davis, Howland S.....1923-
 Schermerhorn, Alfred E...1923-
 Fahnestock, Ernest, M.D..1924-
 Moore, Frederic P.....1925-
 Gould, Edwin.....1925-
 Smith, Augustine J.....1927-
 Whitridge Arnold.....1928-

OFFICERS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

PRESIDENTS.

Akerly, Samuel, M.D.....1831-1842
 Phelps, Anson G.....1843-1853
 Wood, Isaac, M.D.....1854-1859
 Allen, George F.....1860-1862
 Schell, Augustus.....1863-1883
 Hone, Robert S.....1884-1887
 McLean, James M.....1888-1890

Irving, John Treat.....1891-1895
 Schermerhorn, William C. 1896-1901
 Schermerhorn, F. Augs...1901-1909
 Davis, Howland.....1909-1919
 Tuckerman, Paul.....1919-1925
 Blagden, Linzee.....1925-

VICE-PRESIDENTS.

Averill, Herman.....1831-1832
 Brown, Silas.....1833-1835
 Titus, Peter S.....1836
 Phelps, Anson G.....1837-1842
 Wood, Isaac, M.D.....1843-1853
 Gracie, Robert.....1855-1860
 Beadle, Edward L.....1861-1862
 Hone, Robert S.....1863-1883
 Suydam, D. Lydig.....1884
 McLean, James M.....1885-1887

Clift, Smith.....1888-1893
 Schermerhorn, William C. 1894-1895
 Marié, Peter.....1896-1903
 Rhinelander, F. W.....1903-1904
 Sheldon, Frederick.....1905-1906
 Peabody, George L., M.D. 1907-1912
 Kane, John I.....1913
 Appleton, William W.....1913-1924
 Murray, J. Archibald....1924-

TREASURERS.

Bolton, Curtis.....1831-1835
 Brown, Silas.....1836-1859
 Wood, Edward.....1860-1861
 Schell, Augustus.....1862
 Kennedy, James Lenox...1863-1864
 Clift, Smith.....1865

Grafton, Joseph.....1866-1871
 Whitewright, William...1872-1896
 Davis, Howland.....1897-1909
 Foster, Frederic DePeyster. 1909-1923
 Blagden, Linzee.....1923-1925
 Davis, Howland S.....1925-

RECORDING SECRETARIES.

Bogert, Henry K.....	1831-1832	Myers, T. Bailey.....	1864-1883
Russ, John D., M.D.....	1833-1834	Schermerhorn, F. Augs.....	1884-1901
Crosby, William H.....	1835	Marshall, Charles H.....	1901-1911
Allen, George F.....	} 1836-1839 1841-1859	Blagden, Linzee.....	1911-1923
Hone, Robert S.....		Derby, James Lloyd.....	1923-1926
Brown, John Crosby.....	1860-1862	Schermerhorn, Alfred E.....	1926-
	1863		

CORRESPONDING SECRETARIES.

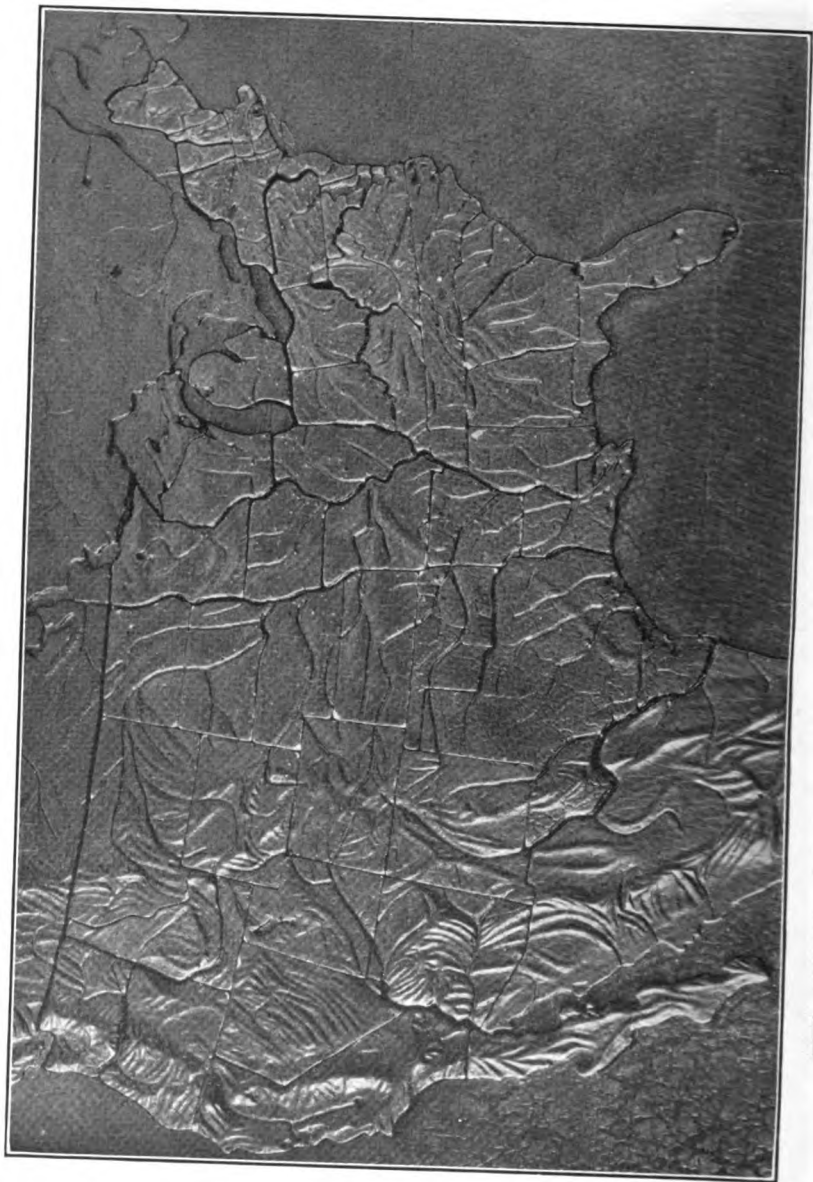
Donaldson, James.....	1831-1832	Church, William H., M.D.	1860
Dwight, Theodore.....	1833-1837	Tuckerman, Charles K....	1861-1867
Wood, Isaac, M.D.....	1839-1842	Schermerhorn, William C.	1868-1893
Roome, Edward.....	1843-1844	Bronson, Frederick.....	1894-1895
Schermerhorn, Peter Augs.	1845	Sheldon, Frederick.....	1896-1905
Jones, Edward.....	1846-1850	Peabody, George L., M.D.	1905-1906
Wood, Isaac, M.D.....	1851-1853	Appleton, William W.....	1907-1913
Crosby, John P.....	1854-1859	Hone, Robert G.....	1914-1927

PRINCIPALS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831.

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.....	1832-1835	Cooper, T. Golden.....	1853-1860
Office unfilled..	1835 and part of 1836	Rankin, Robert G.....	1861-1863
Jones, Silas.....	1836-1840	Wait, William B.....	1863-1905
Vroom, Peter D., M.D.....	1841-1842	Emeritus Principal.....	1905-1916
Boggs, William.....	1843-1845	Tewksbury, Everett B....	1905-1914
Chamberlain, James F....	1846-1852	Van Cleve, Edward M....	1914-



THE DISSECTED MAP—A MEANS OF LEARNING TO KNOW, BY TOUCH, THE WORLD

Report of the Board of Managers of The New York Institute for the Education of the Blind.

*To the Honorable the Legislature
of the State of New York :*

The Managers of The New York Institute for the Education of the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the fiscal year ended June 30, 1928.

The following is a summary of the receipts and disbursements for the year:

RECEIPTS.		
Balances, June 30, 1927—		
Capital fund.....	\$11,918.30	
Income fund.....	13,309.19	
	<u>25,227.49</u>	\$25,227.49
Of Capital—		
Legacies, donations, mortgages paid, etc.....	815,669.29	
Transfer from Revolving Fund.....	500.00	
Of Income—		
Current receipts.....	175,472.68	
	<u>1,016,869.46</u>	<u>\$1,016,869.46</u>
DISBURSEMENTS.		
Of Capital—		
Building expenditures, securities purchased, etc.....	\$703,120.76	
Of Income—		
Taxes, insurance, etc.....	10,125.94	
Maintenance.....	155,722.99	
Transfer to Principal's Fund.....	1,500.00	
Balances—		
Capital fund.....	\$145,603.06	
Income fund.....	796.71	
	<u>146,399.77</u>	<u>\$1,016,869.46</u>

From time to time, beginning in eighteen hundred and thirty-six, the Institute has been in receipt of legacies and donations which the Managers have set apart in the Legacy Fund.

At the close of the fiscal year the Legacy Fund, including amounts received, both legacies and donations, and aggregating \$2,437,752, was represented by cash and investments in approved securities.

The Managers gratefully acknowledge the receipt of the following legacies: Mary D. Johnes, \$1,000; Mary B. Dortic, \$240.25; Blanche Bache Newkirk, \$250; F. Augustus Schermerhorn, \$900,796.08; and donations: Brez Foundation, \$750; Henry L. Bogert, \$10.

Annexed hereto is the statistical report of the Principal, which shows the variety and character of the work done, the completeness of the facilities, and the thoroughness of the training afforded by this Institute.

The interest shown by pupils and teachers in the performances given by the students of the Institute on the stage of our auditorium has been as great as ever during the past school year and the excellence of the performances is worthy of note.

The interest aroused in the athletic efforts of the students culminated in an inter-school meeting held on our grounds between a selected team of our boys and a visiting team from The Perkins Institute, which gave us an opportunity to entertain our guests by showing them what we could of New York City.

A long hoped for opportunity to provide a residence for one or more teachers and their families has at last arrived, and a building to house two families is being constructed in the northwest corner of the school enclosure.

The summer school has broadened its scope and its second year has proved it to be a great success.

The New York Institute for the Education of the Blind.

LINZEE BLAGDEN,
President.

ALFRED E. SCHERMERHORN,
Recording Secretary.

City of New York and County of Bronx, ss.:

LINZEE BLAGDEN, of said City, being duly sworn, saith:
That he is President of The New York Institute for the Education of the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

Sworn to before me this 14th
day of November, 1928.

ALTA L. RAUSCH,
Notary Public,
Bronx County, N. Y.

The New York Institute for the Education of the Blind.

TREASURER'S REPORT FOR THE YEAR ENDED JUNE 30, 1928.

RECEIPTS.

1927 Balance, Capital fund.....	\$11,918.30	
" Income fund.....	13,309.19	
		\$25,227.49

OF CAPITAL.

Legacies (net).....	\$813,409.29	
Donations.....	760.00	
Payment on account of mortgage.....	1,500.00	
Transfer from revolving fund.....	500.00	
		816,169.29

OF INCOME FOR TUITION, ETC.

New York State for tuition.....	\$49,858.63	
New York City for tuition.....	1,537.50	
New Jersey State for tuition.....	9,470.00	
Miscellaneous receipts.....	1,226.74	
		62,092.87

INCOME FROM INVESTMENTS.

Interest on bonds.....	\$97,125.00	
Interest on mortgages.....	5,557.02	
Interest on bank balances, income fund.....	1,073.74	
Interest on call loan.....	767.92	
Dividends.....	1,650.00	
Rents, etc. (Schermerhorn Estate).....	7,178.13	
		113,351.81

MISCELLANEOUS RECEIPTS.

U. S. Post Office (for damages by truck).....		28.00
		\$1,016,869.46

DISBURSEMENTS.

OF CAPITAL.

Expenditures on buildings and equipment.....	\$21,822.08	
Securities purchased.....	581,192.50	
Call loan.....	100,000.00	
Transfer stamps.....	.20	
Fee for appraising property.....	105.98	
	<hr/>	\$703,120.76

OF INCOME FOR INSURANCE, TAXES, ETC.

Insurance.....	\$4,284.75	
Water tax.....	83.90	
Legal expenses.....	362.71	
Commission on collection of income from securities	1,043.02	
Interest accrued on securities purchased.....	2,881.56	
Fixed charges.....	1,470.00	
	<hr/>	10,125.94

OF INCOME FOR MAINTENANCE.

Pay roll.....	\$98,833.30	
Household supplies.....	5,681.40	
Food supplies.....	22,344.50	
Buildings and grounds.....	20,183.83	
Educational supplies and expenses.....	3,572.74	
Miscellaneous expenses.....	5,107.22	
	<hr/>	
Total account maintenance.....		155,722.99

MISCELLANEOUS DISBURSEMENTS.

Transfer to Principal's fund.....		1,500.00
Balances, June 30, 1928:		
Capital fund.....	\$145,603.06	
Income fund.....	796.71	
	<hr/>	146,399.77
		<hr/>
		\$1,016,869.46

HOWLAND S. DAVIS,
Treasurer.

The foregoing account has been compared with the vouchers and accounts and is certified as correct.

TOWNSEND & DIX,
Accountants and Auditors.

August 24, 1928.



OBJECT LESSONS—LEARNING TO KNOW, BY TOUCH, THE WORLD OF THINGS

STATISTICAL REPORT OF THE PRINCIPAL.

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the school year ended June 30, 1928:

Number of pupils June 30, 1927.....	113
Admitted during the year.....	42
Whole number instructed.....	155
Reductions.....	43
Number remaining.....	112
Total enrollment.....	131

The school curriculum provides for complete primary and secondary courses, based on the syllabuses of the University of the State of New York, and includes music, manual training and physical training. The daily schedule may be found on pages 22 and 23.

In the high school, there are now classes in the following subjects:

English 1.	French 2.
English 2.	History A.
English 3.	American History.
English 4.	Civics.
Elementary Algebra.	Physical Geography.
Geometry.	Elementary Biology.
Latin 1.	Dictaphone.
Latin 3.	

The following is a list of the music subjects and the number of pupils in each:

	Boys	Girls	Total
Beginning music.....	21	12	33
Piano.....	27	26	53
Organ.....	2	3	5
Harmony and Melody Writing.....	5	3	8
Elementary Theory and Ear Training.....	4	3	7
Tuning.....	16	--	16
Voice.....	3	7	10
Voice Lectures.....	3	7	10
Normal Music Class.....	3	3	6
Advanced Harmony.....	2	7	9

The following is a list of the subjects in which examinations were taken during the year, with the number of pupils passing in each:

Reading.....	10
Spelling.....	11
Writing.....	7
Elementary English.....	4
Arithmetic.....	5
Elementary United States History and Civics.....	5
Geography.....	5
English, three years.....	4
English, 4.....	4
Latin, two years.....	2
French, 2.....	1
French, three years.....	5
Elementary Algebra.....	6
Geometry.....	4
Harmony.....	2
American History.....	4
History A.....	4
Elementary Biology.....	1
Physical Geography.....	5
Rudiments of Music.....	7
Music History.....	3

And the record of the Regents' examinations for the past year is as follows:

Number of examination days.....	7
Pupils examined.....	48
Subjects covered.....	22
Answer papers written.....	132
Answer papers claimed.....	104
Papers allowed by the Regents.....	104

The following table gives the results of the examinations held from 1913 to 1928:

	No. examined.	No. claimed.	No. allowed.	Per cent. claimed of No. examined.	Per cent. allowed of No. examined.	Per cent. allowed of No. claimed.
1913.....	75	64	63	85.33	84.00	98.43
1914.....	98	70	68	71.42	69.38	97.14
1915.....	114	97	94	85.08	82.45	96.90
1916.....	117	104	95	88.88	81.19	91.34
1917.....	107	98	91	91.57	85.04	92.85
1918.....	110	103	99	92.81	90.00	96.11
1919.....	115	94	91	81.73	79.13	96.80
1920.....	89	74	72	83.14	80.89	97.29
1921.....	119	104	97	87.39	81.51	93.26
1922.....	127	103	101	81.10	79.54	98.05
1923.....	121	108	101	89.25	83.47	93.51
1924.....	144	120	111	83.33	77.08	92.50
1925.....	143	99	93	69.23	65.03	93.93
1926.....	160	122	121	76.25	75.62	99.18
1927.....	149	115	113	77.18	76.83	98.26
1928.....	132	104	104	78.78	78.78	100.00

The following is a list of the pupils present during the year 1927-1928 who have earned Regents' certificates or their equivalent:

PRELIMINARY CERTIFICATES.

Bert Compton,	Stella Zawilska,	Rose Boccia,
Robert Judkins,	Ruth Freer,	Gene Matusseff,
Adolph Munter,	Roger Warren,	Nicholas Lembo,
Valentine Bangert,	John Bito,	Howard Van Duyne,
Paul Zeffaro,	Earle Brown,	Gertrude Musier,
Francis Beard,	Warren Germain,	Fred Reeve,
James Kearney,	Joseph Donohue,	Elizabeth Rehm,
Leonard Ippolito,	Lawrence Ingraham,	Beatrice Saladino,
Esther Butler,	Eugene Ballard,	Frank Smith.
	Ruth Johnson,	

7 UNITS TOWARD ACADEMIC DIPLOMA.

John Bito,	Robert Judkins,	Earle Brown,
Warren Germain,	Adolph Munter,	Ruth Freer,
Gene Matusseff,	Valentine Bangert,	Roger Warren.
	Francis Beard,	

10 UNITS TOWARD ACADEMIC DIPLOMA.

Valentine Bangert,	Francis Beard,	Ruth Freer,
Louis Briller,	Warren Germain,	Robert Judkins.

15 UNITS REQUIRED FOR ACADEMIC DIPLOMA.

Warren Germain.

ACADEMIC DIPLOMA (WITH ADDED CREDIT).

Robert Judkins,	Francis Beard.
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Respectfully submitted,

EDWARD M. VAN CLEVE,
Principal.

October 19, 1928.

DAILY SCHEDULE.

MORNING PERIODS.

PRAYERS.	LITERARY DEPARTMENT.			MUSIC DEPARTMENT.		MANUAL TRAINING. PHYSICAL TRAINING.
8.15-8.40						
8.40-9.10	Spelling and Writing, Grades 1, 2, 3, 4, 5.	Arithmetic, Grade 7.	Elementary Algebra.	Latin 3.	Piano.	Organ.
9.10-9.45	Reading, Grades 1, 2, 3, 4, 5.	Arithmetic, Grade 7.	Elementary Algebra.		Piano.	Organ. Tuning.
9.45-10.20	Language, Grades 1, 2, 3, 4, 5, 6.	Geometry. American History.	Physical Geog.		Piano.	Organ. Tuning.
10.20-10.25	RECESS.					
10.25-11	Arithmetic, Grades 1, 2, 3, 4, 5, 6.	English, Three Years.	English 4.	Civics.	Piano.	Organ. Tuning.
11-11.35	History A. French 1.	Nature Study. Geography. Grades 1, 3. Beginning Science.	U. S. History with Civics 2.		Piano.	Organ. Tuning.
11.35-11.40	RECESS.					
11.40-12.15	Braille Writing. Elementary English.	Geography, Grade 2. English 1.	U. S. History with Civics 1. Elementary Biology.		Piano.	Organ. Tuning.
12.15-1.15	DINNER HOUR.					
						Canning. Handwork. Physical Training.

AFTERNOON PERIODS.

	LITERARY DEPARTMENT.		MANUAL TRAINING	MUSIC DEPARTMENT.		PHYSICAL CULTURE. MANUAL TRAINING.
1.15-1.50	Typewriting 3.	Geography, Grade 4.		Piano. Organ.	Tuning.	* Manual training. Caning. Woodwork. Physical culture.
1.50-2.25	Typewriting 2.			Piano. Organ.	Advanced Harmony. Tuning.	* Manual training. Caning. Woodwork. Physical culture.
2.25-3				Piano.	Tuning.	* Manual training. Caning. Woodwork. Physical culture.
3-3.15	RECESS.					
3.15-3.45				Piano. Music 2 and Eurhythmics.	Senior Chorus. Tuning.	* Manual training. Woodwork. Physical culture. Poultry Raising 2nd year.
3.45-4.15			Domestic Science.	Piano. Voice. Normal Music Class. Music 2a. Eurhythmics. Voice Lectures.	Tuning.	Physical culture. * Manual training. Poultry Raising 1st year. Woodwork.
4.15-4.45	Typewriting 1b.		Domestic Science.	Piano. Music Class, 4b.	Tuning.	* Manual training. Caning. Woodwork. Physical culture.
4.45-5.15	Typewriting 1a.		Domestic Science.	Piano.		* Manual training. Caning. Woodwork. Physical culture.

* Machine sewing, knitting, crocheting, hand sewing, basketry, woodwork, weaving, etc.
Study period 7.45 to 8.45, unless otherwise assigned.

LIST OF PUPILS.

BOYS.

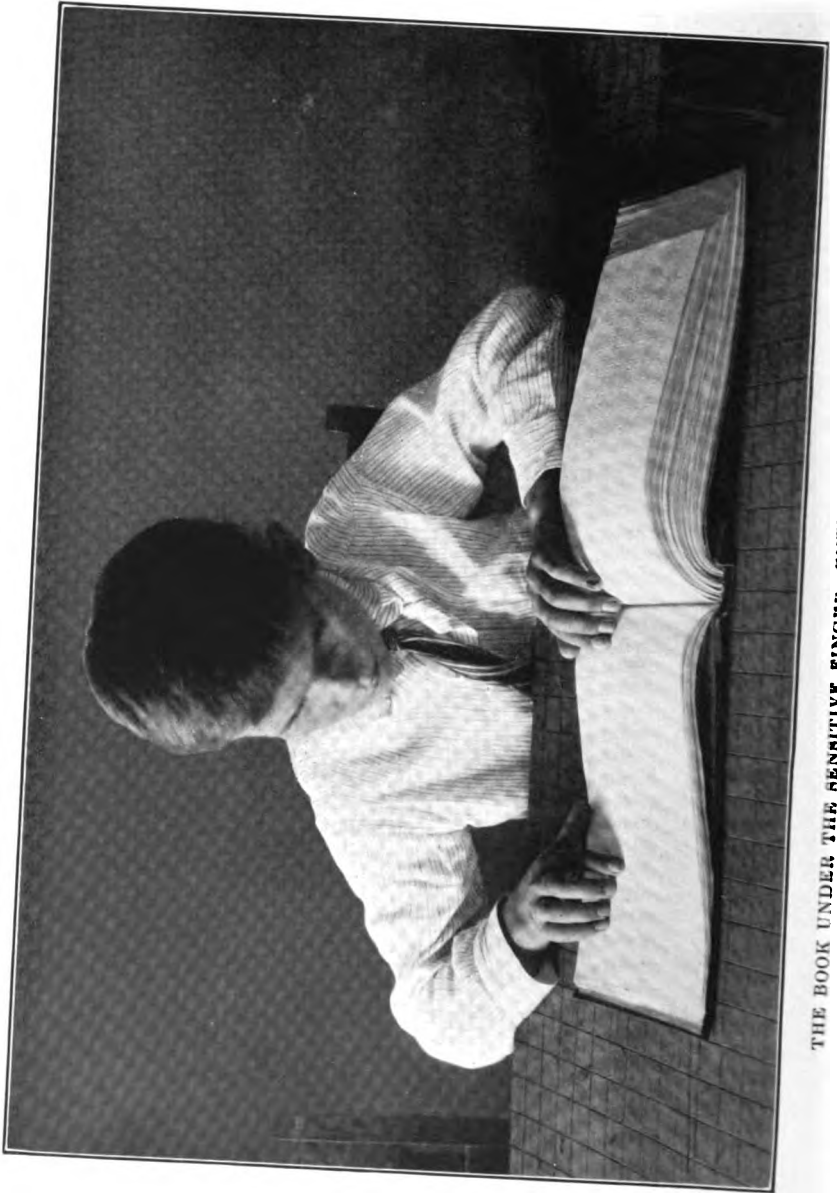
ACOCCELLA, PASQUALE
ADAMS, JOSEPH
ALIVERTI, ANTHONY
AMABILE, ANTHONY
ANDREWS, HAROLD
BAKER, VINCENT
BALLARD, EUGENE
BANGERT, VALENTINE
BARLETTA, JAMES
BEARD, FRANCIS
BECK, BRUNO
BELL, WALTER
BITO, JOHN
BROWN, EARLE
BUDRIS, PETER
CAMPANELLA, JOSEPH
CARTER, RICHARD
CASTAGNA, ANGELO
CHICACHEE, JAMES
CHYLKA, MICHAEL
CICCARELLO, JAMES
COMPTON, BERT
COMPTON, OLIVER
CONEY, MALCOLM
CONKLIN, STEWART
DEL GIORNO, ANGELO
DE MUCCI, FRANK
DI BIASE, JAMES
DONOHUE, JOSEPH
DORF, JEAN
FALLER, HENRY
FERBER, BENJAMIN
FERRARA, JOHN
GERMAIN, WARREN
GILL, LEROY
GUNDERSON, ROBERT
HAGELSTEIN, ANDREW
INGRAHAM, LAWRENCE
IPPOLITO, LEONARDO
JUDKINS, ROBERT
KASSEL, HARRY
KATCHMAN, ALEXANDER
KEARNEY, JAMES

LAMPARD, RONALD
LEAK, EMMETT
LEMBO, NICHOLAS
LISCH, EDWARD
MCMAHON, GILBERT
MACILLERO, RAPHAEL
MITTENTAG, SAMUEL
MUNTER, ADOLPH
NAPOLITANO, FRANK
NEUMANN, FREDERIC
OPTTZ, PETER
OTIS, DUVAL
PARRINELLO, JOSEPH
PENNELLA, CHARLES
PIRAZZI, PETER
RANIERE, EUGENE
REACH, ARTHUR
REARDON, TIMOTHY
REEVE, FRED
RETHIER, HAROLD
RODRIGUEZ, CARLOS
SAUERLAND, PAUL
SBAR, HARRY
SCHEPANOWSKY, WILLIAM
SCHWENDEL, MARTIN
SHEEHAN, WILLIAM
SMITH, FRANK
SMITH, WARREN
SWINDLER, REID
TOMORI, FRANK
TORIO, ALFRED
TRIVIGNO, JOSEPH
TUZZALINO, JAMES
VAN DUYNE, HOWARD
VIENI, FRED
WARREN, ROGER
WAX, BENZION
WHALEN, ALFRED
WICE, THEODORE
WURIA, CHRISTIAN
YOUNG, GEORGE
ZEFFARO, PAUL
ZENKER, JOHN

GIRLS.

ALLEN, DOROTHY
AVERNA, RITA
BALLARD, FLOSSIE
BARANYI, ELIZABETH
BARBERA, LENA
BENNETT, MARJORIE
BOCCIA, ROSE
BUTLER, ESTHER
CANCELOSI, ANGELINA
COLLINS, ELIZABETH
DOUGLAS, JANICE
DURANTE, JENNIE
ELLIOTT, DOROTHY
FREER, RUTH
GABA, EMILY
GANLY, WINIFRED
GAREN, HELEN
HABAS, ELEANOR
HALL MARJORIE
HANLON, KATHERINE
HOFFMIRE, MARGARET
JOHNSON, RUTH
JONES, HAZEL

LOMBARD, THERESA
McHUGH, ARLENE
MALFETTI, MARGARET
MASSET, CATHERINE
MATUSEFF, GENE
MENTER, GLADYS
MISKOVSKY, EMILY
MUSIER, GERTRUDE
NAGY, HELEN
PETERSEN, ANNA
REHM, ELIZABETH
SALADINO, BEATRICE
SALADINO, LUCIA
SAMPSON, ELSIE
SCHREIER, DOROTHY
SCRIBER, HELEN
TETTER, JARMILLA
UTLEY, HELEN
VINGOE, EDNA
WILD, JESSIE
ZAWILSKA, STELLA
ZOTTI, MARY



THE BOOK UNDER THE SENSITIVE FINGER—ENTERING THE WORLD OF LETTERS

Principal's Annual Report of the Progress of the Institute for the Year Ended June 30, 1928

(To which is added a Report of the Summer School Term of 1928.)

To the Board of Managers,

The New York Institute for the Education of the Blind.

GENTLEMEN:

This Report is for the session begun September 19, 1927, and ended June 22, 1928, and for the summer term July 9 to August 24, 1928, the ninety-sixth year of the Institute. The enrollment of the regular session was 131, with an average membership of 111 pupils, while for the summer session 30 pupils were enrolled with almost perfect attendance.

Our organization lost two of its most faithful sightless workers in the death of Miss Violet Scott, March 17, 1928, and F. Henry Tschudi, July 25, 1928. For many years Miss Scott had met at the front door of the Institute or over its telephone (she had served as switchboard operator more than a dozen years) our hosts of callers and given them the first impressions or the fruitful welcoming greetings that make and keep friends. In frail health for the two years before, she yet remained at her post up to the last week of her life.

F. Henry Tschudi, teacher and organist, spent 27 years of his life as student and instructor in the Institute. Musically gifted as a child, he labored through all the years to make the most of his talent and attained distinction as performer and teacher. To his faithful and patient effort, his unbounded enthusiasm, his inspiring example, many a blind youth owes his attainments in the field of music; and who knows how much more of moral stamina. He passed away at the Institute in the midst of his work, as he would have wished, without illness and suddenly.

THE INSTITUTE AS A SCHOOL OF LETTERS

Our former pupils attending colleges and universities have continued to give a good account of themselves. This school has steadfastly maintained a high standard of literary excellence as the goal to be reached by its students and, for the most part,

those who have secured through the University of the State of New York the Academic Diploma have been able in institutions of higher education to hold their own with students who can see.

A backward glance over the history of the Institute—and it is natural to indulge in reminiscences as we approach so nearly to our centenary— shows that during its span of life it has been deeply concerned for the intellectual advancement of its pupils. In the very beginning the literary work was made most of, though the effort to prove the pupils capable of so-called useful pursuits made the exhibition of articles produced by hand a necessary accompaniment of all their public show of attainments in reading and mathematics and geography. It is interesting to note that, while the chief aim of the founders of the Institute was expressly stated as “to meliorate the condition of the blind,” the teachers seek first a means to bring the children into touch with books. In 1833, when “An Account of the New York Institution for the Blind, together with a Brief Statement of the Origin, Progress, and Present Condition of the Institutions for the Blind in This and Other Countries” was published by the Managers, the quantity of literature in tangible form was almost nothing, and the “Account” expresses some pessimism in regard to any large number of books ever being made available on account of “their unwieldy size and exorbitant price.” To the task of inventing a better method than was then known the doughty young superintendent of this new institution set himself, approaching the problem in a way quite prophetic of methods in vogue thirty years, sixty years, eighty years later. Condensation was his first object, reducing the spelling of words to a lowest denominator of phonetic representation. He considered the use of dots and lines in place of the Roman letters. And many years later, though not engaged in the work of training the blind, he still was intrigued by this problem of his youth.

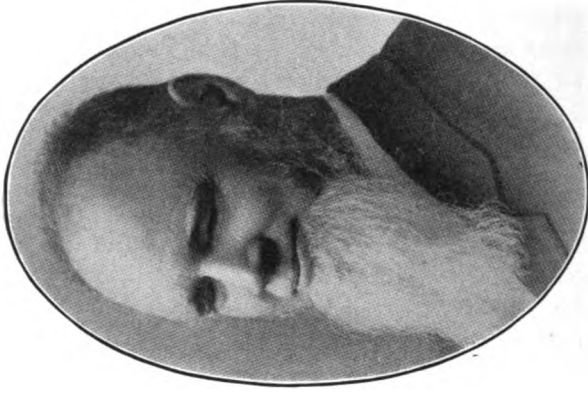
SOME NOTABLE NAMES IN OUR HISTORY

To this young man, DR. JOHN D. RUSS, first teacher of an organized class for the blind in the United States, the Institute owes its initial impetus toward intellectual attainment. He taught its first pupils alone. Mastering mechanical trades so that he might teach the hands of his pupils to make articles

of use, student and adapter of the methods of teaching the blind then in vogue in Edinburgh and London, he had such success with his school that he could after eight months from the beginning of his effort in March, 1832, exhibit at a public meeting a class of seven* whose attainments "in reading by raised letters, and in arithmetic, mentally and by types set in a frame" aroused general interest and convinced the incredulous that the blind were capable of being schooled. His enthusiasm must have been tremendous, his capacity for labor unlimited; while teaching his pupils he took care of his practice as a physician; he found time to make a tour with some of his pupils through the State of New York, exhibiting their proficiency and winning support for the undertaking. For nearly three years Dr. Russ gave himself to this work, continuing until the spring of 1835. The number of pupils had grown to more than thirty, the Institution had moved from temporary quarters to its long-time abiding place on Ninth Avenue between Thirty-third and Thirty-fourth Streets, assistants had been employed and a thorough-going organization effected. Dr. Russ never lost his interest in the blind, though his activities included efforts for prison reform and other philanthropic service, and he was from 1851 to 1858 Superintendent of the New York Juvenile Asylum. His experimentation with alphabets and types for the blind was long continued, and in the decade from about 1860 to 1869 he published several numbers of an "Experiment" in embossed form, showing attempts to evolve a satisfactory alphabet, using the principle of Braille, the letters three dots high, and the principle of the New York Point System, the letters two dots high, and a plan of a number of auxiliary characters as well as dots. And in 1869 Dr. Russ proposed an international conference for the purpose of drawing together workers for the blind in all countries. This proposal failed.

The Institution's most noted pupil in the first seventy years was FRANCES JANE CROSBY. The school Register shows that she was the 34th pupil to be enrolled and that she entered, a girl of fifteen, on May 7, 1835. Her gift of poetic expression early manifested itself; she was frequently brought forward in her days as a pupil to exemplify the literary quality of the

*Two day pupils were instructed along with the five Institution pupils. One of the six first pupils died in August of the first year.



STEPHEN BARCOCK, PRINCIPAL TEACHER



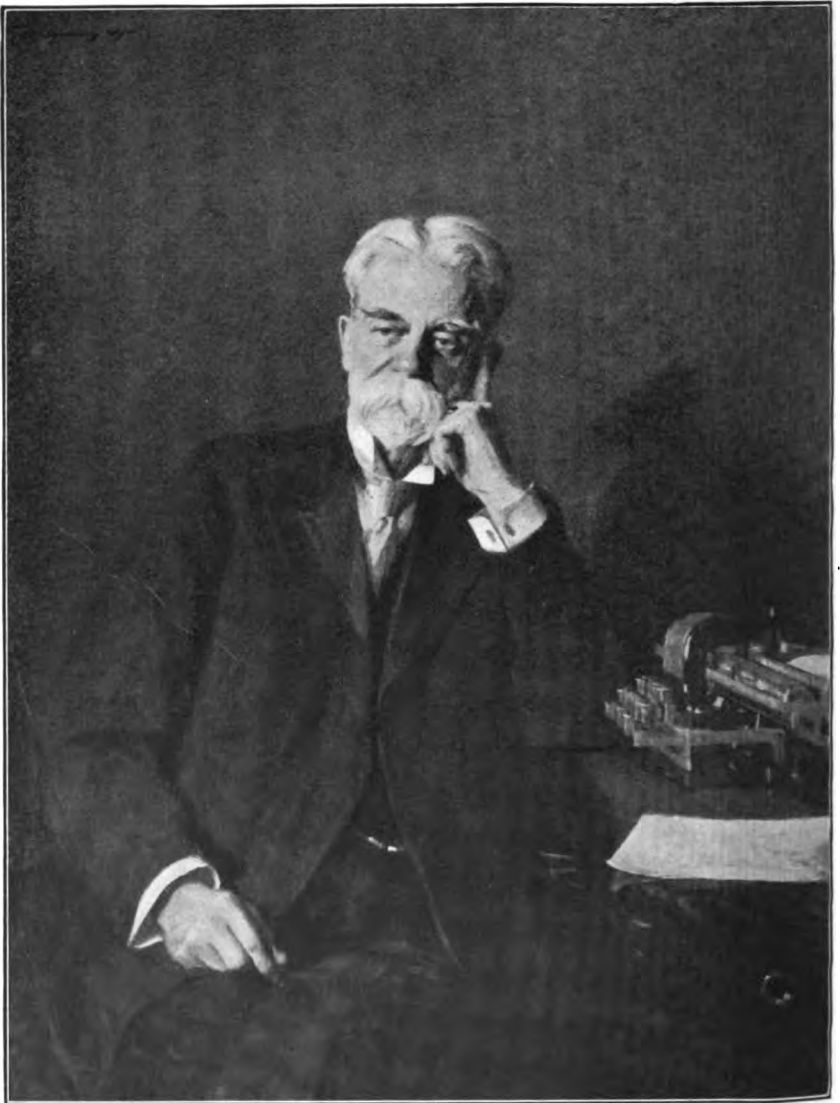
FANNY CROSBY, THE YOUNG TEACHER

schooling she received and to display her genius. It was the custom in her school days to use the services of the advanced pupils in teaching the younger and in this way Miss Crosby began her career as a teacher in the literary department, continuing more than fifteen years.* Association with George F. Root, well known musical composer, who was a teacher in the Institution for eight of her years as an instructor, gave opportunity for exercise of Miss Crosby's powers as a writer of verse, for she collaborated with him in producing a number of popular songs and at least one cantata. Thus she was introduced to a large public and presently found her kingdom as one of America's best known writers of hymns.

One whom Miss Crosby, at 80, recalled with affection as pupil and friend was STEPHEN BABCOCK, a man whose service to this school as teacher and organizer was invaluable. As a youth of 21 he entered the Institution February 1, 1854. Four years later, while still a pupil, he is listed as one of the instructors in the literary department and in 1862 became a full-fledged teacher, and thereafter his name stood first among the teachers of this department. His position as principal teacher was won by sheer merit and force of character. When he withdrew in 1904 he had been for more than half a century connected with the school. To his keen interest in all that concerned the education of the blind, especially in mathematics and science, is due much of the excellence of the instruction in the Institution throughout four decades. He is credited with being responsible for the development of the dissected map as an aid in the study of geography in schools for the blind. His penchant for mathematics induced him to emphasize its importance as a means of gaining intellectual power and he developed a method of teaching arithmetic, especially oral arithmetic, which enabled pupils to reach a proficiency very remarkable. This method is still in vogue in the Institute's classes. Mr. Babcock's enthusiasm and personality greatly influenced the school. He inspired and commanded confidence.

No one, of course, exercised in all this school's history an influence quite comparable with that of WILLIAM BELL WAIT. As chief executive for nearly a half century he molded the Institution's career by fixing its policies and controlling its

* To March 2, 1858. She was married in 1858 to Alexander Van Alstyne.



Portrait by Smedley

WILLIAM BELL WAIT

movements. While interested in music and a master in the theory of the art, he was first concerned with the development of the school as a means of intellectual growth. Brains rather than muscle, in his view, must furnish the sightless man's tool with which to carve out a career. He was content with no mediocre attainment; for himself he set a criterion of excellence of the highest character; for the school he adopted and advanced standards which would render it first rate in every particular. His masterful personality made the accomplishment of his purposes inevitable; he countenanced no failure. To his energy and dominating influence the New York Point System of punctography owed its development and wide use. The Annual Reports of the Institution from 1866 to 1913 present a notable record of his achievement; from the scholarly and meticulously careful study of the problem of types for the blind detailed in Mr. Wait's reports as Superintendent for 1866, 1867 and 1868, all through the years of his progressive accomplishment, to the announcement in 1913 of a definite and presumably final form of his printing presses, we find these Reports chiefly concerned with this his major interest. The machines which he invented for producing literature for the blind in smallest possible compass and at lowest practicable cost were to him one of the means by which to accomplish his high purpose of giving to his pupils and all the blind the intellectual tools for securing human satisfactions and spiritual growth. Mr. Wait gave to the school its bent toward seeking first a character of literary achievement comparable only with the best.

ANNIVERSARY EXERCISES

This year's anniversary exercises were shaped to exemplify, as well as practicable, the work done in our literary department. One of the older boys, Roger Warren, made an introductory speech from which the following excerpt is made:

"The New York Institute for the Education of the Blind is like other schools in that it comes under the jurisdiction of the University of the State of New York, commonly known as the State Board of Regents. All subjects are studied in accordance with the syllabuses issued from Albany. No allowances are made, and exactly the same amount of ground has to be covered to pass the examinations as in any school



GIRL SCOUTS WITH THEIR FRIENDSHIP SCHOOL BAG

for seeing pupils. It is our purpose at this time to demonstrate a few of the methods employed to accomplish the requirements demanded.

"A pupil entering school at the age of seven or eight joins the beginners class and progresses through other classes until he has passed Regents examinations in seven subjects, namely: Reading, Writing, Arithmetic, English, Geography, Spelling, and United States History. By this time he will be from fourteen to sixteen years old, and he is awarded a Regents Preliminary Certificate, which qualifies him for admission to the High School.

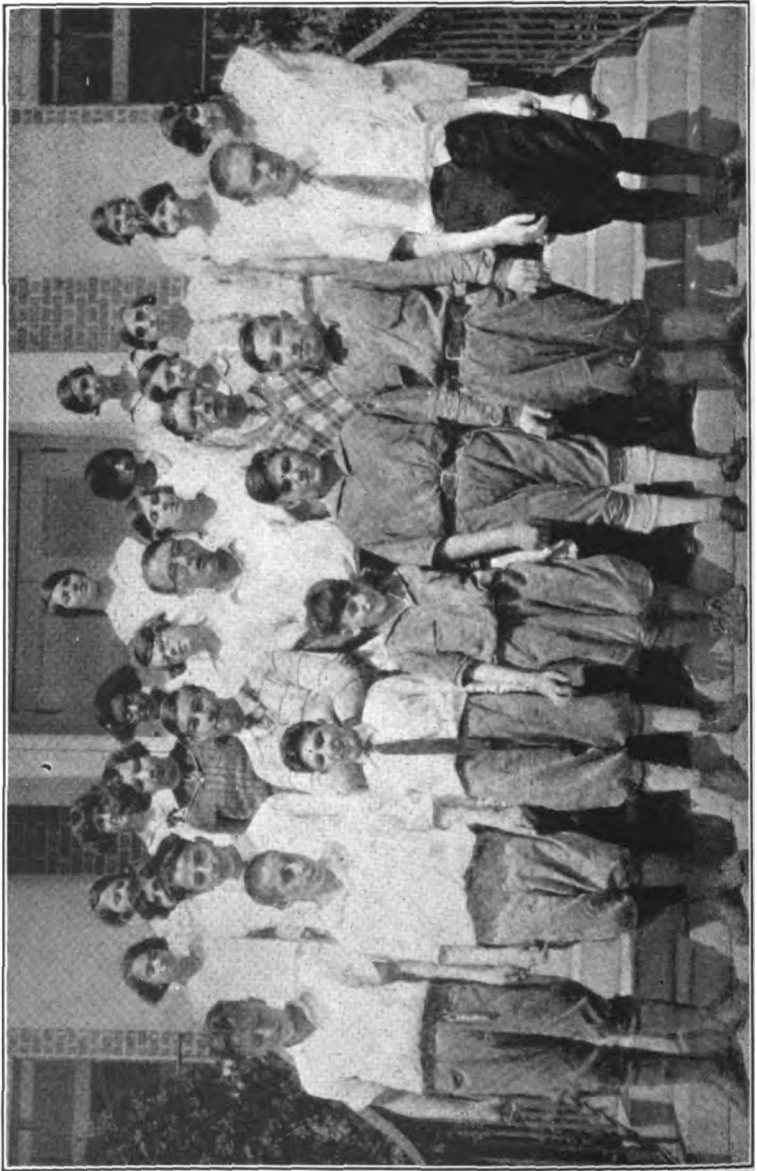
"In the High School department all subjects are available to the student which will enable him to obtain a diploma from the Regents and qualify him for college entrance."

On the stage of our Assembly Room was reproduced a class room with all the needed apparatus for the demonstrations which pupils to the number of twenty gave of their work in Reading, Writing, Geography, and Arithmetic. High School literary work was demonstrated in a series of moving tableaux from American Literature.

HELPING AND BEING HELPED

What may prove in years to come of value in extending good will among all nations is a movement to encourage children to look abroad with unselfish interest. This is fostered by an organized committee on "World Friendship Among Children." Last year our girls were glad to have a part in this and sent to Japan a doll which they had dressed. In this present year Mexican children were the recipients of Friendship School Bags. These tokens of kindly feeling were substantial bags in which to carry books and supplies from home to school and back, well furnished with articles for school use dear to the hearts of children in any country. Two such bags were sent from the pupils of the Institute.

Children who have so much done for them as pupils in any of our residential schools for the blind need constantly to be reminded of their obligations rather than of their own privileges. Appeals to their generous instincts are made frequently in the case of our pupils and with general response. Evidence of this is given in prompt donations to the American Red Cross on several occasions, notably at the time of the Mississippi River



HUMMER SCHOOL GROUP OF 1928

flood. Some sacrifices were made by the children who contributed. An effort is made on every occasion of appeal to impress on their minds the value of willingness to sacrifice for others. In their daily associations with one another our pupils are led by teachers and housemothers to think of others and to do kind and helpful acts.

Our Alumni Association has taken a step to show appreciation of their alma mater which calls for special mention. To prove to the pupils of today the interest of the pupils of years gone by these men proposed an award to those students who in the year 1927-8 had shown the most appreciation of their school opportunities—the best all-round students. Not scholarship alone, therefore, but every quality that goes into the composite of studentship—studiousness, effort, co-operation, loyalty, consideration for others, attainment—must be taken into consideration in choosing the recipients of this token. There could be no competition for such a prize, no heart burnings over its bestowment. Every pupil is pitted not against his fellows but against his own past self. In choosing the two girls and the two boys who should receive the award the Principal, who was by the Association charged with the decision, called on teachers and others of the staff for their opinions, and for the vote of the pupils as well. Such a referendum gave valuable assistance in making the choice and it had, too, the effect of giving the pupils opportunity for generous consideration of the worthiness of their fellows.

OUR SUMMER SCHOOL

In 1927 the experiment of conducting a summer session for a selected group of pupils proved so successful that a session in the summer of 1928 was arranged. Two groups of pupils, sixteen boys and sixteen girls, were invited to attend, the number sixteen being determined by the accommodations for pupils and others available in one each of our boys' houses and our girls' houses. Fourteen of the boys were out of our own school, while two were invited from other schools (only one of whom, however, attended). Of the sixteen girls, eight were pupils of the Institute in the regular session and eight were invited from other schools, two each from the New York State School at Batavia, the Perkins Institution, the Connecticut State School, and the Pennsylvania Institution at

Philadelphia. School work with members of our corps of teachers in charge was carried on with eminent success and satisfaction each of the mornings from the opening July 9 to the close of the session August 24. Classes in spelling, reading, language, typewriting, arithmetic, United States history, algebra, English, French, Latin, caning, poultry raising, piano and organ were organized, the pupils' peculiar needs being considered; some required review work, others desired to take some steps in advance, still others to strengthen their hold on certain subjects in which they were weak as students. A trustworthy criterion of success in any work is enjoyment of it, and this was attested both by the daily evidence of keen interest and by the formal and enthusiastic statements of the pupils at the close of the session. The teachers, too, give positive testimony to the worthwhileness of the summer school.

Afternoons were given to recreation, much of it educational in character, however. Excursions to the following places were enjoyed by the girls: Botanical Garden, Museum of Natural History, Central Park, Fraunces' Tavern, Kensico Dam and Aeration Plant, Sleepy Hollow, Poe Cottage, Hall of Fame, Grant's Tomb, Roosevelt House, Roosevelt's Grave, National Broadcasting Stations WJZ and WEA, St. Patrick's Cathedral, Cathedral of St. John the Divine, Statue of Liberty, Jumel Mansion, Steamship "Aquitania", Ditson's Music Store (to study musical instruments), Metropolitan Museum of Fine Arts, Croton Dam, Woolworth Tower, City Hall, Holland Tunnels; the boys made trips to Roosevelt House, Battleship "Texas," New York Times Printing Plant, Sagamore Hill (at invitation of Mrs. Roosevelt), as well as to many of the places enumerated above. Two baseball games and two matinee theatrical performances, a picnic each week and an athletic meet each Friday were part of the boys' activities. Through the courtesy of the Bronx Y.M.C.A., once a week or oftener the boys enjoyed their swimming pool. For the girls the Edwin Gould Foundation for Children swimming pool was made available by the kindness of the management of that institution, our neighbor a mile to the east.

Enthusiastic letters of appreciation from the visiting pupils have been received. These emphasize the educational value of



PICNIC SUPPER



ROUGHING IT

the excursions in and about New York as well as express gratitude for the scholastic opportunities afforded. Our own pupils likewise expressed strong approval of the summer session and their thanks for the privileges it gave them.

As last year, I quote from Mr. Phillips, who was in general charge of the details of carrying out the plans for the Summer School, his "general impressions:"

"The Summer School of 1928 was an undoubted success. The addition of pupils from schools of other states proved a highly satisfactory arrangement. These pupils regarded their choice as a great privilege and a high honor, and did their utmost to justify their selection, not only in the classroom but at all times. An excellent spirit prevailed, discipline was good and the pupils seemed happy and contented. Teachers, house-mothers and others, all co-operated splendidly in the general effort to make the session the success that it was. Judging from the results of 1928, a summer school in New York City to include pupils from any state would be a not too ambitious undertaking. Perhaps at some future time a Scholarship Fund may be available to meet the expenses of pupils from distant states."

Respectfully submitted,

EDWARD M. VAN CLEVE,

Principal.

October 10, 1928.

ORGAN RECITAL

Tuesday, November 15, 1927, at Eight-Thirty O'Clock

BY

F. HENRY TSCHUDI, F. A. G. O.

ASSISTED BY

ARTHUR H. RICHMOND, Baritone

BASSETT W. HOUGH, Accompanist

PROGRAM

I

CONCERT OVERTURE IN D MINOR *H. A. Mathews*

PASTORALE, Op. 19 *Cesar Franck*

SONATA No. 6 IN D MINOR *F. Mendelssohn*

First Movement—Choral With Variations

ETUDE SYMPHONIQUE, OP. 78 *M. Enrico Bossi*

II

"ERI TU," FROM "THE MASKED BALL" *Verdi*

MR. RICHMOND

III

SONATA No. 1 IN E MINOR *J. H. Rogers*

Allegro con brio Vivace e ma non troppo

Interludium Fuga

SCHERZO, Op. 16, No. 4 *A. Guilmant*

THE BELLS OF ST. ANNE DE BEAUPRE *A. Russell*

IV

MAY NIGHT *Brahms*

WHO IS SYLVIA? *Schubert*

OMNIPOTENCE *Schubert*

MR. RICHMOND

V

TOCCATA, Op. 10, No. 3 *Daniel Fleuret*

RECITAL

Friday Afternoon, December 16, 1927, at Two-Thirty O'Clock

BY

LOUISE HOMER STIRES, Soprano
MARIE ROEMAET ROSANOFF, Cellist
KATHARINE SWIFT, at the Piano

PROGRAM

- 1. *a* RECITATIVO *Bach*
- b* MINUET *Haydn*
- c* ARIOSO *Bach*
- d* ALLEGRO SPIRITOSO *Senaille*

MRS. ROSANOFF

- 2. *a* O DEAR, WHAT CAN THE MATTER BE? *Old English*
 Arranged by ARNOLD BAX
- b* GARTAN MOTHER'S LULLABY
- c* A LOVER'S CURSE
- d* BALLYNURE BALLAD } *Old Irish*

Arranged by HERBERT HUGHES

- e* MOTHER GOOSE RHYMES *Music by Sidney Homer*

MRS. STIRES

- 3. *a* ALLEGRO APPASSIONATO *Saint-Saens*
- b* SPANISH SERENADE *Cassado*
- c* APRES UN REVE *Faure*
- d* SPINNING WHEEL *Popper*

MRS. ROSANOFF

- 4. *a* MARTIN LUTHER'S CRADLE SONG
- b* RING OUT, WILD BELLS *Gounod*
- c* THE CUCKOO *Lehman*
- d* AT THE WELL *Hageman*
- e* BILLY BOY *Arranged by Howard Brockway*

MRS. STIRES



THE LOWER SCHOOL PUPILS STAGE A CIRCUS

CHRISTMAS ENTERTAINMENT

and Sale of Articles Made by Pupils in Manual Training Departments

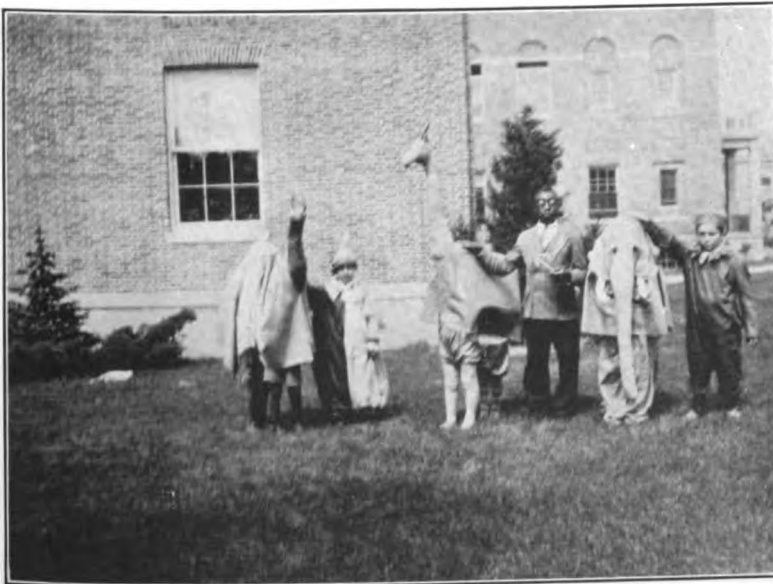
Friday Afternoon, December 23, 1927, at Two O'Clock

PROGRAM

1. ORGAN—First Movement from Concerto No. 6 *Handel*
ROBERT JUDKINS
2. CAROLS—*a* Good King Wenceslas *Traditional*
b The Seven Joys of Mary *Traditional*
c In Bethlem's Manger Lowly *Traditional*
3. STORY—The Golden Cobwebs
HARRY KASSEL
4. PIANO DUET—Polonaise From "Soirees Musicales" *L. D'Ourville*
BEATRICE SALADINO GERTRUDE MUSIER
5. RECITATION—My Choice
PAUL SAUERLAND
6. CAROLS—*a* O Come, All Ye Faithful *John Reading*
b Silent Night *Franz Gruber*
c Hark, the Herald Angels Sing *Mendelssohn*
7. MOTHER GOOSE'S CHRISTMAS VISIT:
Santa Claus FREDERIC NEUMANN
Mrs. Santa Claus MARGUERITE Malfetti
Mother Goose THERESA LOMBARD
Little Red Riding Hood BRUNO BECK
Little Boy Blue HARRY KASSEL
Little Bo-Peep LUCIA SALADINO
Little Jack Horner ROBERT GUNDERSON
Queen of Hearts ANNA PETERSEN
Old Mother Hubbard LENA BARBERA
Old Woman Who Lived in a Shoe HELEN GARREN
Jack and Jill VINCENT BAKER, FRED VIEN
Superintendent MARGARET HOFFMIRE



FROM THE CIRCUS DAY PARADE



STRANGE ANIMALS AND THEIR KEEPERS

RECITAL

Thursday Evening, January 26, 1928, at Eight-Thirty O'Clock

EDWIN GRASSE, Organist and Violinist

ASSISTED AT ORGAN AND PIANO BY
IDA HIRST GIFFORD

PROGRAM

I

ORGAN SOLOS

- TOCCATA IN F MAJOR *Bach*
CHORAL PRELUDE, "A Rose Has Sprung Up in Bloom" *Brahms*
CHORAL No. 3 IN A MINOR *Cesar Franck*

II

VIOLIN SOLOS WITH ORGAN ACCOMPANIMENT

- ANDANTE, FROM CONCERTO FOR VIOLIN *Mendelssohn*
PRAELUDIUM AND ALLEGRO *Pugnani-Kreisler*

III

ORGAN SOLOS

- ARABESQUE IN G MAJOR *Mauro Cottone*
NOCTURNE IN E MAJOR *Grasse*
SERENADE IN A MAJOR *Grasse*

IV

VIOLIN SOLOS WITH PIANO ACCOMPANIMENT

- SONG WITHOUT WORDS, No. 2, IN G MAJOR *Grasse*
ARIOSO IN A MAJOR *Grasse*
SCHERZO IN A MINOR *Grasse*

V

ORGAN SOLO

- SYMPHONIC TONE POEM, "Les Preludes" *Liszt-Grasse*

PIANO RECITAL

Monday Evening, February 20, 1928, at Eight-Thirty O'Clock

BY

FRANK SHERIDAN

PROGRAM

I

SARABANDE *Rameau-Godowsky*
TWENTY-FIVE VARIATIONS AND A FUGUE ON A THEME
OF HANDEL *Brahms*

II

ROMANCE *Schumann*
ARABESQUE, No. 2 *Debussy*
BARCAROLLE *Chopin*
ETUDE IN C MINOR *Chopin*

III

DEDICATION *Schumann-Liszt*
TARANTELE *Liszt*

ANNIVERSARY EXERCISES

Wednesday Afternoon, March 28, 1928, at Two-Thirty O'Clock and
Thursday Evening, March 29, at Eight-Thirty O'Clock

PROGRAM

PIANO—Liebestraume, No. 3 *Liszt*
JARMILLA TETTER

DEMONSTRATIONS FROM THE LITERARY DEPARTMENT

1. INTRODUCTION ROGER T. WARREN

2. READING

a From the Beginner's Book HARRY KASSEL
b Familiar Selection BENZION WAX
c New Matter—"At Sight" MARGARET MALFETTI

3. WRITING

a With Braille Slate and Stylus MARGARET HOFFMIRE
b With Typewriter GERTRUDE MUSIER

4. GEOGRAPHY

a Assembling United States Map { THERESA LOMBARD
FREDERIC NEUMANN
b Illustrating Use of Relief Map RAPHAEL MACILLARO

5. ARITHMETIC

a Demonstrating Written Work FRED REEVE
b Demonstrating Mental Work CLASS

CHORUS—*a* Deep River *Arranged by William Arms Fisher*
b Goin' Home *Anton Dvorak*
(From the Largo of the Symphony "From the New World")



ANNIVERSARY EXERCISES—THE CLASS ROOM SCENE

ANNIVERSARY EXERCISES

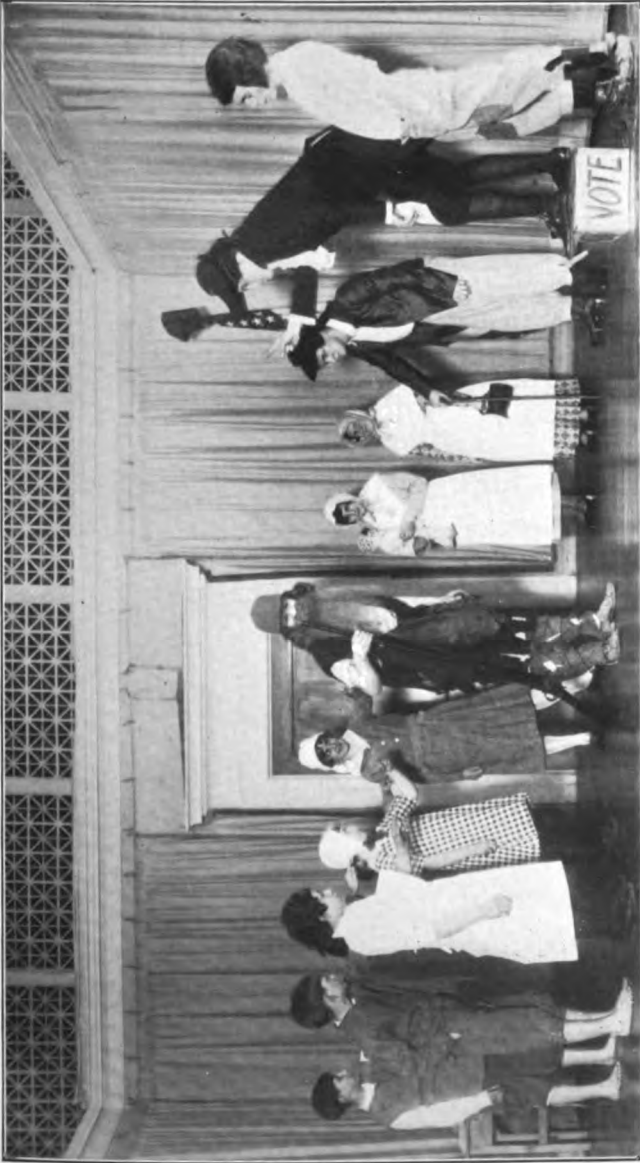
MOVING TABLEAUX FROM AMERICAN LITERATURE

<i>Prologue</i>	BEATRICE SALADINO
TABLEAU I—The Return of Rip Van Winkle	<i>Washington Irving</i>
<i>Reader</i>	HOWARD VAN DUYNÉ
<i>Rip Van Winkle</i>	CHRISTIAN WURIA
<i>Rip's Son</i>	FRED REEVE
<i>Rip's Daughter</i>	ROSE BOCCIA
<i>A Politician</i>	VALENTINE BANGERT

THE CROWD

GENE MATUSEFF,	THERESA LOMBARD,
MARGARET HOFFMIRE,	MARGARET MALFETTI,
RAPHAEL MACILLARO,	ANDREW HAGELSTEIN,
FREDERIC NEUMANN.	

ORGAN—Grand Choeur, Op. 18	<i>Alexander Guilmant</i>
FRANCIS BEARD	
TABLEAU II—The Raven	<i>Edgar Allan Poe</i>
<i>Reader</i>	BEATRICE SALADINO
<i>Impersonator</i>	VALENTINE BANGERT
GIRLS' CHORUS— <i>a</i> Sir Eglamore	<i>H. Balfour Gardiner</i>
<i>b</i> Out Seaward	<i>Geni Sadero</i>
TABLEAU III—Liberty and Knowledge	<i>Daniel Webster</i>
<i>Liberty</i>	DOROTHY SCHREIER
<i>Daniel Webster</i>	EARLE W. BROWN
STAR SPANGLED BANNER	ROBERT JUDKINS



THE RETURN OF RIP VAN WINKLE

ORGAN RECITAL

Monday Afternoon, April 30, 1928, at Half Past Three O'Clock

BY

FIRMIN SWINNEN

PROGRAM

1. ALLEGRO (From the Sixth Symphony) *Widor*
2. ANDANTE CANTABILE *Nardini*
3. MINUET (From the Second Suite of L'Arlesienne) *Bizet*
4. THE SWAN *Saint-Saens*
5. MARCH SLAV *Tschaikowsky*
6. MEDITATION *Massenet*
7. THE SQUIRREL *Weaver*
8. ROMANCE *Tschaikowsky*
9. AMERICAN FANTAISIE *Herbert*



"And the raven never fitting, still is sitting, still is sitting on the pallid bust of Pallas, just above my chamber door."

PIANO RECITAL

Friday Afternoon, May 11, 1928, at Three O'Clock

BY

JAMES FRISKIN

PROGRAM

BACH

Prelude and Fugue in D Major } *From Book 2, Well-tempered*
Prelude and Fugue in F Sharp Minor } *Clavier*
Capriccio in B Flat Major

BEETHOVEN

Sonata in C Minor, Opus 13
Grave—Allegro di molto e con brio
Adagio cantabile
Rondo: Allegro

CHOPIN

Nocturne in E Major, Opus 62, No. 2
Etude in A Minor, Opus 25, No. 11

RAVEL

Ondine
Toccata

BRAHMS

Rhapsody in B Minor, Opus 79, No. 1
Intermezzo in E Major, Opus 116, No. 4
Variations on a Theme by Paganini, Book 1



WEBSTER'S PROPHECY AND ITS FULFILLMENT

PUPILS' RECITAL

Friday Afternoon, June 15, 1928, at Two-Thirty O'Clock

IN MEMORY OF

FRANZ SCHUBERT

1797-1828

PROGRAM

1. ORGAN—Marche Heroique in D
REID SWINDLER
2. BIOGRAPHICAL SKETCH
FRANCIS BEARD
3. SOPRANO SOLOS—*a* Serenade
b Hark, Hark, the Lark
GENE MATUSEFF
4. PIANO—Moment Musical, Op. 94, No. 3
JARMILLA TETTER
5. CHORUS—The Lord Is My Shepherd
6. ORGAN—Ave Maria (Transcribed by Edwin H. Lemare)
RUTH JOHNSON
7. TOY ORCHESTRA—Marche Militaire
(Arranged by J. Lilian Vanderveve)

<i>Triangle</i> LENA BARBERA PAUL SAUERLAND ANGELO CASTAGNA	<i>Drum</i> JAMES CICCARELLO
<i>Bells</i> THERESA LOMBARD BRUNO BECK ANTHONY ALIVERTI	<i>Rhythm Sticks</i> FREDERIC NEUMANN HAROLD RETHIER JOSEPH ADAMS
<i>Tambourine</i> RITA AVERNA ANNA PETERSEN DOROTHY ELLIOTT	<i>Tom Tom</i> JOHN ZENKER
<i>Cymbals</i> JAMES DI BIASE	<i>Xylophone</i> WILLIAM SHEEHAN
	<i>Piano</i> FRANK SMITH
8. SOPRANO SOLOS—*a* Romance, from "Rosamunde"
b The Trout
BEATRICE SALADINO
9. CHORUS—Who Is Sylvia?
10. PIANO—Marche Militaire (Transcribed by Carl Tausig)
MALCOLM CONEY

LIST OF LEGACIES AND DONATIONS

Miles R. Burke.....	\$2,000.00	Regina Horstein.....	\$250.00
Jane Van Cortland.....	300.00	John Alstyne.....	10,320.44
Isaac Bullard.....	101.66	Elizabeth and Sarah	
Elizabeth Bayley.....	100.00	Wooley.....	5,984.83
John Jacob Astor.....	5,000.00	Benjamin Nathan.....	1,000.00
William Bean.....	500.00	Thomas M. Taylor.....	6,151.94
Peter G. Stuyvesant.....	3,000.00	Simeon Abrahams.....	5,052.70
John Horsburgh.....	5,000.00	James Peter Van Horn ..	20,000.00
Elizabeth Demilt.....	5,000.00	Caleb Swan.....	500.00
Sarah Demilt.....	2,000.00	Mrs. A. E. Schermerhorn..	10,000.00
C. D. Betts.....	40.00	Henry H. Munsell.....	3,396.32
Sarah Penny.....	500.00	Thomas C. Chardevoyne..	5,000.00
Sarah Bunce.....	500.00	William Dennistoun.....	11,892.77
Elizabeth Idley.....	196.00	William B. Astor.....	5,000.00
Samuel S. Howland	1,000.00	Benjamin F. Wheelwright	1,000.00
William Howe.....	2,985.14	Geo. T. Hewlett, executor	500.00
Margaret Fritz.....	100.00	J. L. (of Liverpool, Eng.)..	25.00
James McBride.....	500.00	Ephraim Holbrook.....	39,458.16
Charles E. Cornell.....	521.96	Mrs. Emma B. Corning..	5,000.00
Charles E. Deming.....	50.00	Eliza Mott.....	1,475.54
Mrs. De Witt Clinton ..	200.00	Maria M. Hobby.....	2,509.82
W. Brown.....	465.00	Daniel Marley.....	1,749.30
Elizabeth Gelston.....	1,000.00	Henry E. Robinson.....	6,000.00
Robert J. Murray.....	500.00	Henry Schade.....	20.00
Seth Grosvenor.....	10,000.00	Caroline Goff.....	4,161.59
Elijah Withington.....	100.00	Catherine P. Johnston...	530.00
Benjamin F. Butler.....	512.49	Mrs. Emma Strecker.....	12,221.66
Frissel Fund.....	2,000.00	Eli Robbins.....	5,000.00
Simeon V. Sickles.....	6,561.87	Margaret Burr.....	11,011.11
Anson G. Phelps.....	5,675.68	Mary Burr.....	10,611.11
Thomas Reilly.....	2,254.84	Samuel Willetts.....	5,045.00
Elizabeth Van Tuyle.....	100.00	Roosevelt & Sons.....	45.00
Thomas Eggleston.....	2,000.00	Augustus Schell.....	5,000.00
Sarah A. Riley.....	100.00	James Kelly.....	5,000.00
William E. Saunders.....	725.84	George Merrill.....	40.00
Thomas Eddy.....	1,027.50	William B. and Leonora S.	
Robert C. Goodhue.....	1,000.00	Bolles.....	2,949.11
Jonathan C. Bartlett.....	190.00	Edward B. Underhill....	500.00
Stephen V. Albro.....	428.57	Harriet Gross.....	1,000.00
John Penfold.....	470.00	Mary Hopeton Drake....	2,340.00
Madam Jumel.....	5,000.00	George Dockstader.....	325.00
Mrs. Steers.....	34.66	Mary Rogers.....	1,000.00
Thomas Garner.....	1,410.00	Polly Dean.....	500.00
Elizabeth Magee.....	534.00	John Delaplaine.....	302.99
Chauncey and Henry Rose	5,000.00	Abby A. Coates Winsor..	1,000.00
John J. Phelps.....	2,350.00	Harriet Flint.....	1,776.74
Rebecca Elting.....	100.00	Maria C. Robbins.....	10,000.00
Gerard Martins.....	500.00	Cash (sundry donations)..	140.18

Julia A. Delaplaine..... \$38,842.25
 Mary E. Brandish..... 89.49
 Thomas W. Strong..... 1,893.00
 Maria Moffett..... 16,408.21
 John Vanderbilt..... 25.00
 William Clymer..... 2,000.00
 Julia L. Peyton..... 1,000.00
 Amos R. Eno..... 5,000.00
 Clarissa L. Crane..... 1,000.00
 Leopold Boscowitz..... 1,000.00
 Emeline S. Nichols..... 5,000.00
 Margaret Salisbury..... 100.00
 Sarah B. Munsell..... 477.56
 Edward L. Beadle..... 4,303.99
 Cecelia J. Loux..... 2,000.00
 Mrs. E. Douglas Smith... 1,649.57
 William C. Schermerhorn. 10,000.00
 Mary J. Walker..... 25,193.76
 Sarah Schermerhorn..... 5,137.05
 F. Augustus Schermerhorn
 (for building fund)..... 10,000.00
 (for pipe organ)..... 5,840.00
 Mrs. Theodore B. Myers... 5,000.00
 Peter Marié..... 3,145.47
 Eli Specht..... 2,816.17
 Catherine Talman..... 4,996.60
 Annie Stewart Miller.... 116,401.93
 Amelia B. Lazarus..... 10,000.00
 Ida M. Chapman..... 200.00
 Cash (Wm. B. Wait)..... 600.00
 Mrs. Edith Smith Werle... 550.00
 Mrs. J. J. Astor..... 20.00
 E. E. West..... 60.00
 Mrs. Geo. G. Wheelock... 10.00
 Theodore P. Nichols..... 8,000.00
 Emma A. Tillotson..... 5,000.00
 Harry Hastorf..... 25.00
 William C. Egleston..... 15,000.00
 Angelina C. I. Anderson... 5,000.00
 Greenhut-Siegel Cooper Co 15.00
 Harriet B. Decker..... 3,000.00
 Mary Anna Wenk..... 100.00
 Jeanne Platt..... 1,000.00
 Emil Levy..... 1,000.00
 Catherine Jane Pryer..... 1,269.73
 Elizabeth Kerr..... 400.00
 Martha H. Andrew..... 25,000.00
 Mary L. Howard..... 17,078.46
 Rachel H. Pfeiffer..... 2,500.00
 Mary G. Harriot..... 3,523.20

Antonio J. Moderno..... \$12,865.52
 The Brez Foundation..... 8,750.00
 Edward L. Radcliff..... 4,794.85
 John R. Peters..... 1,000.00
 J. J. Van Alen..... 25.00
 M. Menken..... 25.00
 Hamilton W. Cary..... 2,500.00
 William Infeld..... 500.00
 Fanny Schermerhorn
 Bridgham..... 15,000.00
 Charles E. Rhinelande... 10,478.33
 Whitman-Bennett Studio 100.00
 Julian W. Robbins..... 5.00
 S. Charles Welsh..... 10.00
 George Welsh..... 5.00
 Cash (Anonymous)..... 325.00
 Margaret A. Howard... 500.00
 Sarah Matilda Mygatt... 1,000.00
 F. Augustus Schermer-
 horn..... 1,467,697.87
 Martha Ann Shannon... 12,929.25
 Gordon V. Lyons..... 10.00
 "A Friend"..... 100.00
 Edwin Gould..... 1,000.00
 Mary B. Dortic..... 17,567.05
 Arnold Thayer..... 5,000.00
 Henry Fatton..... 1,491.82
 A. V. Victorius & Co... 10.00
 Mary Skidmore Rogers... 2,000.00
 R. E. Woodward & Co... 30.00
 Grenville Kleiser..... 50.00
 Christine Meyer..... 1,000.00
 Marie Emmons..... 2,500.00
 Louis T. Lehmeyer..... 2,000.00
 Duncan G. Harris..... 890.00
 Morris W. Jacobi..... 2,690.56
 August L. Peters..... 35,796.17
 Jane C. Long..... 3,000.00
 Sophie C. Helfst..... 1,000.00
 Reding Sterrit..... 63,373.65
 Alfred B. Jenkins..... 500.00
 Emil Wolff..... 2,866.00
 Annie C. Kane..... 25,000.00
 Sophia M. Low..... 8,457.47
 Mr. & Mrs. John B. Taylor 77.00
 L. H. Markman..... 5.00
 Elizabeth Shepard Lough 10.00
 Anonymous..... 50,000.00
 Mary D. Johns..... 1,000.00
 Blanche Bache Newkirk.. 250.00
 Henry L. Bogert..... 10.00

FORM OF BEQUEST.

I give and bequeath to The New York Institute for the Education of the Blind, located at Pelham Parkway and Williamsbridge Road (formerly Ninth Avenue and Thirty-fourth Street), the sum of

_____ Dollars

to the general use of said corporation.

1500
1501
1502
1503

.600
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, 1928-
1929

Blind

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New York

THE AMERICAN FOUNDATION
FOR THE EDUCATION OF THE BLIND
YEAR-BOOK, 1929

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Blind

New York city

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4-1928-1929

YEAR-BOOK
OF
The New York Institute
for the
Education of the Blind

NINETY-SEVENTH YEAR

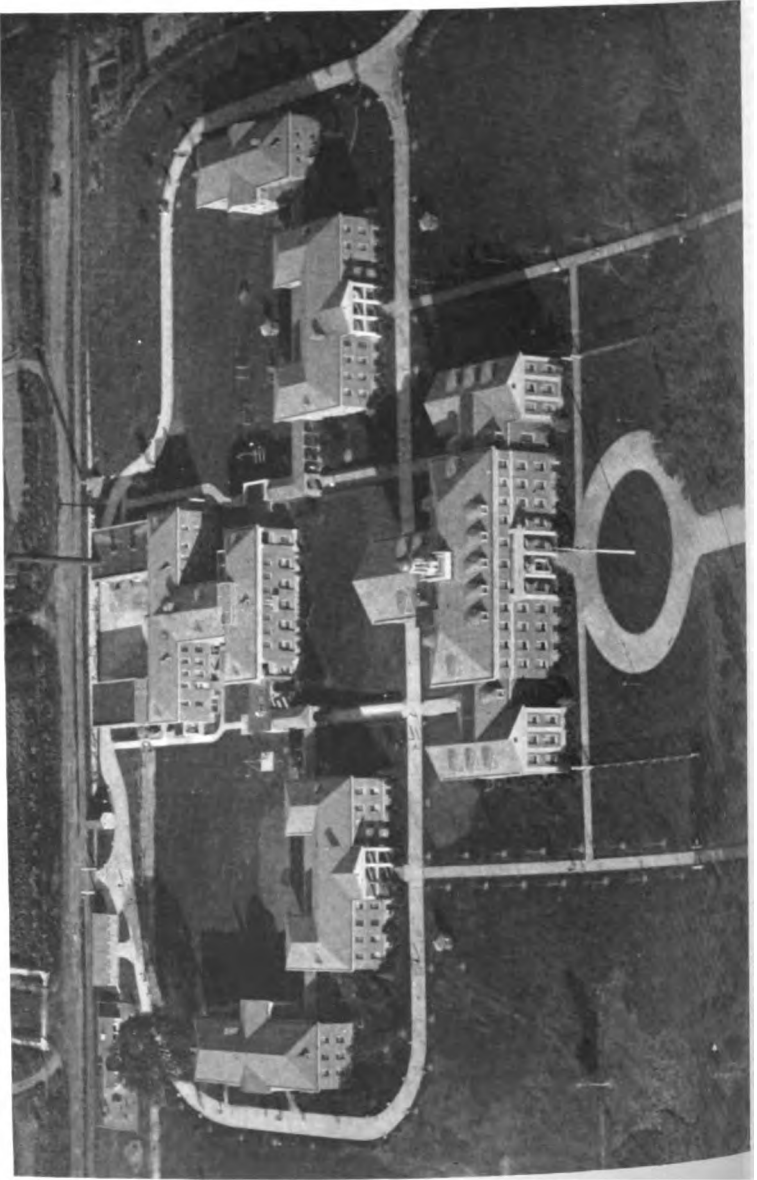
NINETY-FOURTH ANNUAL REPORT OF THE
BOARD OF MANAGERS—REPORT OF THE
PRINCIPAL—GENERAL INFORMATION : :

1929

Lux Oritur:

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK
CHARLES FRANCIS PRESS
1929



CENTRAL PORTION OF INSTITUTE GROUNDS SEEN FROM THE AIR ON A JULY AFTERNOON

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The New York Institute for the Education of the Blind

FOUNDED 1831

OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD
NEW YORK CITY

CALENDAR, 1929-30

July 1-August 23, 1929	-	-	-	-	Summer session.
September 16	-	-	-	-	Fall session opens.
November 28-December 1	-	-	-	-	Thanksgiving vacation.
December 20	-	-	-	-	Christmas holidays begin.
January 6, 1930	-	-	-	-	School work resumed.
January 20-24	-	-	-	-	Regents' examinations.
April 9 and 10	-	-	-	-	Anniversary exercises.
April 10	-	-	-	-	Easter vacation begins.
April 22	-	-	-	-	School work resumed.
June 14	-	-	-	-	Class work ended.
June 16-20	-	-	-	-	Regents' examinations.
<hr/>					
July 7-August 22	-	-	-	-	Summer session.
September 15	-	-	-	-	Fall session opens.
November 27-30	-	-	-	-	Thanksgiving vacation.
December 19	-	-	-	-	Christmas holidays begin.

The New York Institute for the Education of the Blind

FOUNDED 1831

OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD
NEW YORK CITY

The purpose of the Institute is to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians.

There is no restriction as to residence. From New York they may enter regularly as State pupils from the Greater City and the counties of Westchester, Putnam, Rockland, Suffolk and Nassau, being appointed by the State Education Department; from New Jersey, upon application in proper form to the New Jersey Commission for the Blind, and from other localities by special arrangement. All communications should be addressed to

The Principal, New York Institute
for the Education of the Blind,
999 Pelham Parkway,
New York, N. Y.

BOARD OF MANAGERS

1929

WITH THEIR TERMS OF CONTINUOUS SERVICE.

*THOMAS N. RHINELANDER	Since 1905
J. NELSON BORLAND	" 1907
LINZEE BLAGDEN	" 1910
CARL A. DE GERSDORFF	" 1910
PAUL TUCKERMAN	" 1912
EDWARD J. HANCY	" 1912
WILLIAM TURNBULL	" 1913
J. LAWRENCE ASPINWALL	" 1913
J. ARCHIBALD MURRAY	" 1914
ROBERT L. HARRISON	" 1916
GEORGE N. MILLER, M.D.	" 1920
JAMES LLOYD DERBY	" 1922
DUNCAN G. HARRIS	" 1922
HOWLAND S. DAVIS	" 1923
ALFRED E. SCHERMERHORN	" 1923
ERNEST FAHNESTOCK, M.D.	" 1924
FREDERIC P. MOORE	" 1925
EDWIN GOULD	" 1925
AUGUSTINE J. SMITH	" 1927
ARNOLD WHITRIDGE	" 1928
THOMAS LUDLOW CLARKE	Since April 17, 1929

*Died November 23, 1928.

OFFICERS OF THE BOARD

LINZEE BLAGDEN *President*
J. ARCHIBALD MURRAY *Vice-President*
ALFRED E. SCHERMERHORN . . . *Recording Secretary*
HOWLAND S. DAVIS *Treasurer*

STANDING COMMITTEES

EXECUTIVE COMMITTEE

AUGUSTINE J. SMITH, *Chairman*
J. LAWRENCE ASPINWALL J. NELSON BORLAND, *Secretary*
FREDERIC P. MOORE WILLIAM TURNBULL
LINZEE BLAGDEN (*ex-officio*)

FINANCE COMMITTEE

HOWLAND S. DAVIS, *Chairman (ex-officio)*
PAUL TUCKERMAN EDWARD J. HANCY
LINZEE BLAGDEN J. ARCHIBALD MURRAY
 (*ex-officio*) (*ex-officio*)

ORGANIZATION

(School Year 1929-30)

EDWARD M. VAN CLEVE *Principal*
N. E. LANCASTER, M.D. *Attending Physician*
BERNARD SAMUELS, M.D. *Attending Ophthalmologist*
MRS. ALTA L. RAUSCH *Secretary to the Principal*

LITERARY DEPARTMENT

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FLORENCE L. PHELAN
LORETTA BUTLER
ETTA D. LEWIS

MARION MILLER
JOSEPHINE A. MOODY
MILDRED A. LOMAN
RUSSELL POPE

SETH W. HOARD
HENRIETTA A. GROSBACK, *Librarian and Teacher of Typewriting*

MUSIC DEPARTMENT

BASSETT W. HOUGH, *Director*

GERTRUDE L. MARTIN
THEODORE A. TAFERNER

EMILIE HAHN
ARTHUR H. RICHMOND

ELIZABETH THODE

TUNING

ROBERT J. HARVEY

MANUAL TRAINING AND HOME SCIENCE

ANGIE D. KELLY
JULIA E. MYERS

MAUD W. BARRETT
J. W. MACLEAN

BURTON GALE

PHYSICAL TRAINING

MAUD W. BARRETT

CLYDE L. DOWNS

HOUSEHOLD

VESTA D. LOGAN, *Matron*, *Asst. Matron*

HOUSEMOTHERS FOR BOYS

KATE HAUSMANN
Samuel Wood House

L. MARGARET MAJOR
John D. Russ House

EDNA N. MACLEAN
James Boorman House

MARTHA RUSSELL
Samuel Akerly House

MARY D. TEN EYCK, *F. Henry Tschudi House*

HOUSEMOTHERS FOR GIRLS

ALICE M. CARSWELL
Fanny J. Crosby House

MARY H. O'BRIEN
Anson G. Phelps House

ALICE G. STONEHAM, *Relief Housemother*

MANAGERS

OF

The New York Institute for the Education of the Blind

IN CHRONOLOGICAL ORDER,

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Akerly, Samuel, M.D.	1831-1845	Trulock, Joseph.	1836-1840
Averill, Herman.	1831-1832	Mandeville, William.	1836-1837
Bolton, Curtis.	1831-1835	Chandler, Adoniram.	1836
Donaldson, James.	1831-1832	Cushman, D. Alonzo.	1837-1843
Bogert, Henry K.	1831-1832	Blakeman, Wm. N., M.D. {	1837-1839
Remsen, Henry.	1831-1832		1841
Stuyvesant, John R.	1831-1840	Wood, Isaac, M.D.	1837-1859
Price, Thompson.	1831-1840	Hart, Joseph C.	1837-1840
Ketchum, Morris.	1831-1837	Holmes, Curtis.	1837-1838
Miller, Sylvanus.	1831-1832	Roome, Edward.	1837-1845
Crosby, William B.	1831-1833	Seton, Samuel W.	1837
Lee, Gideon.	1831-1836	Gracie, Robert.	1838-1861
Ketchum, Hiram.	1831-1838	Demilt, Samuel.	1838
Wood, Samuel.	1831-1836	Hart, James H.	1839
Jenkins, Thomas W.	1831-1836	Murray, Robert J.	1839-1858
Thomas, Henry.	1831-1834	Schermerhorn, Peter Au-	
Nevins, Rufus L.	1831-1832	gustus.	1839-1845
Beers, Joseph D.	1831-1832	Tallmadge, Henry F.	1839-1841
Mott, Samuel F.	1831	Thompson, Martin E.	1839
Patterson, Matthew C.	1831-1833	Moore, Clement C.	1840-1850
Russ, John D., M.D.	1833-1834	Olyphant, D. W. C.	1840
Dwight, Theodore.	1833-1837	Averill, Augustine.	1840
Brown, Silas.	1833-1859	Beers, Cyrenius.	1841-1853
Stagg, John P.	1833	Suydam, Lambert.	1841-1842
Spring, George.	1833-1835	Holmes, Silas.	1841-1842
Walker, John W.	1833-1839	Case, Robert L.	1841-1861
Miller, Franklin.	1833-1835	Crosby, John P.	1841-1859
Steel, Jonathan D.	1833	Collins, Stacey B.	1841
Allen, Moses.	1833-1834	Schermerhorn, E. H.	1841-1842
Lyons, Stephen.	1834-1836	Marsh, James.	1842-1852
Dissosway, Gabriel P.	1834-1836	Murray, Hamilton.	1842-1847
Phelps, Anson G.	1834-1855	Walsh, A. R.	1842-1850
Crosby, William H.	1835	Wood, John.	1842-1850
Hoyt, Charles.	1835-1839	Jones, Edward.	1843-1850
Oakley, Charles.	1835	Whittemore, William T.	1843-1845
Titus, Peter S.	1835-1836	Smith, Floyd.	1844-1848
Allen, George F.	{ 1835-1839	Dean, Nicholas.	1844-1848
	{ 1841-1862	Jones, William P.	1846-1849

Borland, J. Nelson.....	1907-	Kobbé, George C.....	1916-1923
Montant, August P.....	1907-1909	Harrison, Robert L.....	1916-
Rhoades, J. Harsen.....	1907-1922	Munroe, Henry W.....	1918-1919
Tucker, Samuel Auchmuty.....	1907-1919	Miller, George N., M.D....	1920-
Hone, Robert G.....	1908-1927	Gallatin, R. Horace.....	1920
Knapp, Arnold, M.D.....	1909-1913	De Rham, Frederic F.....	1921
Blagden, Linzee.....	1910-	Derby, James Lloyd.....	1922-
De Gersdorff, Carl A.....	1910-	Harris, Duncan G.....	1922-
Glyn, William E.....	1911-1924	Kissel, W. Thorn.....	1923-1928
Partridge, Edward L., M.D.	1911-1922	Munroe, John.....	1923-1924
Dix, John A.....	1911-1917	Davis, Howland S.....	1923-
Tuckerman, Paul.....	1912-	Schermerhorn, Alfred E....	1923-
Nash, William A.....	1912-1916	Fahnestock, Ernest, M.D.	1924-
Croswell, James G.....	1912-1915	Moore, Frederic P.....	1925-
Hancy, Edward J.....	1912-	Gould, Edwin.....	1925-
Aspinwall, J. Lawrence....	1913-	Smith, Augustine J.....	1927-
Turnbull, William.....	1913-	Whitridge, Arnold.....	1928-
Murray, J. Archibald.....	1914-		

OFFICERS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831.

WITH THEIR TERMS OF SERVICE.

PRESIDENTS

Akerly, Samuel, M.D.....	1831-1842	Irving, John Treat.....	1891-1895
Phelps, Anson G.....	1843-1853	Schermerhorn, William C.	1896-1901
Wood, Isaac, M.D.....	1854-1859	Schermerhorn, F. Augs....	1901-1909
Allen, George F.....	1860-1862	Davis, Howland.....	1909-1919
Schell, Augustus.....	1863-1883	Tuckerman, Paul.....	1919-1925
Hone, Robert S.....	1884-1887	Blagden, Linzee.....	1925-
McLean, James M.....	1888-1890		

VICE-PRESIDENTS

Averill, Herman.....	1831-1832	Clift, Smith.....	1888-1893
Brown, Silas.....	1833-1835	Schermerhorn, William C.	1894-1895
Titus, Peter S.....	1836	Marié, Peter.....	1896-1903
Phelps, Anson G.....	1837-1842	Rhineland, F. W.....	1903-1904
Wood, Isaac, M.D.....	1843-1853	Sheldon, Frederick.....	1905-1906
Gracie, Robert.....	1855-1860	Peabody, George L., M.D.	1907-1912
Beadel, Edward L.....	1861-1862	Kane, John I.....	1913
Hone, Robert S.....	1863-1883	Appleton, William W.....	1913-1924
Suydam, D. Lydig.....	1884	Murray, J. Archibald....	1924-
McLean, James M.....	1885-1887		

TREASURERS

Bolton, Curtis.....	1831-1835	Grafton, Joseph.....	1866-1871
Brown, Silas.....	1836-1859	Whitewright, William....	1872-1896
Wood, Edward.....	1860-1861	Davis, Howland.....	1897-1909
Schell, Augustus.....	1862	Foster, Frederic De Peyster	1909-1923
Kennedy, James Lenox....	1863-1864	Blagden, Linzee.....	1923-1925
Clift, Smith.....	1865	Davis, Howland S.....	1925-

RECORDING SECRETARIES

Bogert, Henry K.....	1831-1832	Myers, T. Bailey.....	1864-1883
Russ, John D., M.D.....	1833-1834	Schermerhorn, F. Augs.....	1884-1901
Crosby, William H.....	1835	Marshall, Charles H.....	1901-1911
Allen, George F.....	1836-1859	Blagden, Linzee.....	1911-1923
Hone, Robert S.....	1860-1862	Derby, James Lloyd.....	1923-1926
Brown, John Crosby.....	1863	Schermerhorn, Alfred E.....	1926-

CORRESPONDING SECRETARIES

Donaldson, James.....	1831-1832	Church, William H., M.D.	1860
Dwight, Theodore.....	1833-1837	Tuckerman, Charles K.....	1861-1867
Wood, Isaac, M.D.....	1839-1842	Schermerhorn, William C.	1868-1893
Roome, Edward.....	1843-1844	Bronson, Frederick.....	1894-1895
Schermerhorn, Peter Augs.	1845	Sheldon, Frederick.....	1896-1905
Jones, Edward.....	1846-1850	Peabody, George L., M.D.	1905-1906
Wood, Isaac, M.D.....	1851-1853	Appleton, William W.....	1907-1913
Crosby, John P.....	1854-1859	Hone, Robert G.....	1914-1927

PRINCIPALS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

Russ, John D., M. D.....	1832-1835	Cooper, T. Golden.....	1853-1860
Office unfilled.	1835 and part of 1836	Rankin, Robert G.....	1861-1863
Jones, Silas.....	1836-1840	Wait, William B.....	1863-1905
Vroom, Peter D., M.D....	1841-1842	Emeritus Principal.....	1905-1916
Boggs, William.....	1843-1845	Tewksbury, Everett B....	1905-1914
Chamberlain, James F....	1846-1852	Van Cleve, Edward M....	1914-



A ROWING BOAT WELL LOADED

Report of the Board of Managers of The New York Institute for the Education of the Blind

To the Honorable the Legislature
of the State of New York:

The Managers of The New York Institute for the Education of the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the fiscal year ended June 30, 1929.

The following is a summary of the receipts and disbursements for the year:

		RECEIPTS	
Balances, June 30, 1928—			
Capital fund.....		\$145,603.06	
Income fund.....		796.71	
			\$146,399.77
Of Capital—			
Legacies, donations, mortgages paid, transfers, etc.....			920,489.87
Of Income—			
Current receipts.....			235,208.96
			\$1,302,098.60
		DISBURSEMENTS	
Of Capital—			
Building expenditures, securities purchased, etc.....			\$921,806.09
Of Income—			
Taxes, insurance, etc.....			12,159.74
Maintenance			171,546.92
Transfer			50,000.00
Balances—			
Capital fund.....		\$94,286.84	
Income fund.....		2,299.01	
			96,585.85
			\$1,302,098.60

From time to time, beginning in eighteen hundred and thirty-six, the Institute has been in receipt of legacies and donations which the Managers have set apart in the Legacy Fund.

At the close of the fiscal year the Legacy Fund, including amounts received, both legacies and donations, and aggregating \$2,961,339, was represented by cash and investments in approved securities.

The Managers gratefully acknowledge the receipt of the following legacies: William Henry Atkinson, \$100; Charles E. Rhineland, \$11,190; F. Augustus Schermerhorn, \$507,486; and donations: Brez Foundation, \$750; Edith H. Werle, \$50; "Quex," \$10.

Annexed hereto is the statistical report of the Principal, which shows the variety and character of the work done, the completeness of the facilities, and the thoroughness of the training afforded by this Institute.

The past school year has seen the erection of a duplex teacher's residence in the northwest corner of the grounds, designed for two families and preferably to serve the needs of blind teachers. It is likely that at least one more such house will some day be built.

The Summer School has been a great success and, under the encouragement of the good results of the previous year, a larger number of pupils were invited. Visits were made by groups of summer pupils to many points of interest in New York City.

We regret that the close of the school year has brought the resignation of Mr. Reginald C. Phillips, who as a teacher has contributed much to the school life for several years. He has been summoned to England to serve the school at Newcastle-on-Tyne.

The New York Institute for the Education of the Blind

LINZEE BLAGDEN,
President

ALFRED E. SCHERMERHORN,
Recording Secretary

City of New York and County of Bronx, ss.:

LINZEE BLAGDEN, of said City, being duly sworn, saith: That he is President of The New York Institute for the Education of the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

Sworn to before me this 10th
day of October, 1929.

ALTA L. RAUSCH,
Notary Public,
Bronx County, N. Y.

The New York Institute for the Education of the Blind

TREASURER'S REPORT FOR THE YEAR ENDED JUNE 30, 1929

RECEIPTS

1928 Balance, Capital fund.....	\$145,603.06	
" Income fund.....	796.71	
		\$146,399.77

OF CAPITAL

Legacies (net).....	\$511,010.63	
Donations	810.00	
Payment on account of mortgage.....	1,000.00	
Sale or redemption of securities.....	155,957.50	
Manhattan Savings Institution.....	1,711.74	
Loans repaid.....	200,000.00	
Transfer from Income fund.....	50,000.00	
		920,489.87

OF INCOME FOR TUITION, ETC.

New York State for tuition.....	\$49,581.80	
New York City for tuition.....	1,512.50	
New Jersey State for tuition.....	10,430.00	
Miscellaneous receipts.....	1,399.04	
		62,923.34

INCOME FROM INVESTMENTS

Interest on bonds	\$119,841.89	
Interest on mortgages	14,708.78	
Interest on bank balances, income fund.....	4,250.22	
Interest on loan	4,947.33	
Dividends	12,455.00	
Income from Schermerhorn Estate.....	14,023.60	
		170,226.82

MISCELLANEOUS RECEIPTS

Refund of insurance premiums.....	\$2,001.80	
Fire damage recovered.....	57.00	
		2,058.80
		\$1,302,098.60

DISBURSEMENTS

OF CAPITAL

Expenditures on buildings and equipment.....	\$80,212.34	
Securities purchased.....	791,593.75	
Call loan.....	100,000.00	
	<hr/>	\$971,806.09

OF INCOME FOR INSURANCE, TAXES, ETC.

Insurance	\$4,334.68	
Water tax.....	85.80	
Commission on collection of income from securities	1,464.19	
Interest accrued on securities purchased.....	4,805.07	
Fixed charges.....	1,470.00	
	<hr/>	12,159.74

OF INCOME FOR MAINTENANCE

Pay roll.....	\$108,486.55	
Household supplies.....	6,401.41	
Food supplies.....	23,087.83	
Buildings and grounds.....	20,430.62	
Educational supplies and expenses.....	5,882.87	
Miscellaneous expenses.....	7,257.64	
	<hr/>	
Total account maintenance.....		171,546.92

MISCELLANEOUS DISBURSEMENTS

Transfer to Capital fund.....		50,000.00
Balances, June 30, 1929:		
Capital fund.....	\$94,286.84	
Income fund.....	2,299.01	
	<hr/>	96,585.85
		<hr/>
		\$1,302,098.60

HOWLAND S. DAVIS,
Treasurer.

The foregoing account has been compared with the vouchers and accounts and is certified as correct.

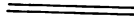
TOWNSEND & DIX,
Accountants and Auditors.

July 22, 1929.



OPEN AIR GYMNASIUM

STATISTICAL REPORT OF THE PRINCIPAL



To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the school year ended June 30, 1929:

Number of pupils June 30, 1928.....	112
Admitted during the year.....	21
Whole number instructed.....	133
Reductions	17
Number remaining.....	116
Total enrollment.....	124

The school curriculum provides for complete primary and secondary courses, based on the syllabuses of the University of the State of New York, and includes music, manual training and physical training. The daily schedule may be found on pages 22 and 23.

In the high school, there are now classes in the following subjects:

- | | |
|---------------------|----------------------------|
| English 1. | French 1. |
| English 2. | French 3. |
| English 3. | History A. |
| English 4. | American History. |
| Elementary Algebra. | Civics. |
| Geometry. | Physical Geography. |
| Latin 2. | Dictaphone. |
| Latin 3. | Literature and Word Study. |

The following is a list of the music subjects and the number of pupils in each:

	Boys	Girls	Total
Beginning music.....	16	7	23
Piano	32	24	56
Organ	1	4	5
Elementary Theory and Ear Training.....	3	2	5
Advanced Theory and Ear Training.....	4	1	5
Tuning	15	—	15
Voice	2	4	6
Voice Lectures.....	2	4	6
Music History.....	2	4	6
Advanced Harmony.....	5	3	8

The following is a list of the subjects in which examinations were taken during the year, with the number of pupils passing in each:

Reading	8
Spelling	8
Writing	1
Elementary English.....	6
Arithmetic	6
Elementary United States History and Civics.....	8
Geography	10
English, three years.....	4
English, 4.....	3
English, four years.....	1
Latin, two years.....	1
French, 2.....	4
Elementary Algebra.....	9
Intermediate Algebra.....	1
Geometry	6
Civics	7
American History.....	7
History A.....	5
Elementary Biology.....	11
Physical Geography.....	7
Rudiments of Music.....	7
Harmony	6

And the record of the Regents' examinations for the past year is as follows:

Number of examination days.....	7
Pupils examined.....	50
Subjects covered.....	20
Answer papers written.....	130
Answer papers claimed.....	109
Papers allowed by the Regents.....	108

The following table gives the results of the examinations held from 1914 to 1929:

	<i>No. examined.</i>	<i>No. claimed.</i>	<i>No. allowed.</i>	<i>Per cent. claimed of No. examined.</i>	<i>Per cent. allowed of No. examined.</i>	<i>Per cent. allowed of No. claimed.</i>
1914.....	98	70	68	71.42	69.38	97.14
1915.....	114	97	94	85.08	82.45	96.90
1916.....	117	104	95	88.88	81.19	91.34
1917.....	107	98	91	91.57	85.04	92.85
1918.....	110	103	99	92.81	90.00	96.11
1919.....	115	94	91	81.73	79.13	96.80
1920.....	80	74	72	83.14	80.80	97.29
1921.....	119	104	97	87.39	81.51	93.26
1922.....	127	103	101	81.10	79.54	98.05
1923.....	121	108	101	89.25	83.47	93.51
1924.....	144	120	111	83.33	77.08	92.50
1925.....	143	99	93	69.23	65.03	93.93
1926.....	160	122	121	76.25	75.62	99.18
1927.....	149	115	113	77.18	76.83	98.26
1928.....	132	104	104	78.78	78.78	100.00
1929.....	130	109	108	80.76	80.30	99.08

The following is a list of the pupils present during the year 1928-1929, who have earned Regents' certificates or their equivalent:

PRELIMINARY CERTIFICATES

Bert Compton,	Roger Warren,	Fred Reeve,
Robert Judkins,	John Bito,	Elizabeth Rehm,
Valentine Bangert,	Eugene Ballard,	Beatrice Saladino,
Paul Zeffaro,	Ruth Johnson,	Frank Smith,
Francis Beard,	Marjorie Bennett,	James Chicachee,
Esther Butler,	Dorothy Schreier,	Samuel Mittentag,
Janice Douglas,	Rose Boccia,	Oliver Compton,
Helen Nagy,	Gene Matuseff,	Alexander Katchman,
Frank Napolitano,	Nicholas Lembo,	Howard Strickland,
Stella Zawilska,	Howard Van Duyn,	Anthony Amabile.
	Gertrude Musier,	

7 UNITS TOWARD ACADEMIC DIPLOMA

John Bito,	Robert Judkins,	Stella Zawilska,
Gene Matuseff,	Valentine Bangert,	Roger Warren,
Bert Compton,	Francis Beard,	Rose Boccia.
Paul Zeffaro,	Esther Butler,	

10 UNITS TOWARD ACADEMIC DIPLOMA

Valentine Bangert,	Francis Beard,	Rose Boccia.
Roger Warren,	John Bito,	Gene Matuseff.
	Robert Judkins,	

15 UNITS REQUIRED FOR ACADEMIC DIPLOMA

Robert Judkins,	Francis Beard.
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ACADEMIC DIPLOMA (WITH ADDED CREDIT)

Robert Judkins,	Francis Beard.
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Respectfully submitted,

EDWARD M. VAN CLEVE,
Principal.

September 18, 1929.

DAILY SCHEDULE MORNING PERIODS

MORNING ASSEMBLY		LITERARY DEPARTMENT.			MUSIC DEPARTMENT.		MANUAL TRAINING, PHYSICAL TRAINING.
8.15-8.40		Spelling and Writing Grades 1, 2, 3, 4, 5.	Arithmetic, Grade 7.	Elementary Algebra.	Latin 3.	Piano. Music History.	Organ.
8.40-9.10		Reading, Grades 1, 2, 3, 4, 5.	Arithmetic, Grade 7.	Elementary Algebra.	Latin 2.	Piano. Organ.	Tuning.
9.45-10.20		Language, Grades 1, 2, 3, 4, 5, 6.	American History.		French 1.	Piano. Organ.	Tuning.
10.20-10.25		RECESS.					
10.25-11		Arithmetic, Grades 1, 2, 3, 4, 5, 6.	English, Three Years.	Geometry.	Civics.	Piano. Organ.	Tuning.
11-11.35		History A, French, Three Years.	Nature Study, Geography, Grades 2, 3, Beginning Science.	Braille Shorthand, U. S. History with Civics 2, Dictaphone.			Piano. Organ. Tuning.
11.35-11.40		RECESS.					
11.40-12.15		Braille Writing, Elementary English.	Geography, Grade 2, English 1, 2, 3.	U. S. History with Civics 1.			Piano. Organ. Tuning. Theory and Ear Training.
12.15-1.10		DINNER HOUR.					
							Caning, Handwork, Physical Training.

AFTERNOON PERIODS

	LITERARY DEPARTMENT.		MANUAL TRAINING.	MUSIC DEPARTMENT.		PHYSICAL TRAINING. MANUAL TRAINING.
1:10-1:35	Reading.	Literature and Word Study Classes 1, 2, 3, 4. Library Work.		Piano.		*Manual training. Woodwork. Caning.
1:35-2:05	Typewriting Special.	Geography, Grade 4. Physical Geography.		Organ.	Tuning.	*Manual training. Woodwork. Physical training. Caning.
2:05-2:35	Typewriting 3.	Reading.		Music 2. Eurhythmics 2 and 3. Piano. Advanced Harmony. Organ. Voice. Voice Lectures.		*Manual training. Woodwork. Physical training. Poultry raising, 1st year.
2:35-3:05	Typewriting 2.			Piano.	Junior Chorus.	*Manual training. Woodwork. Physical training. Poultry raising, 2nd year.
3:05-3:15	RECESS.					
3:15-3:45				Piano.	Senior Chorus. Tuning.	*Manual training. Woodwork. Physical training. Caning.
3:45-4:15			Domestic Science.	Piano. Voice. Music Classes 4 and 5.	Tuning.	*Manual training. Woodwork. Caning.
4:15-4:45	Typewriting 1.		Domestic Science.	Piano. Music Class, 3. Eurhythmics 4.	Tuning.	*Manual training. Woodwork. Physical training. Caning.
4:45-5:15			Domestic Science.	Piano. Advanced Theory and Ear Training.		*Manual training. Woodwork. Physical training. Caning.

*Machine sewing, knitting, crocheting, hand sewing, basketry, weaving, etc.
Study period 7:45 to 8:45, unless otherwise assigned.

LIST OF PUPILS

BOYS

ADAMS, JOSEPH	KATZ, KENNETH
ALIVERTI, ANTHONY	KOVAK, NICK
AMABILE, ANTHONY	LEAK, EMMETT
ANDREWS, HAROLD	LEMBO, NICHOLAS
BAKER, VINCENT	LISCH, EDWARD
BALLARD, EUGENE	MACILLERO, RAPIHAEL
BANGERT, VALENTINE	MITTENTAG, SAMUEL
BARLETTA, JAMES	NAPOLITANO, FRANK
BEARD, FRANCIS	NEUMANN, FREDERIC
BECK, BRUNO	OPITZ, PETER
BELL, WALTER	OTIS, DUVAL
BITO, JOHN	PARRINELLO, JOSEPH
BUDRIS, PETER	PENNELLA, CHARLES
CAMPANELLA, JOSEPH	RANIERE, EUGENE
CARTER, RICHARD	REACH, ARTHUR
CASTAGNA, ANGELO	REARDON, TIMOTHY
CHAPMAN, LESLIE	REEVE, FRED
CHICACHEE, JAMES	RETHIER, HAROLD
CHYLKA, MICHAEL	SAUERLAND, PAUL
CICCARELLO, JAMES	SBAR, HARRY
COADY, CLIFFORD	SCHEPANOWSKY, WILLIAM
COMPTON, BERT	SCHWENDEL, MARTIN
COMPTON, OLIVER	SHEEHAN, WILLIAM
CRETELLI, WILLIAM	SLEVA, CHARLES
DEL GIORNO, ANGELO	SMITH, FRANK
DE MUCCI, FRANK	SMITH, WARREN
DE SICCO, JAMES	STRICKLAND, HOWARD
DI BIASE, JAMES	TOMORI, FRANK
FALLER, HENRY	TORIO, ALFRED
FERRARA, JOHN	TUZZALINO, JAMES
GILL, LEROY	VAN DUYN, HOWARD
GOLDMARK, ADOLPH	VIENI, FRED
GOLDNER, CLARENCE	WARREN, ROGER
GUNDERSON, ROBERT	WAX, BENZION
HAGELSTEIN, ANDREW	WHALEN, ALFRED
HENDRICKSON, LA RUE	WICE, THEODORE
HUERSTEL, GEORGE	YOUNG, GEORGE
JUDKINS, ROBERT	ZEFFARO, PAUL
KASSEL, HARRY	ZENKER, JOHN
KATCHMAN, ALEXANDER	ZIMMERMAN, HERMAN

LIST OF PUPILS

GIRLS

AVERNA, RITA
BALLARD, FLOSSIE
BARANYI, ELIZABETH
BARBERA, LENA
BENNETT, MARJORIE
BOCCIA, ROSE
BUTLER, ESTHER
CANCELOSI, ANGELINA
COLLINS, ELIZABETH
DOUGLAS, JANICE
DURANTE, JENNIE
ELLIOTT, DOROTHY
GANLY, WINIFRED
GARREN, HELEN
HALL, MARJORIE
HANLON, KATHERINE
HOFFMIRE, MARGARET
JOHNSON, EMMA
JOHNSON, RUTH
JONES, HAZEL
LOMBARD, THERESA

MALFETTI, MARGARET
MASSET, CATHERINE
MATUSEFF, GENE
MENTER, ELAINE
MENTER, GLADYS
MUSIER, GERTRUDE
McHUGH, ARLENE
NAGY, HELEN
PETERSEN, ANNA
REHM, ELIZABETH
ROBINSON, EUNICE
ROSENTHAL, FRIEDA
SALADINO, BEATRICE
SALADINO, LUCIA
SAMPSON, ELSIE
SCHNEIDER, CATHERINE
SCHREIER, DOROTHY
TETTER, JARMILLA
TUCKER, WINIFRED
VINGOE, EDNA
ZAWILSKA, STELLA



IN THE GARDEN



THE PERGOLA



APPROACH TO THE
PERGOLA



GIRLS' LAWN
AND
SUMMER HOUSE

Principal's Annual Report of the Progress of the Institute for the Year Ended June 30, 1929

(To which is added a Report of the Summer School Term of 1929)

To the Board of Managers,

The New York Institute for the Education of the Blind.

GENTLEMEN:

This Report is for the session begun September 17, 1928, and ended June 21, 1929, with an account of the summer session of eight weeks, July 1 to August 23, 1929. In the year we have carried on school work during 44 of the 52 weeks. There were enrolled 124 pupils for the regular session and 45 for the summer session.

THE SCHOOL'S PHYSICAL EQUIPMENT

Five years have passed since the Institute removed from its quarters at 9th Avenue and 34th Street, Manhattan, a site occupied by this school from October, 1833 to September, 1924, a period of 91 years. Each of the five school years since in November, 1924, the classes were organized under the new conditions has shown some improvement. Most noticeable to the ordinary observer is the increasing beauty of the grounds as the successive additions to the planting and nature's encouragement to growing things make what was a bare stretch of brown soil studded by stark piles of brick an emerald carpet with houses handsomely set off by evergreens and shrubs, with lusty trees and hedges bordering the spacious walks.

Classrooms and living quarters have proved satisfactory and the workers—pupils, teachers, and others—have settled into the new places and ways with every evidence of comfort and successful adaptation. Built in 1923-4 with the purpose of providing for 120 pupils at first and with plans for expansion when necessary, the buildings have so far proved adequate though need for additional living quarters has been and is now being felt.

Spacious lawns, wide walks, playgrounds and an athletic field well equipped with apparatus for outdoor sports invite to much



FUN AND MUSCLE BUILDING

exercise in the open. This is particularly desirable for sightless children who lack the incentive of imitation which seeing children have constantly as they mingle with their fellows. More and more our young people are being drawn to outdoor activities. The teachers of gymnastics conduct their class work much of the time in the open air.

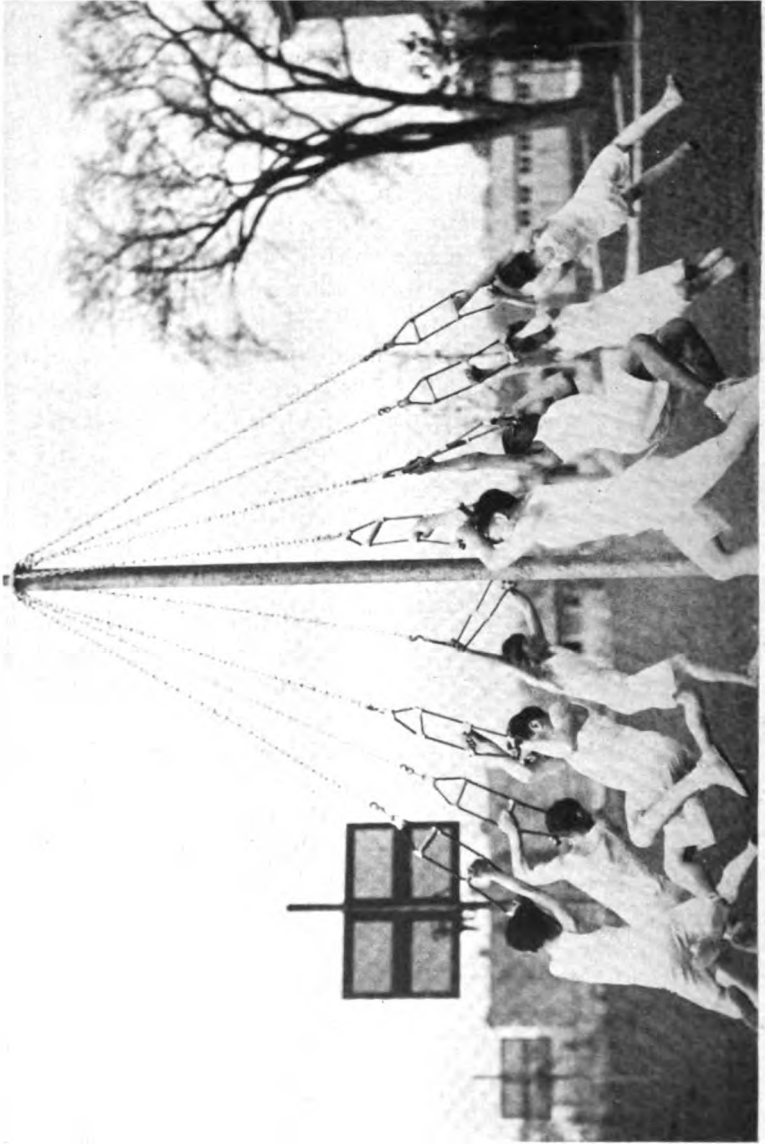
ATHLETICS

Interscholar competition when well managed usually proves beneficial. For two years our boys have through practice and faithful carrying on of their gymnastic preparation produced a track team able to contest with another school. First, the track team of Perkins Institution in the spring of 1928 visited this Institute and contested with ours for supremacy in several of the usual track events. A year later our team was sent to Watertown, Massachusetts, where again the Institute and Perkins contested for points. In the former case our boys were victorious, in 1929 they were defeated. Friendly pitting of their prowess in physical sports against their neighbor school's representatives gave the team and all the boys as well a deepened interest in their development of strong bodies under firm control.

An association of schools for the blind throughout the United States, of which the Institute is a member, conducts annually an athletic contest in which all capable pupils of each school take part, the average of all being taken as the school's record. To a central office the records are sent and the results compiled and awards made. Each year for four of our five years at the new place our boys have been in this national contest. Teachers in the physical training departments of the city high schools have served as judges on these occasions and have expressed gratification at the general excellence of the work done by the pupils.

PHYSICAL TRAINING

For the sightless youth, girl or boy, physical training is of the greatest importance. In every modern school for the blind there is generous provision of equipment of the best sort and teachers skilled in this special branch of school work are employed. The management of the Institute has taken pains to see that every pupil may have the sort of bodily training needed. For many



LIVELY EXERCISE ON THE GIANT STRIDE

years before removal to the present site a well-equipped gymnasium with two teachers, one for girls and one for boys, gave opportunity for systematic instruction and the half-acre lawn at the old site was the scene of much out-door activity, both supervised and free play. Under improved conditions, with superior equipment, ten times or more the space, and efficient teachers, the Institute is able now to assure the better physical condition of the pupils and to increase their privilege of play.

The nation of old which set great store by physical development, the Greeks, provided in the educational scheme for systematic training of the body. The Olympic Games were a national exaltation of the ideal of a strong and handsome physique. A Roman poet called attention to the need of a sound body for a sound mind. Modern nations, with sometimes one purpose, sometimes another, have given attention in their programs of education to building bodies as well as brains. Thus, the Swedes and the Germans in particular have developed systems of gymnastics. In this country we have adopted or adapted some system and recently have developed schemes that are inherently American.

Our Anniversary Exercises in 1929 were an exhibition of the department of physical training and exemplified in attractive fashion the development above referred to. The program given at pages 46 and 47 indicates in a measure the scope of the course in this subject in our curriculum. For a setting one of our teachers had written a playlet, introducing Greek characters and Zeus himself, the plot providing a far look from the days of the Olympic Games into the present, a development of the spirit of the ancient games to the universal training given American youth.

How much of self-confidence results from the exercise which begins with the timid little sightless child in gentle encouragement to use his muscles and emerges in races on the running track and feats of apparatus work who can measure? For some the way is long and difficult to the goal of fearless mastery of the body. But the confidence well-trained blind children show as they move about familiar places unattended and the grace of body developed make the effort on the part of teacher and taught well worth while. Illustrations of what has been accomplished through the insistent attention to physical training are provided the visitor at the Institute any school day. In an effort to catch some of these



TRACK TEAM—1928

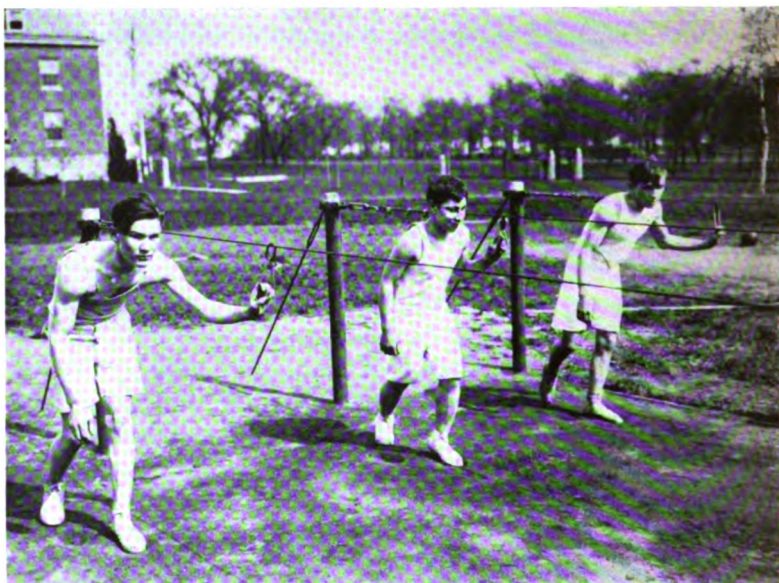
proofs of created self-confidence, photographs of pupils engaged in sports have been made into the pictures which illumine this Year-Book.

SOME CONTESTS

One of the subjects of our curriculum most difficult to teach is spelling. For the sightless two avenues of approach to correct knowledge of an English word are closed: the "look" of the word and its "feel" when written. People who see are always remarking that a word does not look right when misspelled or they will write the word to be sure of its spelling. The sub-conscious feeling of rightness in the appearance of the printed page or the automatic succession of letters flowing from the pen which the sighted enjoy our blind children can not have. Spelling becomes then a task of some moment. It occupies a larger place in point of time and attention in the program of a school for the blind than in that of a school for seeing children. By hearing the word spelled, chiefly by reading it in the punctographic text-book, by writing it with stylus, and by much conning the sightless student becomes in time and by heroic effort a good or a perfect speller.

Two of our sister schools having found a way to arouse interest in this difficult task of learning to spell to be the holding of a contest between teams of their respective schools, it was proposed that four other schools be invited to prepare for and enter into a six-sided contest. Accordingly in the fall of 1928 the executives of the Perkins Institution, the Connecticut State School, the Philadelphia and the Pittsburgh Schools, the Maryland State School and the New York Institute for the Education of the Blind met and arranged for such a contest. Preparation was general and long continued. Local elimination contests aroused interest in the several schools. In May, 1929, the teams chosen from the six schools met at Overbrook, Philadelphia, on invitation of the Pennsylvania Institution for the Instruction of the Blind. A spirited Spelling Bee, enjoyed by a large audience, proved that blind young people can learn to spell orally a tremendous number of words, useless as well as useful, in our body of erratic English orthography. The net result was an increase of interest in all these schools in the business of learning to spell.

It is the mark of an educated person that he can spell—or, perhaps, a more generally accepted dictum would be, it is the



FIFTY YARD DASH—THE START



FIFTY YARD DASH—THE FINISH

mark of an illiterate that his composition is full of errors in spelling. Business men have complained much of the public schools that the boys and girls have never been taught to spell properly. Hence a renaissance of the spelling bee as an inducement to give greater attention to learning how to spell. New York State has conducted such contests for years with great eclat and with the arousal of tremendous interest. If seeing children need to know how to spell, so do our sightless children. And the more because everything a blind person can do he must needs learn to do better

500 Pelham Parkway,
New York City, New York.

November 27, 1936.

Mr. George Steckler,
Waywood, North Carolina.

Dear Sir:

Your letter of July 20 has just come to my desk.

At present I am in the midst of figures, trying to work out a new schedule on some of our goods. I expect to have it in shape by tomorrow. It is possible that we can find some way of helping you still further in marketing your material. I shall try to send in tomorrow's mail a letter covering this question.

I was very sorry not to see you when I was in Waywood, but our Waywood agent wrote to me regarding several important matters that require immediate attention and my appointments were in his hands. Owing to illness at home, the trip was an eleven-hour one and there was hardly time to do the work that he had outlined; so I came back without getting in touch with you. Perhaps in the near future things will so order themselves that I may have the satisfaction of a good business talk with you on your home ground.

Yours very truly,

EG/OL

A PERFECT EXAMPLE OF TYPING

than a sighted person. A perfectly written letter by a blind typist is an achievement of no mean character. But that there are sightless typists who have done and can do perfect composition is proved again and again.

Writing in a school for the blind is something of a drudgery. The process of producing letters and words and sentences and paragraphs by punching dots in stiff paper with a stylus is learned by long and tedious practice. To write in this way with speed and accuracy is an attainment much to be desired. To induce greater interest in the process and greater eagerness to excel a



SUMMER SCHOOL GIRLS STUDY AN AIRPLANE

series of contests was arranged. The Principal gave a test to three groups of varying advancement in school standing early in the scholastic year. The papers were kept, all errors being carefully marked thereon. Some months later a second test was given with notation of errors. Each pupil's work was in this contest compared with his own previous work and his advancement noted. A third time a test was given, just before the close of the school year, and again each pupil's paper compared with his previous production. The result of this contest was a notable improvement in general in the writing done by the pupils.

Through the generosity of Mr. Augustine J. Smith, a member of the Board of Managers, a fund was made available for awards to those who made notable improvement. To the two, one girl and one boy, who had made the most improvement on his own work was given a first prize, and to the next twenty each a "slate," the writing device used by blind writers, for his own. It was not until nearly the end of the year that announcement was made that the contestants would receive any other reward than the personal satisfaction of having attained a greater degree of proficiency in the art punctographic.

The Alumni Association of the Institute continued its award to the pupils who were chosen as having made most use of their opportunities in the course of the school year.

THE SUMMER SESSION

Two summer sessions having proved advantageous and popular, it was announced in the spring of 1929 that a third session would begin July 1 and would continue for 8 weeks, to August 23. Applicants for admission were so numerous that the Board of Managers authorized an increase of the number to be accepted from 32 as at first proposed to 48. Of these 27 pupils of the Institute were enrolled and 21 representative pupils from six other schools were invited to join with them. New York State School at Batavia, Perkins Institution of Massachusetts, and the Maryland State School sent four representatives, two boys and two girls each, Connecticut State School sent two boys and one girl, and the Philadelphia School at Overbrook sent two girls and one boy. Three others invited failed to come.

This school of 45 picked young people was a real inspiration to

every one connected with it. As in past summers, the mornings were spent in literary, musical and manual training work. In the afternoons educational excursions, hikes, picnics, swimming, athletics were the order. At the conclusion of the summer school expressions of enthusiasm, not only because of the entertainment provided but for the fine opportunity of doing either advance or make-up school work, were spontaneous on the part of both visiting and home pupils.

Most gratifying to the Principal were the outspoken opinions of a goodly number of the advanced students that the bringing together of pupils of several schools for 8 weeks is a broadening influence that will help not only these pupils themselves but through their reports when they return to their several schools will inspire greater respect each for the other's attainments. Interchange of opinions between pupils brings about consideration and reduces too great self-esteem.

The most notable and a most outstanding event of the recreational side of the summer's experiences was an unexpected occurrence on the last day but one of the session. The group of girls with three teachers were on their way to visit the grave of Theodore Roosevelt at Oyster Bay. Halting for a short time at Roosevelt Flying Field they were observing by touch an airplane as it was being described to them by a mechanic, when the pilot invited them to take a ride in the air. In three flights the whole party were given the greatest of thrills by this generous evidence of kindly consideration.

Respectfully submitted,

EDWARD M. VAN CLEVE,
Principal.

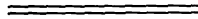
September 18, 1929.

ORGAN RECITAL

BY

HENRY F. SEIBERT

Friday Afternoon, December 7, 1928, at Two-Thirty O'Clock



PROGRAM

SONATA CROMATICA (First Movement)	Yon
ANDANTE CANTABILE	<i>Tschaikowsky</i>
WILL O' THE WISP	<i>Gordon Balch Nevin</i>
PRELUDE TO PARSIFAL	<i>Wagner</i>
TO THE EVENING STAR (Tannhauser)	<i>Wagner</i>
ONWARD, CHRISTIAN SOLDIERS	<i>Whitney-Sullivan</i>
O SACRED HEAD	<i>Bach</i>
FUGUE IN E FLAT (St. Anne)	<i>Bach</i>
BUONA NOTTE	<i>Ethelbert Nevin</i>
AMERICAN RHAPSODY	<i>Yon</i>

CHRISTMAS ENTERTAINMENT

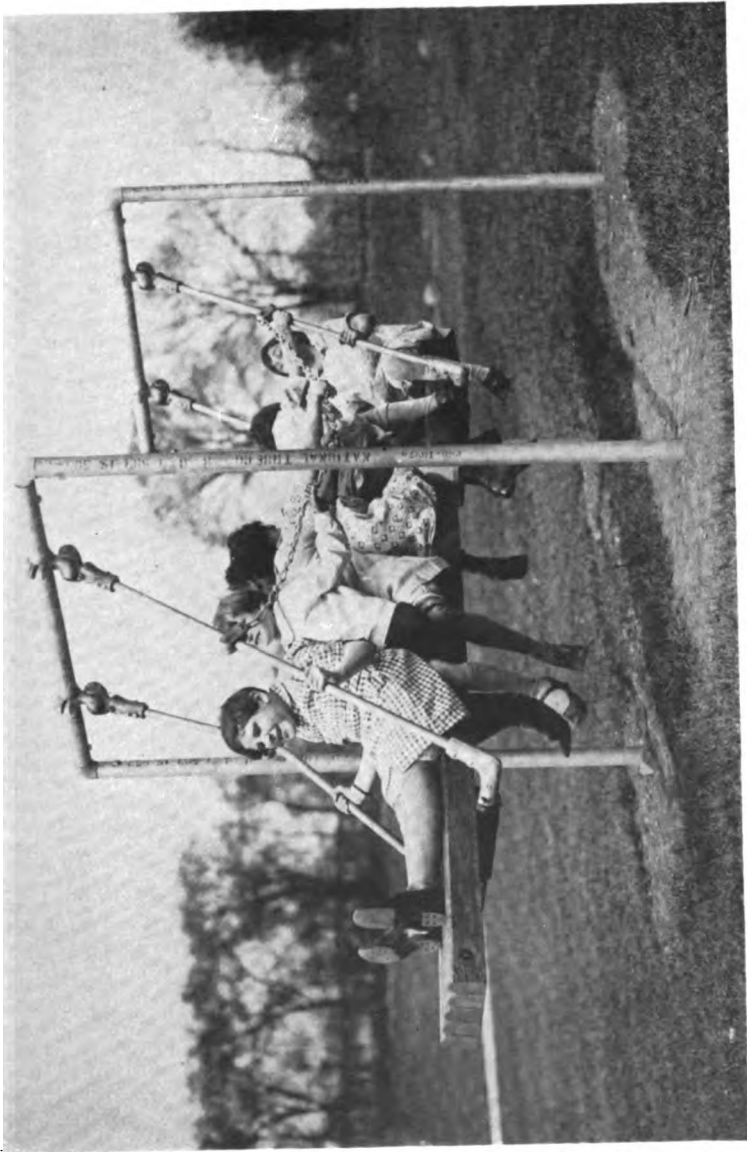
and Sale of Articles Made by Pupils in Manual Training Departments
Friday Afternoon, December 21, 1928, at Two O'Clock

PROGRAM

1. ORGAN—The Holy Night *Dudley Buck*
JARMILLA TETTER
2. RECITATION—A Very Merry Christmas *J. E. Hungerford*
MARGARET HOFFMIRE
3. ORCHESTRA—Gnomes *H. Reinhold*

TRIANGLE	CYMBALS	RHYTHM STICKS
James Di Biase	Harry Kassel	Robert Gunderson
Fred Vieni		Henry Faller
Bruno Beck	DRUM	William Sheehan
	Joseph Parrinello	
BELLS	TAMBOURINE	WOOD BLOCK
Charles Pennella	Flossie Ballard	Frank Tomori
Richard Carter	Lucia Saladino	PIANO
Paul Sauerland	Elaine Menter	Benzion Wax
Nick Kovak		
- CONDUCTOR—HAROLD RETHIER
4. READING—Why the Chimes Rang Raymond MacDonald Alden
MARJORIE BENNETT
5. VOCAL DUET—The Virgin of the Manger *Cesar Franck*
CATHERINE SCHNEIDER, RUTH JOHNSON
6. STORY—Santa Claus and His Helpers
PAUL SAUERLAND
7. PIANO—Scherzo in E Minor *F. Mendelssohn*
RUTH JOHNSON
8. PLAY—The Doll Shop
DOLLS

Sailor Doll	FRED VIENI
Baby Doll	HARRY KASSEL
Talking Doll	JOSEPH PARRINELLO
Indian Doll	RICHARD CARTER
Jack and Jill	BRUNO BECK, FLOSSIE BALLARD
Little Bo-Peep	LUCIA SALADINO
Teddy Bear	HENRY FALLER
Storekeeper	FREDERIC NEUMANN
Mother and Her Little Girl	MARGARET HOFFMIRE, ARLENE MCHUGH
Santa Claus	JOSEPH ADAMS
9. ANTHEM—Carol of the Russian Children
Arranged by HARVEY B. GAUL



IN THE GIRLS' QUADRANGLE

PIANO RECITAL

BY

RAYMOND BURROWS

ASSISTED BY

CAROLINE HESS, Mezzo Soprano

HENRY BROR NELSON, Accompanist

Monday Evening, January 21, 1929 at Eight-Thirty O'Clock

PROGRAM

SONATA, OPUS 78 *Beethoven*
Adagio Cantabile—Allegro ma non troppo
Allegro Vivace

MR. BURROWS

MOTHER DEAREST (*Russian Folk Song*) *Schindler*
THE MERMAID *Haydn*
THE PLAGUE OF LOVE *Dr. Arne*
WHERE THE BEE SUCKS *Sullivan*

MISS HESS

NOCTURNE IN B MAJOR *Chopin*
ETUDE IN G FLAT MAJOR *Chopin*
INTERMEZZO IN C MAJOR, OPUS 119 *Brahms*
IMPROMPTU IN E FLAT MAJOR *Schubert*

MR. BURROWS

AVE MARIA *Schubert*
IMPATIENCE *Schubert*
OVER THE STEPPE *Gretchaninoff*
THE DANZA *Chadwick*

MISS HESS

SCOTCH POEM *MacDowell*
MY JOY *Chopin-Liszt*
WALTZ IN A FLAT MAJOR *Chopin*

MR. BURROWS



ANNIVERSARY EXERCISES—THE INVOCATION TO ZEUS

PIANO RECITAL

BY

VLADIMIR DROZDOFF

Monday Evening, February 25, 1929, at Eight-Thirty O'Clock

PROGRAM

I

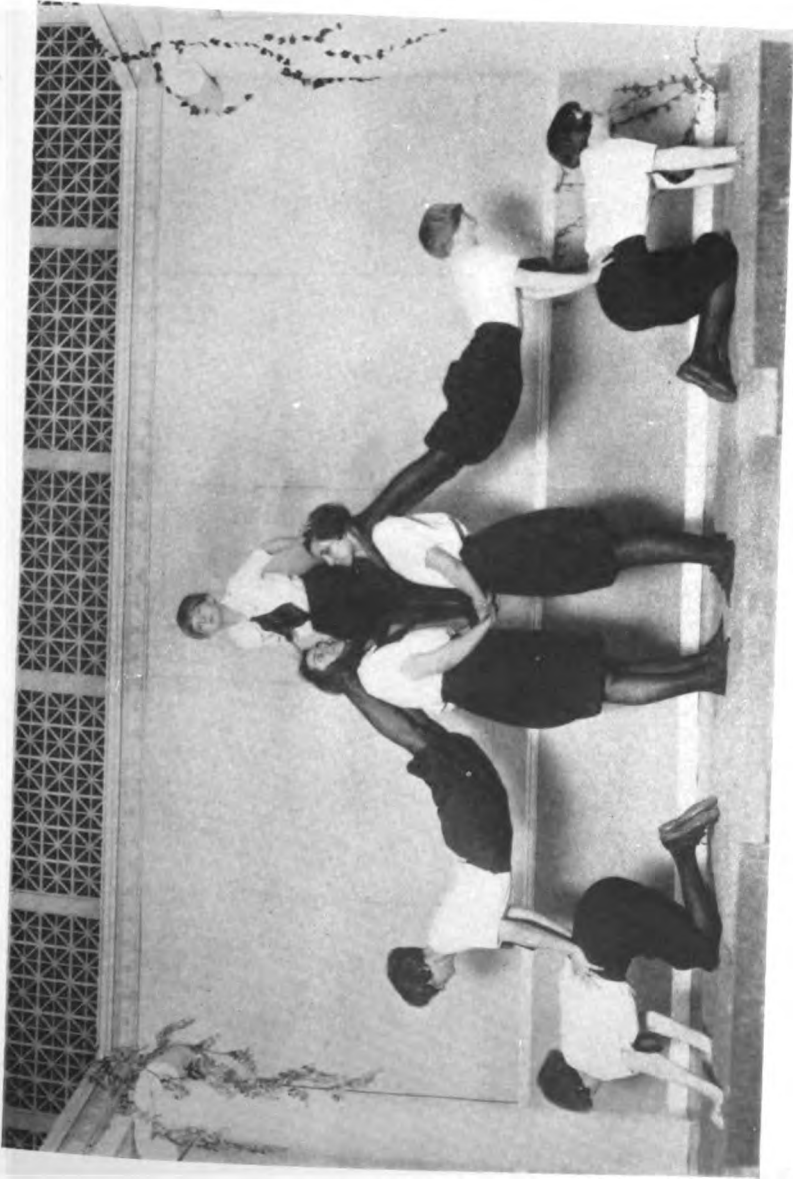
- ALCESTE— *Gluck-Saint-Saens*
- SONATA IN B FLAT MINOR, OP. 35— *Chopin*
- Grave. Doppio movimento
Scherzo
Marche Funebre
Presto (Moaning of wind over the graves)

II

- EGYPT— *Tschereptine*
- A Caravan finds shelter for the night at the pedestal of
the Memnon's Colossus
- AMBULANT MUSICIANS— *Rebikoff*
- CARILLON— *Liapounoff*
- In the distance is heard the ringing of a bell, across the measured strokes of which comes the sound of a hymn. The ringing grows louder and the church chimes blend with the sound of the principal bell. The solemn tones of the hymn alternate with the sound of the bells, ending in a majestic choral effect interspersed with the deep tone of the great bell.
- "SCHEHERAZADE"— *Drozdoff*
- A reminiscence of the symphonic suite by Rimsky-Korsakoff.
- VOLGA BOATMAN— *Drozdoff*

III

- OVERTURE to "TANNHAUSER"— *Wagner-Liszt*



ANNIVERSARY EXERCISES—PYRAMID BUILDING

ANNIVERSARY EXERCISES

Wednesday Afternoon, March 20, 1929, at Two-Thirty O'Clock and
Thursday Evening, March 21, 1929 at Eight-Thirty O'Clock

EXHIBITION OF THE DEPARTMENT OF PHYSICAL TRAINING

PROGRAM

THE OLYMPIC GODS ARE GONE BUT THE DANCE AND THE GAMES LIVE ON

INTRODUCTION

Scene: Early morning on the day of the Third Celebration
of the Olympic Games

Characters: ZEUS, Harold Andrews; HERMES, Eugene Ranieri;
Frederic Neumann
Group of Children

EPISODE I

PROLOGUE	HERMES
FORMAL EXERCISES, FREE HAND	9 GIRLS
DUMB-BELL DRILL	8 BOYS
TUMBLING	8 BOYS
Head Spring, Hand Spring, Neck Kip, Forward and Backward Roll	
STUNTS	6 GIRLS
Sitting and Stomach Balance, Rocking Horse, Elephant Walk	

EPISODE II

PROLOGUE	HERMES
SCENE AT SCOUT CAMP	5 BOYS

INTERLUDE

ANNIVERSARY EXERCISES

EPISODE III

PROLOGUE	HERMES
HEAVY APPARATUS	10 GIRLS, 8 BOYS
Parallel Bars, Side Horse, Balance Board	
PYRAMIDS	13 GIRLS, 30 BOYS

EPISODE IV

PROLOGUE	HERMES
CLOG DANCE—"On Deck"	5 BOYS
INTERPRETIVE GROUP DANCE—"Balloons"	6 GIRLS
SINGING DANCE—"Oats, Peas, Beans and Barley Grow"	7 GIRLS
FOLK DANCE—"Swiss Mountaineers"	6 GIRLS

CONCLUSION

Scene: Evening on the day of the Third Celebration of
the Olympic Games

Characters: ZEUS, HERMES and *Children*

PROCESSION and TABLEAU

AT THE ORGAN	FRANCIS BEARD
AT THE PIANO	{ EMMA JOHNSON JARMILLA TETTER ANTHONY AMABILE

PIANO RECITAL

BY

SIDNEY SUKOENIG ·

Tuesday Evening, April 9, 1929, at Eight-Thirty O'Clock

PROGRAM

I

- CHORAL-PRELUDE (*Transcribed by Tausig*) *Bach*
and Fugue in A minor
- ADAGIO FROM SONATA XIV *Mozart*
- SONATA IN E MAJOR, OP. 109 *Beethoven*
Vivace ma non troppo-Adagio espressivo
Prestissimo
Andante con variazioni
- CAPRICCIO, OP. 76, No. 5 } *Brahms*
INTERMEZZO, OP. 116, No. 4 }
- POLONAISE-FANTAISIE *Chopin*

II

- SONATA IN B MINOR (in one movement) *List*



ANNIVERSARY EXERCISES—PYRAMID BUILDING

PIANO RECITAL

BY

MARJORIE FAIRCLOUGH

Friday Afternoon, April 26, 1929, at Three O'Clock

PROGRAM

I

- SONATA, Op. 31, No. 3 *Beethoven*
First Movement
- BARBERINI'S MINUET *Harold Bauer*
- CAPRICCIO, Op. 76, No. 2 *Brahms*

II

- NOVELETTE, Op. 21, No. 7 *Schumann*
- JARDINS SOUS LA PLUIE *Debussy*
- ETUDE, Op. 10, No. 8 *Chopin*

III

- MAY NIGHT *Palmgren*
- FOUNTAIN OF THE ACQUA PAOLA *Griffes*
- OF BR'ER RABBIT *MacDowell*
- ALLEGRO APPASSIONATO *Saint-Saens*



HIGH JUMPER CAUGHT IN ACT

SONG RECITAL

BY

ARTHUR HELSBY RICHMOND
BARITONE

Assisted by
ELIZABETH THODE
PIANIST

Tuesday Evening, June 11th, 1929, at Eight-Thirty O'Clock

PROGRAM

I

WHERE'ER YOU WALK	<i>Handel</i>
WIE MELODIEN ZIEHT ES MIR	<i>Brahms</i>
AN DIE LEIER	<i>Schubert</i>
ZUEIGNUNG	<i>R. Strauss</i>

II

BOIS ÉPAIS	<i>Lully</i>
LE CHARME	<i>Chausson</i>
ROMANCE	<i>Debussy</i>
"AVANT DE QUITTER CES LIEUX" (Faust)	<i>Gounod</i>

III

NOCTURNE, Op. 27, No. 1	<i>Chopin</i>
SCHERZO, Op. 54	
HARMONIES DU SOIR	<i>Liszt</i>
ETUDE IN F MINOR	

MISS THODE

IV

ACROSS THE NIEMEN	<i>Polish Folk-Song</i>
REPROACH	<i>Dalmatian Folk-Song</i>
THE BENDING BRANCH	<i>Russian Folk-Song</i>
LOOK INTO MY EYE, COME NEAR!	<i>Hungarian Folk-Song</i>

V

THE PROPHET	<i>Rimsky-Korsakoff</i>
THE NIGHTINGALE SINGS TO THE ROSE	<i>Rimsky-Korsakoff</i>
A DISSONANCE	<i>Borodine</i>
WHEN THE KING WENT FORTH TO WAR	<i>Koenenman</i>



ALL OF A DOZEN TOGETHER

PUPILS' RECITAL

Friday Afternoon, June 14, 1929, at Two-Thirty O'Clock

PROGRAM

1. ORGAN—Fugue, from "Sonata Pontificale" Lemmens
FRANK SMITH

2. SOPRANO SOLOS—*a* Mother, O Sing Me to Rest } Fran;
 b Dedication }

RUTH JOHNSON

3. PIANO—La Fileuse Raff
FRANCIS BEARD

4. CHORUS—*a* Lullaby, from "Erminie" Jakobowski
 b Fa La Nana Italian Folk-Song
(Solo parts by CATHERINE SCHNEIDER)

5. TOY ORCHESTRA—Scherzo Schubert
(Arranged by Diller and Page)

<i>Gong</i>	<i>Triangle</i>
BRUNO BECK	LUCIA SALADINO
JAMES DI BIASE	HELEN GARREN
	ELIZABETH BARANYI
<i>Tambourine</i>	<i>Drum</i>
WILLIAM SHEEHAN	PAUL SAUERLAND
JOHN ZENKER	FRANK TOMORI
<i>Cymbals</i>	<i>Piano</i>
FRED VIENI	ROSE BOCCIA

6. PIANO—CHANT D'AMOUR Stojowski
EMMA JOHNSON

7. SOPRANO SOLOS—*a* Love Will Find Out the Way Old English
 b For a Day and a Night Roland Farley
BEATRICE SALADINO

8. ORGAN—Meditation in F sharp minor Guilmant
RUTH JOHNSON, A.A.G.O.

9. CHORUS—*a* Madrigal, from "The Mikado" Sullivan
 b Gypsy Chorus Schwann



PELHAM PARKWAY LOOKING WEST FROM ENTRANCE

LIST OF LEGACIES AND DONATIONS

Miles R. Burke.....	\$2,000.00	Gerard Martins.....	\$500.00
Jane Van Cortland.....	300.00	Regina Horstein.....	250.00
Isaac Bullard.....	101.66	John Alstyne.....	10,320.44
Elizabeth Bayley.....	100.00	Elizabeth and Sarah	
John Jacob Astor.....	5,000.00	Wooley.....	5,984.83
William Bean.....	500.00	Benjamin Nathan.....	1,000.00
Peter G. Stuyvesant.....	3,000.00	Thomas M. Taylor.....	6,151.94
John Horsburgh.....	5,000.00	Simeon Abrahams.....	5,052.70
Elizabeth Demilt.....	5,000.00	James Peter Van Horn..	20,000.00
Sarah Demilt.....	2,000.00	Caleb Swan.....	500.00
C. D. Betts.....	40.00	Mrs. A. E. Schermerhorn.	10,000.00
Sarah Penny.....	500.00	Henry H. Munsell.....	3,396.32
Sarah Bunce.....	500.00	Thomas C. Chardevoyne	5,000.00
Elizabeth Idley.....	196.00	William Dennistoun....	11,892.77
Samuel S. Howland.....	1,000.00	William B. Astor.....	5,000.00
William Howe.....	2,985.14	Benjamin F. Wheelwright	1,000.00
Margaret Fritz.....	100.00	Geo. T. Hewlett, executor.	500.00
James McBride.....	500.00	J. L. (of Liverpool, Eng.)	25.00
Charles E. Cornell.....	521.96	Ephraim Holbrook.....	39,458.16
Charles E. Deming.....	50.00	Mrs. Emma B. Corning	5,000.00
Mrs. De Witt Clinton...	200.00	Eliza Mott.....	1,475.54
W. Brown.....	465.00	Maria M. Hobby.....	2,509.82
Elizabeth Gelston.....	1,000.00	Daniel Marley.....	1,749.30
Robert J. Murray.....	500.00	Henry E. Robinson.....	6,000.00
Seth Grosvenor.....	10,000.00	Henry Schade.....	20.00
Elijah Withington.....	100.00	Caroline Goff.....	4,161.59
Benjamin F. Butler.....	512.49	Catherine P. Johnston...	530.00
Frissel Fund.....	2,000.00	Mrs. Emma Strecker....	12,221.66
Simeon V. Sickles.....	6,561.87	Eli Robbins.....	5,000.00
Anson G. Phelps.....	5,675.68	Margaret Burr.....	11,011.11
Thomas Reilly.....	2,254.84	Mary Burr.....	10,611.11
Elizabeth Van Tuyle....	100.00	Samuel Willetts.....	5,045.00
Thomas Eggleston.....	2,000.00	Roosevelt & Sons.....	45.00
Sarah A. Riley.....	100.00	August Schell.....	5,000.00
William E. Saunders....	725.84	James Kelly.....	5,000.00
Thomas Eddy.....	1,027.50	George Merrill.....	40.00
Robert C. Goodhue.....	1,000.00	William B. and Leonora	
Jonathan C. Bartlett....	190.00	S. Bolles.....	2,949.11
Stephen V. Albro.....	428.57	Edward B. Underhill....	500.00
John Penfold.....	470.00	Harriet Gross.....	1,000.00
Madam Jumel.....	5,000.00	Mary Hopeton Drake..	2,340.00
Mrs. Steers.....	34.66	George Dockstader.....	325.00
Thomas Garner.....	1,410.00	Mary Rogers.....	1,000.00
Elizabeth Magee.....	534.00	Polly Dean.....	500.00
Chauncey and Henry Rose	5,000.00	John Delaplaine.....	302.99
John J. Phelps.....	2,350.00	Abby A. Coates Winsor	1,000.00
Rebecca Elting.....	100.00	Harriet Flint.....	1,776.74

Maria C. Robbins.....	\$10,000.00	The Brez Foundation...	\$9,500.00
Cash (sundry donations)	140.18	Edward L. Radcliff....	4,794.85
Julia A. Delaplaine....	38,842.25	John R. Peters.....	1,000.00
Thomas W. Strong.....	1,893.00	Hamilton W. Cary.....	2,500.00
Maria Moffett.....	16,408.21	William Infeld.....	500.00
William Clymer.....	2,000.00	Fanny Schermerhorn	
Julia L. Peyton.....	1,000.00	Bridgham	15,000.00
Amos R. Eno.....	5,000.00	Charles E. Rhinelander.	21,669.25
Clarissa L. Crane.....	1,000.00	Whitman-Bennett Studio	100.00
Leopold Boscowitz.....	1,000.00	Cash (Anonymous)....	325.00
Emeline S. Nichols.....	5,000.00	Margaret A. Howard...	500.00
Margaret Salisbury.....	100.00	Sarah Matilda Mygatt..	1,000.00
Sarah B. Munsell.....	477.56	F. Augustus Schermer-	
Edward L. Beadle.....	4,303.99	horn	1,975,183.87
Cecelia J. Loux.....	2,000.00	Martha Ann Shannon...	12,929.25
Mrs. E. Douglas Smith..	1,649.57	"A Friend".....	100.00
William C. Schermerhorn	10,000.00	Edwin Gould.....	51,000.00
Mary J. Walker.....	25,193.76	Edwin Gould	
Sarah Schermerhorn....	5,137.05	(for "Printery")....	80,000.00
F. Augustus Schermerhorn		Mary B. Dortic.....	17,567.05
(for building fund)...	10,000.00	Arnold Thayer.....	5,000.00
(for pipe organ)....	5,840.00	Henry Fatton.....	1,491.82
Mrs. Theodore B. Myers	5,000.00	Mary Skidmore Rogers.	2,000.00
Peter Marié.....	3,145.47	Sundry donations of	
Eli Specht.....	2,816.17	amounts under \$100 ..	364.49
Catherine Talman.....	4,996.60	Grenville Kleiser.....	50.00
Annie Stewart Miller...	116,401.93	Christine Meyer.....	1,000.00
Amelia B. Lazarus.....	10,000.00	Marie Emmons.....	2,500.00
Ida M. Chapman.....	200.00	Louis T. Lehmeier.....	2,000.00
Cash (Wm. B. Wait)...	600.00	Duncan G. Harris.....	890.00
Mrs. Edith Smith Werle	600.00	Morris W. Jacobi.....	2,690.56
Theodore P. Nichols....	8,000.00	August L. Peters.....	35,796.17
Emma A. Tillotson.....	5,000.00	Jane C. Long.....	3,000.00
William C. Egleston....	15,000.00	Sophie C. Helfst.....	1,000.00
Angelina C. I. Anderson	5,000.00	Reding Sterrit.....	63,373.65
Harriet B. Decker.....	3,000.00	Alfred B. Jenkins.....	500.00
Mary Anna Wenk.....	100.00	Emil Wolff.....	2,866.00
Jeanne Platt.....	1,000.00	Annie C. Kane.....	25,000.00
Emil Levy.....	1,000.00	Sophia M. Low.....	8,457.17
Catherine Jane Pryer...	1,269.73	Mr. & Mrs. John B. Taylor	77.00
Elizabeth Kerr.....	400.00	L. H. Markman.....	5.00
Martha H. Andrew.....	25,000.00	Elizabeth Shepard Lough	10.00
Mary L. Howard.....	17,078.46	Mary D. Johns.....	1,000.00
Rachel H. Pfeiffer.....	2,500.00	Blanche Bache Newkirk.	250.00
Mary G. Harriot.....	3,523.20	"Quex"	20.00
Antonio J. Moderno....	12,865.52	William Henry Atkinson	100.00

FORM OF BEQUEST

*I give and bequeath to **The New York Institute for the Education of the Blind**, located at Pelham Parkway and Williamsbridge Road (formerly Ninth Avenue and Thirty-fourth Street), the sum of*

_____ *Dollars*

to the general use of said corporation.

Blind

New York City

1600
ie.r
5, 1929-
1930

GIFT
DEC 20 1930

The New York Institute
for the Education of the Blind

YEAR-BOOK, 1930



The New York Institute for the Education of the Blind

Pelham Parkway at Williamsbridge Road, New York City

THE INSTITUTE is located on the north side of Pelham Parkway, between Bronxwood Avenue on the west and Williamsbridge Road on the east. On the north of the Institute grounds is Astor Avenue. It may be reached as follows:

By INTERBOROUGH SUBWAY: From down town, take the Lexington Avenue Express marked 241st Street and White Plains Road (avoid the two other divisions), get off at Bronx and Pelham Parkway station. Walk east on north side of Parkway about six city blocks to entrance. Or, from down town on West Side, take Bronx Park Express to 149th Street and Mott Avenue, transfer on same platform to Lexington Avenue Express marked 241st Street and White Plains Road, get off at Bronx and Pelham Parkway Station and proceed east as above.

From up town, West Side, take any train to 96th Street, transfer there to Bronx Park Express, transfer again at 149th Street and Mott Avenue on the same platform to Lexington Avenue Express marked 241st Street and White Plains Road, get off at Bronx and Pelham Parkway and proceed east as above.

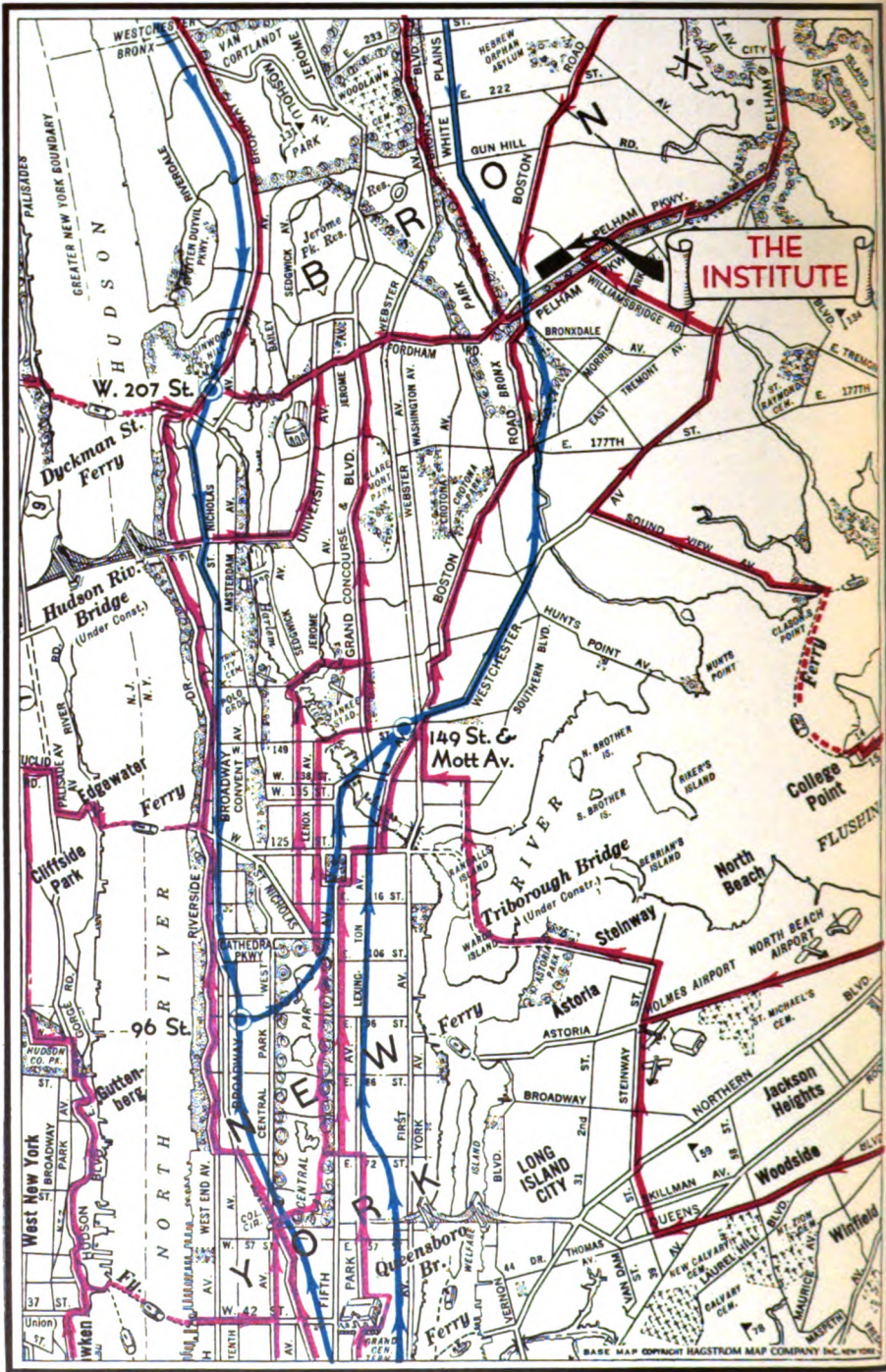
By MOTOR: From down town, West Side, follow Riverside Drive to its junction with Broadway at Dyckman Street, north to 207th Street, east by Fordham Road and Pelham Parkway to the Institute. From down town, East Side, through Central Park and then Seventh Avenue or Lenox Avenue to Grand Concourse, turning east on Fordham Road and by Pelham Parkway to the Institute, or out Fifth Avenue and by Boston Road to Pelham Parkway and turn east. Approaches from Long Island are as shown on the map. From the north-west, use Broadway to 207th Street and turn east as above; from the north, follow Bronx River Parkway through Bronx Park to Fordham Road, turn east and on Pelham Parkway as above; from the north-east, use Boston Road to Pelham Parkway and turn east or use Shore Road to Pelham Parkway and follow that to Williamsbridge Road.

By SURFACE CARS: At West Farms, where several lines converge, transfers may be taken to the White Plains Road line; get off at Pelham Parkway and walk east about six city blocks.

By RAILWAYS: Fordham Station on the New York Central Lines, Harlem Division, is the nearest to the Institute and on arrival there one may take a taxicab or a bus to the Institute. The New York, Westchester and Boston Electric Railway has a station at the intersection of Pelham Parkway and Williamsbridge Road; this connects with down town by the Third Avenue Elevated at 133d Street.

BUS SERVICE is provided from Jerome Avenue, Fordham, past the Institute, to City Island; also between Williamsbridge and Westchester Square.

TAXICABS are usually available at the 177th Street (West Farms), the East 180th Street, and the Pelham Parkway (south end) stations of the Subway.



HOW TO REACH THE INSTITUTE

By Subway: Follow the BLUE line as the arrows point (Interborough).

By Motor: Use any route shown in RED; direction indicated by arrows.

YEAR-BOOK

OF

The New York Institute

for the

Education of the Blind

NINETY-EIGHTH YEAR

NINETY-FIFTH ANNUAL REPORT OF THE
BOARD OF MANAGERS—REPORT OF THE
PRINCIPAL—GENERAL INFORMATION : :

1930

Lux Oritur:

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK
CHARLES FRANCIS PRESS
1930



THE LITTLE BUILDERS: SMALL HANDS LEARNING FORMS AND PROPORTIONS

The New York Institute for the Education of the Blind

FOUNDED 1831

OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD
NEW YORK CITY

CALENDAR, 1930-31

September 15 - - - - - Fall session opens.
November 27-30 - - - - - Thanksgiving vacation.
December 19 - - - - - Christmas holidays begin.
January 5, 1931 - - - - - School work resumed.
January 19-23 - - - - - Regents' examinations.
March 25 and 26 - - - - - Anniversary exercises.
March 26 - - - - - Easter vacation begins.
April 7 - - - - - School work resumed.
June 12 - - - - - Class work ended.
June 15-19 - - - - - Regents' examinations.

July 6-August 14 - - - - - Summer session.
September 14 - - - - - Fall session opens.
November 26-29 - - - - - Thanksgiving vacation.
December 18 - - - - - Christmas holidays begin.

The New York Institute for the Education of the Blind

FOUNDED 1831

OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD
NEW YORK CITY

The purpose of the Institute is to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians.

There is no restriction as to residence. From New York they may enter regularly as State pupils from the Greater City and the counties of Westchester, Putnam, Rockland, Suffolk and Nassau, being appointed by the State Education Department; from New Jersey, upon application in proper form to the New Jersey Commission for the Blind, and from other localities by special arrangement. All communications should be addressed to

The Principal, The New York Institute
for the Education of the Blind,
999 Pelham Parkway,
New York, N. Y.

BOARD OF MANAGERS

1930

WITH THEIR TERMS OF CONTINUOUS SERVICE.

*J. NELSON BORLAND	Since 1907
LINZEE BLAGDEN	" 1910
CARL A. DE GERSDORFF	" 1910
PAUL TUCKERMAN	" 1912
EDWARD J. HANCY	" 1912
WILLIAM TURNBULL	" 1913
J. LAWRENCE ASPINWALL	" 1913
J. ARCHIBALD MURRAY	" 1914
ROBERT L. HARRISON	" 1916
GEORGE N. MILLER, M.D.	" 1920
JAMES LLOYD DERBY	" 1922
DUNCAN G. HARRIS	" 1922
HOWLAND S. DAVIS	" 1923
ALFRED E. SCHERMERHORN	" 1923
ERNEST FAHNESTOCK, M.D.	" 1924
FREDERIC P. MOORE	" 1925
EDWIN GOULD	" 1925
AUGUSTINE J. SMITH	" 1927
ARNOLD WHITRIDGE	" 1928
THOMAS LUDLOW CLARKE	" 1929

*Died December 13, 1929.

OFFICERS OF THE BOARD

LINZEE BLAGDEN *President*
J. ARCHIBALD MURRAY *Vice-President*
THOMAS L. CLARKE *Recording Secretary*
HOWLAND S. DAVIS *Treasurer*

STANDING COMMITTEES

EXECUTIVE COMMITTEE

AUGUSTINE J. SMITH, *Chairman*
J. LAWRENCE ASPINWALL THOMAS L. CLARKE, *Secretary*
FREDERIC P. MOORE WILLIAM TURNBULL
LINZEE BLAGDEN (*ex-officio*)

FINANCE COMMITTEE

HOWLAND S. DAVIS, *Chairman (ex-officio)*
PAUL TUCKERMAN EDWARD J. HANCY
LINZEE BLAGDEN J. ARCHIBALD MURRAY
(*ex-officio*) (*ex-officio*)

ORGANIZATION

(School Year 1930-31)

EDWARD M. VAN CLEVE *Principal*
N. E. LANCASTER, M.D. *Attending Physician*
BERNARD SAMUELS, M.D. *Attending Ophthalmologist*
MRS. ALTA L. RAUSCH *Secretary to the Principal*

LITERARY DEPARTMENT

MARY B. SCHOONMAKER MARION MILLER
FLORENCE L. PHELAN JOSEPHINE A. MOODY
LORETTA BUTLER ELLEN N. WRIGHT
ETTA D. LEWIS RUSSELL POPE
HELEN E. ZIEGEL SETH W. HOARD

H. W. WRIGHT
HENRIETTA A. GROSBACK, *Librarian and Teacher*
of Typewriting

MUSIC DEPARTMENT

BASSETT W. HOUGH, *Director*
GERTRUDE L. MARTIN EMILIE HAHN
THEODORE A. TAFERNER ARTHUR H. RICHMOND
ELIZABETH THODE

TUNING

ROBERT J. HARVEY

EDWIN GOULD PRINTERY

GEORGE H. BAIR

MANUAL TRAINING AND HOME SCIENCE

ANGIE D. KELLY MAUD W. BARRETT
JULIA E. MYERS H. W. WRIGHT
BURTON GALE

PHYSICAL TRAINING

MAUD W. BARRETT CLYDE L. DOWNS

HOUSEHOLD

VESTA D. LOGAN, *Matron* ADELAIDE M. GOULD, *Asst. Matron*

HOUSEMOTHERS FOR BOYS

KATE HAUSMANN MARION C. TIBBETTS
Samuel Wood House *John D. Russ House*
GRACE JAMIESON MARTHA RUSSELL
James Boorman House *Samuel Akerly House*

HOUSEMOTHERS FOR GIRLS

GRACE O. HAYES MARY H. O'BRIEN
Fanny J. Crosby House *Anson G. Phelps House*
ALICE G. STONEHAM—*Relief Housemother*

MANAGERS

OF

The New York Institute for the Education of the Blind

IN CHRONOLOGICAL ORDER

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Akerly, Samuel, M.D.....	1831-1845	Trulock, Joseph.....	1836-1840
Averill, Herman.....	1831-1832	Mandeville, William.....	1836-1837
Bolton, Curtis.....	1831-1835	Chandler, Adoniram.....	1836
Donaldson, James.....	1831-1832	Cushman, D. Alonzo.....	1837-1843
Bogert, Henry K.....	1831-1832	Blakeman, Wm. N., M.D. {	1837-1839
Remsen, Henry.....	1831-1832	}	1841
Stuyvesant, John R.....	1831-1840	Wood, Isaac, M.D.....	1837-1859
Price, Thompson.....	1831-1840	Hart, Joseph C.....	1837-1840
Ketchum, Morris.....	1831-1837	Holmes, Curtis.....	1837-1838
Miller, Sylvanus.....	1831-1832	Roome, Edward.....	1837-1845
Crosby, William B.....	1831-1833	Seton, Samuel W.....	1837
Lee, Gideon.....	1831-1836	Gracie, Robert.....	1838-1861
Ketchum, Hiram.....	1831-1838	Demilt, Samuel.....	1838
Wood, Samuel.....	1831-1836	Hart, James H.....	1839
Jenkins, Thomas W.....	1831-1836	Murray, Robert J.....	1839-1858
Thomas, Henry.....	1831-1834	Schermerhorn, Peter	
Nevins, Rufus L.....	1831-1832	Augustus.....	1839-1845
Beers, Joseph D.....	1831-1832	Tallmadge, Henry F.....	1839-1841
Mott, Samuel F.....	1831	Thompson, Martin E.....	1839
Patterson, Matthew C.....	1831-1833	Moore, Clement C.....	1840-1850
Russ, John D., M.D.....	1833-1834	Olyphant, D. W. C.....	1840
Dwight, Theodore.....	1833-1837	Averill, Augustine.....	1840
Brown, Silas.....	1833-1859	Beers, Cyrenius.....	1841-1853
Stagg, John P.....	1833	Suydam, Lambert.....	1841-1842
Spring, George.....	1833-1835	Holmes, Silas.....	1841-1842
Walker, John W.....	1833-1839	Case, Robert L.....	1841-1861
Miller, Franklin.....	1833-1835	Crosby, John P.....	1841-1859
Steel, Jonathan D.....	1833	Collins, Stacey B.....	1841
Allen, Moses.....	1833-1834	Schermerhorn, E. H.....	1841-1842
Lyons, Stephen.....	1834-1836	Marsh, James.....	1842-1852
Dissosway, Gabriel P.....	1834-1836	Murray, Hamilton.....	1842-1847
Phelps, Anson G.....	1834-1855	Walsh, A. R.....	1842-1850
Crosby, William H.....	1835	Wood, John.....	1842-1850
Hoyt, Charles.....	1835-1839	Jones, Edward.....	1843-1850
Oakley, Charles.....	1835	Whittemore, William T.....	1843-1845
Titus, Peter S.....	1835-1836	Smith, Floyd.....	1844-1848
Allen, George F.....	{ 1835-1839	Dean, Nicholas.....	1844-1848
	{ 1841-1862	Jones, William P.....	1846-1849

Thurston, William R.....	1846-1851	McLean, James M.....	1863-1890
Sheldon, Henry.....	1846-1854	Clift, Smith.....	1865-1893
King, John A.....	1848-1854	Hoffman, Charles B.....	1865-1868
Schell, Augustus.....	1849-1883	Emmet, Thos. Addis, M.D.	1865-1866
Day, Mahlon.....	1849-1854	Whitewright, William....	1866-1898
Adams, George F.....	{ 1850-1859	Schermerhorn, Wm. C....	1866-1901
	1865	De Rahm, Charles.....	1866-1890
Adams, John G.....	1851-1858	Hilton, Henry.....	1866
Ogden, Gouverneur M....	1851-1857	Burrill, John E.....	1866-1867
Cobb, James N.....	1851-1858	Stout, Francis A.....	1867-1892
Beadle, Edward L.....	1851-1862	Butterfield, Daniel.....	1868
Wood, Edward.....	1852-1861	Hoffman, William B.....	1868-1879
Ogden, John D., M.D....	1853-1855	Gerard, James W.....	1869-1873
Craven, Alfred W.....	1854-1861	Rhoades, J. Harsen.....	1869-1872
Olyphant, G. T.....	1855-1857	Schermerhorn, F. Augs....	1870-1910
Abbatt, William M.....	1855-1857	Marié, Peter.....	1870-1903
Noyes, William Curtis...	1855-1859	Rhineland, Frederick W.	1874-1904
Dumont, William.....	1856-1862	Sheldon, Frederick.....	1874-1906
Warren, James.....	1856-1859	Robbins, Chandler.....	1875-1904
Cammann, Geo. P., M.D.	1858	Strong, Charles E.....	1875-1887
Rutherford, Lewis M....	1858-1861	Schuyler, Philip.....	1878-1898
Van Rensselaer, Henry...	1858-1860	Prime, Temple.....	1878-1887
Hone, Robert S.....	1859-1891	Kane, John I.....	1881-1913
Tomes, Francis.....	1859-1860	King, Edward.....	1884-1893
Norton, Charles B.....	1859-1861	Schell, Edward.....	1885-1893
Church, William H., M.D.	1859-1864	Bronson, Frederick.....	1888-1900
Hutchins, Waldo.....	1860-1867	Kingsland, Ambrose C....	1889-1890
Tuckerman, Charles K....	1860-1867	Robbins, George A.....	1889-1895
Kennedy, James Lenox...	1860-1864	Kissel, Gustav E.....	1891-1911
Travers, William R.....	1860	Bowers, John M.....	1891-1906
Tompkins, Daniel H.....	1860-1874	Peabody, George L., M.D.	1891-1912
Aspinwall, J. Lloyd.....	1860-1861	Marshall, Charles H....	1892-1912
Suydam, D. Lydig.....	1861-1884	Smith, Gouverneur M.,	
Daly, Charles P.....	1861	M.D.....	1893-1898
Hosack, Nathaniel P....	1862-1876	Davis, Howland.....	1894-1921
Grafton, Joseph.....	1862-1872	Duer, William A.....	1894-1905
Myers, T. Bailey.....	1862-1887	Hamilton, William G....	1894-1905
Edgar, Newbold.....	{ 1862-1864	Appleton, William W....	1896-1924
	1868	Tappen, Frederick D....	1897-1901
Donnelly, Edward C.....	1862-1864	Armstrong, D. Maitland.	1898-1911
Lord, James Cooper.....	1862-1864	Wheelock, Geo. G., M.D..	1898-1907
Schermerhorn, Alfred...	{ 1862-1865	Fairchild, Charles S.....	1898-1906
	1867-1868	Soley, James Russell.....	1900-1911
Brown, John Crosby....	1862-1864	Winthrop, Egerton L., Jr.	1901-1911
Van Rensselaer, Alex....	{ 1862-1865	Wickersham, George W..	1902-1909
	1867-1877	Foster, Frederic DePeyster.	1903-1923
Irving, John Treat.....	1863-1896	Rhineland, Thomas N....	1905-1928
Potter, Clarkson N.....	1863-1866	McIlvaine, Tompkins....	1905-1911

Godkin, Lawrence	1905-1909	Murray, J. Archibald	1914-
Derby, Richard H., M.D.	1906-1907	Kobbé, George C.	1916-1923
Borland, J. Nelson	1907-1929	Harrison, Robert L.	1916-
Montant, August P.	1907-1909	Munroe, Henry W.	1918-1919
Rhoades, J. Harsen.	1907-1922	Miller, George N., M.D.	1920-
Tucker, Samuel Auchmuty.	1907-1919	Gallatin, R. Horace.	1920
Hone, Robert G.	1908-1927	De Rham, Frederic F.	1921
Knapp, Arnold, M.D.	1909-1913	Derby, James Lloyd.	1922-
Blagden, Linzee.	1910-	Harris, Duncan G.	1922-
De Gersdorff, Carl A.	1910-	Kissel, W. Thorn.	1923-1928
Glyn, William E.	1911-1924	Munroe, John.	1923-1924
Partridge, Edward L., M.D.	1911-1922	Davis, Howland S.	1923-
Dix, John A.	1911-1917	Schermerhorn, Alfred E.	1923-
Tuckerman, Paul.	1912-	Fahnestock, Ernest, M.D.	1924-
Nash, William A.	1912-1916	Moore, Frederic P.	1925-
Croswell, James G.	1912-1915	Gould, Edwin.	1925-
Hancy, Edward J.	1912-	Smith, Augustine J.	1927-
Aspinwall, J. Lawrence.	1913-	Whitridge, Arnold.	1928-
Turnbull, William.	1913-	Clarke, Thomas L.	1929-

OFFICERS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,
WITH THEIR TERMS OF SERVICE.

PRESIDENTS

Akerly, Samuel, M.D.	1831-1842	Irving, John Treat.	1891-1895
Phelps, Anson G.	1843-1853	Schermerhorn, William C.	1896-1901
Wood, Isaac, M.D.	1854-1859	Schermerhorn, F. Augs.	1901-1909
Allen, George F.	1860-1862	Davis, Howland.	1909-1919
Schell, Augustus.	1863-1883	Tuckerman, Paul.	1919-1925
Hone, Robert S.	1884-1887	Blagden, Linzee.	1925-
McLean, James M.	1888-1890		

VICE-PRESIDENTS

Averill, Herman.	1831-1832	Clift, Smith.	1888-1893
Brown, Silas	1833-1835	Schermerhorn, William C.	1894-1895
Titus, Peter S.	1836	Marié, Peter.	1896-1903
Phelps, Anson G.	1837-1842	Rhineland, F. W.	1903-1904
Wood, Isaac, M.D.	1843-1853	Sheldon, Frederick	1905-1906
Gracie, Robert.	1855-1860	Peabody, George L., M.D.	1907-1912
Beadel, Edward L.	1861-1862	Kane, John I.	1913
Hone, Robert S.	1863-1883	Appleton, William W.	1913-1924
Suydam, D. Lydig.	1884	Murray, J. Archibald.	1924
McLean, James M.	1885-1887		

TREASURERS

Bolton, Curtis	1831-1835	Grafton, Joseph	1866-1871
Brown, Silas	1836-1859	Whitewright, William	1872-1896
Wood, Edward	1860-1861	Davis, Howland	1897-1909
Schell, Augustus	1862	Foster, Frederic DePeyster	1909-1923
Kennedy, James Lenox	1863-1864	Blagden, Linzee	1923-1925
Clift, Smith	1865	Davis, Howland S.	1925-

RECORDING SECRETARIES

Bogert, Henry K.	1831-1832	Schermerhorn, F. Augs.	1884-1901
Russ, John D., M.D.	1833-1834	Marshall, Charles H.	1901-1911
Crosby, William H.	1835	Blagden, Linzee	1911-1923
Allen, George F.	1836-1859	Derby, James Lloyd	1923-1926
Hone, Robert S.	1860-1862	Schermerhorn, Alfred E.	1926-1930
Brown, John Crosby	1863	Clarke, Thomas L.	1930-
Myers, T. Bailey	1864-1883		

CORRESPONDING SECRETARIES

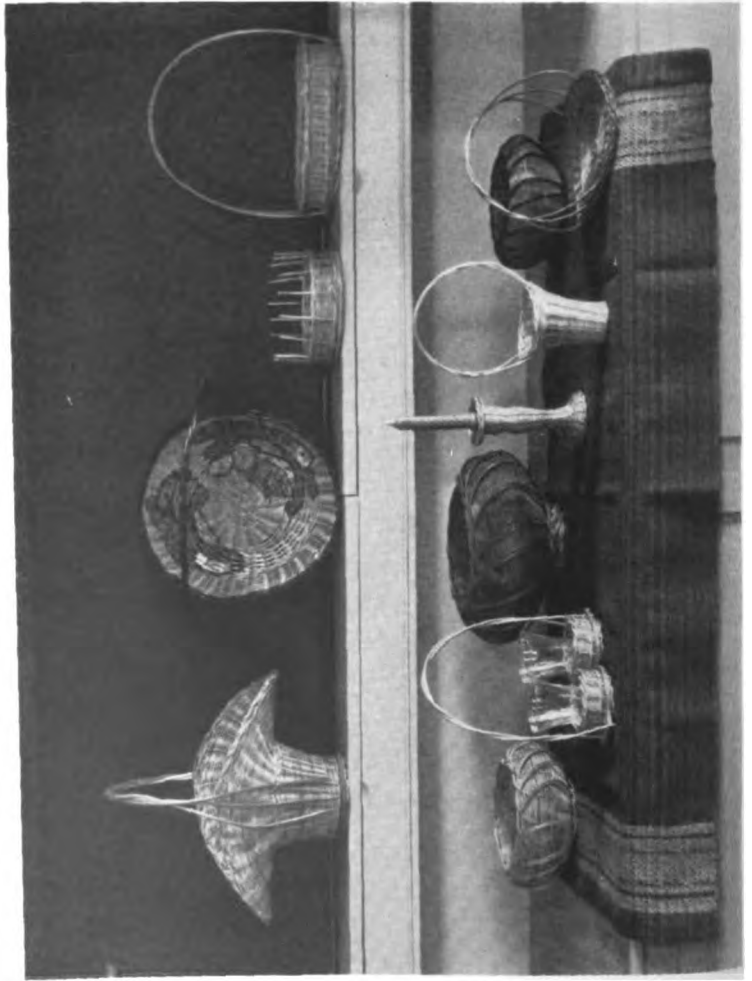
Donaldson, James	1831-1832	Church, William H., M.D.	1860
Dwight, Theodore	1833-1837	Tuckerman, Charles K.	1861-1867
Wood, Isaac, M.D.	1839-1842	Schermerhorn, William C.	1868-1893
Roome, Edward	1843-1844	Bronson, Frederick	1894-1895
Schermerhorn, Peter Augs.	1845	Sheldon, Frederick	1896-1905
Jones, Edward	1846-1850	Peabody, George L., M.D.	1905-1906
Wood, Isaac, M.D.	1851-1853	Appleton, William W.	1907-1913
Crosby, John P.	1854-1859	Hone, Robert G.	1914-1927

PRINCIPALS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831.

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.	1832-1835	Cooper, T. Golden	1853-1860
Office unfilled 1835 and part of 1836		Rankin, Robert G.	1861-1863
Jones, Silas	1836-1840	Wait, William B.	1863-1905
Vroom, Peter D., M.D.	1841-1842	Emeritus Principal	1905-1916
Boggs, William	1843-1845	Tewksbury, Everett B.	1905-1914
Chamberlain, James F.	1846-1852	Van Cleve, Edward M.	1914-



BEAUTIFUL AND USEFUL ARTICLES IN REED-WORK

Report of the Board of Managers of The New York Institute for the Education of the Blind

To the Honorable the Legislature
of the State of New York:

The Managers of The New York Institute for the Education of the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the fiscal year ended June 30, 1930.

The following is a summary of the receipts and disbursements for the year:

		RECEIPTS	
Balances, June 30, 1929—			
Capital fund.....		\$94,286.84	
Income fund.....		2,299.01	
		\$96,585.85	
Of Capital—			
Legacies, donations, mortgages paid, transfers, etc.....		483,673.97	
Of Income—			
Current receipts.....		241,227.80	
		\$821,487.62	
		DISBURSEMENTS	
Of Capital—			
Building expenditures, securities purchased, etc.....		\$517,561.96	
Of Income—			
Taxes, insurance, etc.....		7,320.85	
Maintenance.....		185,646.40	
Transfer.....		45,000.00	
Balances—			
Capital fund.....		\$60,398.85	
Income fund.....		5,559.56	
		65,958.41	
		\$821,487.62	

From time to time, beginning in eighteen hundred and thirty-six, the Institute has been in receipt of legacies and donations which the Managers have set apart in the Legacy Fund.

At the close of the fiscal year the Legacy Fund, including amounts received, both legacies and donations, and aggregating \$2,974,013, was represented by cash and investments in approved securities.

The Managers gratefully acknowledge the receipt of the following legacies; William Henry Atkinson, \$81; Rosa Maas, \$1,000; Charles E. Rhinelander, \$2,553; Frederick Winkelmann, \$2,935; George Samuel Knauss, \$2,000; Mary Tanner, \$500; Emma Fagan, \$1,770; and donations: Brez Foundation, \$750; Edith H. Werle, \$50; "Quex," \$10; J. Lawrence Aspinwall, \$1,010; Louise M. Mueller, \$5; Augusta F. Mueller, \$10.

Annexed hereto is the statistical report of the Principal, which shows the variety and character of our work, the completeness of our facilities, and the thoroughness of the training afforded by the Institute.

It is the policy of the Board of Managers to provide as far as practicable for an increasingly complete and effective staff of instructors and others who have in their hands the molding of the lives of our pupils. We do not lose sight of the fact that personality is of more importance than physical equipment, however valuable are good buildings, adequate school appliances, large playgrounds and excellent food.

For the two years just past the buildings in which the pupils live have been crowded beyond their capacity and special arrangements for their care had to be made. The Board having taken under consideration this condition and desiring to provide for a possible increased enrolment have begun plans for the building of a Lower School to be located at the southwest corner of the Institute grounds which will furnish all the necessary facilities for the housing and schooling of the youngest pupils, thereby providing vacancies in the present dormitories for occupation by new pupils.

**The New York Institute for the
Education of the Blind**

LINZEE BLAGDEN,

President.

THOMAS L. CLARKE,

Recording Secretary.

City of New York and County of Bronx, ss.:

LINZEE BLAGDEN, of said City, being duly sworn, saith: That he is President of The New York Institute for the Education of the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

Sworn to before me this
12th day of November, 1930.

ALTA L. RAUSCH,
Notary Public,
Bronx County, N. Y.

The New York Institute for the Education of the Blind

TREASURER'S REPORT FOR THE YEAR ENDED JUNE 30, 1930

RECEIPTS

1929 Balance, Capital fund.....	\$94,286.84	
" Income fund	2,299.01	
		\$96,585.85

OF CAPITAL

Legacies (net).....	\$10,503.97	
Donations	1,835.32	
Payment on account of mortgage.....	1,000.00	
Sale or redemption of securities.....	425,259.68	
Sale of equipment	75.00	
Transfer from Income fund.....	45,000.00	
		483,673.97

OF INCOME FOR TUITION, ETC.

New York State for tuition	\$53,711.10	
New York City for tuition.....	1,475.00	
New Jersey State for tuition.....	12,883.75	
Miscellaneous receipts.....	1,950.19	
		70,020.04

INCOME FROM INVESTMENTS

Interest on bonds (net).....	\$130,048.61	
Interest on mortgages	21,114.52	
Interest on bank balances.....	2,242.13	
Dividends	17,802.50	
		171,207.76
		\$821,487.62

DISBURSEMENTS

OF CAPITAL

Expenditures on buildings and equipment.....	\$37,589.46	
Securities purchased.....	479,972.50	
		<hr/>
		\$517,561.96

OF INCOME FOR INSURANCE, TAXES, ETC.

Insurance.....	\$3,934.26	
Water tax.....	161.90	
Commission on collection of income from securities.....	1,754.69	
Fixed charges.....	1,470.00	
		<hr/>
		7,320.85

OF INCOME FOR MAINTENANCE

Pay roll.....	\$119,017.38	
Household supplies.....	6,194.12	
Food supplies.....	25,336.82	
Buildings and grounds.....	22,180.29	
Educational supplies and expenses.....	7,175.44	
Miscellaneous expenses.....	5,742.35	
		<hr/>
Total account maintenance.....		185,646.40

MISCELLANEOUS DISBURSEMENTS

Transfer to Capital fund.....		45,000.00
Balances, June 30, 1930—		
Capital fund.....	\$60,398.85	
Income fund.....	5,559.56	
		<hr/>
		65,958.41
		<hr/>
		\$821,487.62

HOWLAND S. DAVIS,
Treasurer.

The foregoing account has been compared with the vouchers and accounts and is certified as correct.

TOWNSEND & DIX,
Accountants and Auditors.

July 22, 1930.



SKILFUL WEAVING WITH CANE

STATISTICAL REPORT OF THE PRINCIPAL

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the school year ended June 30, 1930:

Number of pupils June 30, 1929	116
Admitted during the year	37
Total	153
Reductions	19
Number remaining	134
Total enrolment	142

The school curriculum provides for complete primary and secondary courses, based on the syllabuses of the University of the State of New York, and includes music, manual training and physical training. The daily schedule may be found on pages 22 and 23.

In the high school there are now classes in the following subjects:

English 1.	French 1.
English 2.	French 2.
English 3.	History B.
English 4.	American History.
Elementary Algebra.	Elementary Biology.
Geometry.	Physical Geography.
Latin 1.	Dictaphone.
Latin 3.	Literature and Word Study.
German 1.	

The following is a list of the music subjects and the number of pupils in each:

	Boys	Girls	Total
Beginning music	33	12	45
Piano	33	28	61
Organ	2	3	5
Elementary Theory and Ear Training	3	4	7
Advanced Theory and Ear Training	9	1	10
Tuning	14	—	14
Voice	1	7	8
Voice Lectures	1	7	8

The following is a list of the subjects in which examinations were taken during the year, with the number of pupils passing in each:

Reading	6
Spelling	11
Writing	10
Elementary English.....	5
Arithmetic	8
Elementary United States History and Civics.....	10
Geography	8
English, three years.....	9
English, four years.....	6
Latin, two years.....	1
Latin, three years.....	1
French 3.....	3
Elementary Algebra.....	3
Geometry	3
Civics	5
American History.....	8
History A.....	10
Physical Geography.....	3
Rudiments of Music.....	4
Comprehensive Music, three years	8

And the record of the Regents' examinations for the past year is as follows:

Number of examination days.....	7
Pupils examined.....	63
Subjects covered.....	21
Answer papers written	169
Answer papers claimed.....	138
Papers allowed by the Regents.....	131

The following table gives the results of the examinations held from 1915 to 1930:

	<i>No. examined.</i>	<i>No. claimed.</i>	<i>No. allowed.</i>	<i>Per cent. claimed of No. examined.</i>	<i>Per cent. allowed of No. examined.</i>	<i>Per cent. allowed of No. claimed.</i>
1915.....	114	97	94	85.08	82.45	96.90
1916.....	117	104	95	88.88	81.19	91.34
1917.....	107	98	91	91.57	85.04	92.85
1918.....	110	103	99	92.81	90.00	96.11
1919.....	115	94	91	81.73	79.13	96.80
1920.....	89	74	72	83.14	80.89	97.29
1921.....	119	104	97	87.39	81.51	93.26
1922.....	127	103	101	81.10	79.54	98.05
1923.....	121	108	101	89.25	83.47	93.51
1924.....	144	120	111	83.33	77.08	92.50
1925.....	143	99	93	69.23	65.03	93.93
1926.....	160	122	121	76.25	75.62	99.18
1927.....	149	115	113	77.18	76.83	98.26
1928.....	132	104	104	78.78	78.78	100.00
1929.....	130	109	108	80.76	80.30	99.08
1930.....	169	138	131	81.65	77.51	94.93

The following is a list of the pupils present during the year 1929-1930, who have earned Regents' certificates or their equivalent:

PRELIMINARY CERTIFICATES

Bert Compton,	Marjorie Bennett,	James Chicachee,
Paul Zeffaro,	Dorothy Schreier,	Samuel Mittentag,
Esther Butler,	Rose Boccia,	Oliver Compton,
Janice Douglas,	Gene Matusseff,	Alexander Katchman,
Helen Nagy,	Nicholas Lembo,	Howard Strickland,
Frank Napolitano,	Howard Van Duyne,	Anthony Amabile,
Stella Zawilska,	Gertrude Musier,	Margaret Hoffmire,
Max Helman,	Joseph Winters,	Ralph Macillaro,
Edwin Jepson,	Charles Biesel,	Gladys Menter,
Walter Barrett,	Robert Duke,	Peter Opitz,
Roger Warren,	Fred Reeve,	Carlos Rodriguez,
John Bito,	Elizabeth Rehm,	Alfred Torio,
Eugene Ballard,	Beatrice Saladino,	Edna Vingoe
Ruth Johnson,	Frank Smith,	Benzion Wax.

7 UNITS TOWARD ACADEMIC DIPLOMA

John Bito,	Anthony Amabile,	Roger Warren,
Gene Matusseff,	Frank Smith,	Rose Boccia,
Bert Compton,	Esther Butler,	Elizabeth Rehm,
Paul Zeffaro,	Ruth Johnson,	Dorothy Schreier.
	Stella Zawilska,	

10 UNITS TOWARD ACADEMIC DIPLOMA

Roger Warren,	John Bito,	Gene Matusseff,
Ruth Johnson,	Bert Compton,	Paul Zeffaro,
Stella Zawilska,	Rose Boccia,	Frank Smith.

15 UNITS REQUIRED FOR ACADEMIC DIPLOMA

Bert Compton.

Respectfully submitted,

EDWARD M. VAN CLEVE,

Principal.

September 17, 1930.

DAILY SCHEDULE

MORNING PERIODS

MORNING ASSEMBLY		LITERARY DEPARTMENT.			MUSIC DEPARTMENT.	MANUAL TRAINING, PHYSICAL TRAINING.
8.15-8.40						
8.40-9.10	Spelling and Writing, Grades 1, 2, 3, 4, 5.	Arithmetic, Grade 7.	Elementary Algebra.	Latin 1, German 1.	Piano, Organ.	
9.10-9.45	Reading, Grades 1, 2, 3, 4, 5.	Arithmetic, Grade 7.	Elementary Algebra.	Latin 3, German 1.	Piano, Organ, Tuning.	
9.45-10.20	Language, Grades 1, 2, 3, 4, 5, 6.	American History.	Typewriting, Grade 3.	French 2.	Piano, Organ, Tuning.	
10.20-10.25	RECESS.					
10.25-11	Arithmetic, Grades 1, 2, 3, 4, 5, 6.	French, 1	Geometry.		Piano, Organ, Tuning.	
11-11.35	History B, English, 3 years	Nature Study, Geography, Grades 1, 3, Beginning Science.	Physical Geography, U. S. History with Civics 2, Typewriting, Grade 2.		Piano, Organ, Music and Eurhythmics, Grade 5.	
11.35-11.40	RECESS.					
11.40-12.15	Braille Writing, Elementary English.	Geography, Grade 2, English 1, 2, 4.	U. S. History with Civics, 1.		Piano, Organ, Tuning.	Caning, Handwork, Manual Training
12.15-1.10	DINNER HOUR.					

AFTERNOON PERIODS

	LITERARY DEPARTMENT.	MANUAL TRAINING	MUSIC DEPARTMENT.	PHYSICAL TRAINING. MANUAL TRAINING.
1:10-1:35	Literature and Word Study Classes 1, 2, 3, 4 Spelling. Library Work.		Piano. Organ. Voice.	Caning. Woodwork. Physical training.
1:35-2:05	Elementary Biology. Geography. Grade 4.		Piano. Organ. Tuning. Sight Singing and Ear Training.	*Manual training. Caning. Woodwork. Physical training.
2:05-2:35	Reading.		Piano. Organ. Tuning. Senior Chorus.	*Manual training. Woodwork. Physical training.
2:35-3:05	Elementary Harmony and Melody Writing. Sight Singing and Ear Training.		Piano. Junior Chorus.	*Manual training. Woodwork. Physical training. Poultry raising, 2nd year.
3:05-3:15	RECESS.			
3:15-3:45	Reading.	Dictaphone and Braille Short-hand.	Piano. Voice Lectures. Tuning. Theory and Ear Training	*Manual training. Woodwork. Caning. Physical training.
3:45-4:15		Dictaphone and Braille Short-hand.	Piano. Voice. Tuning. Music Classes 4 and 5. Music and Eurhythmics 1.	Physical training. *Manual training. Woodwork. Caning.
4:15-4:45	Typewriting 1.	Domestic Science.	Piano. Music Class, 3. Tuning. Eurhythmics 3.	*Manual training. Caning. Woodwork. Physical training. Poultry raising, 1st year.
4:45-5:15		Domestic Science.	Piano. Music and Eurhythmics 4.	*Manual training. Caning. Woodwork. Physical training.

*Machine sewing, knitting, crocheting, hand sewing, basketry, weaving, etc.
Study period 7:45 to 8:45, unless otherwise assigned.

LIST OF PUPILS

BOYS

ADAMS, JOSEPH
ALIVERTI, ANTHONY
AMABILE, ANTHONY
ARGONDIZZA, ENRICO
BALLARD, EUGENE
BANCEY, GEORGE
BARLETTA, JAMES
BARRETT, WALTER
BECK, BRUNO
BELL, WALTER
BERKOWITZ, IRVING
BIESEL, CHARLES
BITO, JOHN
BUDRIS, PETER
CAHILL, THOMAS
CAMPANELLA, JOSEPH
CARTER, RICHARD
CASTAGNA, ANGELO
CHAPMAN, LESLIE
CHICACHEE, JAMES
CHYLKA, MICHAEL
CICCARELLO, JAMES
COADY, CLIFFORD
COMPTON, BERT
COMPTON, OLIVER
CRETELLI, WILLIAM
DEL GIORNO, ANGELO
DE MUCCI, FRANK
DE SICCO, JAMES
DI BIASE, JAMES
DORF, JEAN
DUKE, ROBERT
FALLER, HENRY
FERRARA, JOHN
GILL, LEROY
GOULDNER, CLARENCE
GREENAN, JOHN
GUIDO, TONY
GUNDERSON, ROBERT
HAGELSTEIN, ANDREW
HAGEMEISTER, HARRY
HAIR, SHELLEY
HARCOURT, REECE
HELMAN, MAX
HENDRICKSON, LA RUE
HUERSTEL, GEORGE
JEPSON, EDWIN
KATCHMAN, ALEXANDER
KATZ, KENNETH

KOVAK, NICK
KRAMER, ARTHUR
LASICKEWIZZ, ADAM
LEAK, EMMETT
LEMBO, NICHOLAS
LISCH, EDWARD
LONGHINI, ERNEST
MACILLERO, RAPHAEL
MANZO, MARIO
MITTENTAG, SAMUEL
McDUFFIE, LE ROY
NAPOLITANO, FRANK
NAPUTANO, TONY
NEUMANN, FREDERIC
OPITZ, PETER
OTIS, DUVAL
PARRINELLO, JOSEPH
PENNELLA, CHARLES
PRICE, ROBERT
RANIERE, EUGENE
REACH, ARTHUR
REARDON, TIMOTHY
REEVE, FRED
RETHIER, HAROLD
RIDGEWAY, KENNETH
RODRIGUEZ, CARLOS
ROGERS, GUION
SAUERLAND, PAUL
SBAR, HARRY
SCHEPANOWSKY, WILLIAM
SHEEHAN, WILLIAM
SIMON, GEORGE
SMITH, FRANK
SMITH, WARREN
STRICKLAND, HOWARD
TOMORI, FRANK
TORIO, ALFRED
TUZZALINO, JAMES
VAN DUYN, HOWARD
VIENI, FRED
WARREN, ROGER
WAX BENZION
WICE, THEODORE
WINTERS, JOSEPH
YOUNG, GEORGE
ZAKOR, STEPHEN
ZEFFARO, PAUL
ZENKER, JOHN

LIST OF PUPILS

GIRLS

AVERNA, RITA
BALLARD, FLOSSIE
BARANYI, ELIZABETH
BARBERA, LENA
BENNETT, MARJORIE
BOCCIA, ROSE
BUTLER, ESTHER
CANCELOSI, ANGELINA
COLLINS, ELIZABETH
DILLON, RITA
DOUGLAS, JANICE
DURANTE, JENNIE
ELLIOTT, DOROTHY
GANLY, WINIFRED
GARREN, HELEN
GINZBURG, SELVIA
HALL, MARJORIE
HANLON, KATHERINE
HOFFMIRE, MARGARET
IRBY, OLIVIA
JOHNSON, RUTH
LA CARRUBBA, SARAH
LOMBARD, THERESA

MALFETTI, MARGARET
MARROW, VERNABELLE
MASSET, CATHERINE
MATUSEFF, GENE
MENTER, ELAINE
MENTER, GLADYS
MUSIER, GERTRUDE
McHUGH, ARLENE
NAGY, HELEN
O'BRIEN, EILEEN
PETERSEN, ANNA
PETERSON, DOROTHY
REHM, ELIZABETH
SALADINO, BEATRICE
SALADINO, LUCIA
SCHREIER, DOROTHY
TETTER, JARMILLA
TUCKER, WINIFRED
VANDERBILT, RITA
VINGOE, EDNA
VISIT, MARY
ZAWILSKA, STELLA



SAFE AND SURE SEAMS UNDER SKILFULLY GUIDING FINGERS

Principal's Annual Report of the Progress of the Institute for the Year Ended June 30, 1930

To the Board of Managers,

The New York Institute for the Education of the Blind,

GENTLEMEN:

The ninety-eighth year's session of the Institute was begun September 16, 1929, and was concluded June 20, 1930. For the session 142 pupils were enrolled, with an average attendance of 135. A proposed and announced summer session was not held owing to the small number of candidates.

To provide for the housing of the increased number of pupils the usual dormitory facilities were overtaxed and it was deemed advisable to use a building intended for an instructor and family, but not yet so tenanted. The steady growth in number of pupils since the new buildings were occupied, and in the year now under review exceeding by 15 the housing accommodations, impelled the Board of Managers to undertake the erection of another building, and steps were taken to provide as soon as possible for the increased and an expected additional attendance.

OUR MANUAL TRAINING DEPARTMENT

When the plans for Schermerhorn Hall, our school building, were drawn, a departure from the practice usual when schools of our character have been designed was followed when class-room space for the manual training work was allotted to the first floor. This served to put the manual training department in the fore-front instead of relegating it to some hidden out-of-the-way place. This central structure of our group of buildings provides a whole floor devoted to each of the departments, the literary on the second floor, music on the third, physical training on the ground floor, and manual training on the first, with the tuning department on a floor above the music department. A purpose in thus choosing a prominent place for the manual training is to show at first glance to all who enter the school portals a sort of activity

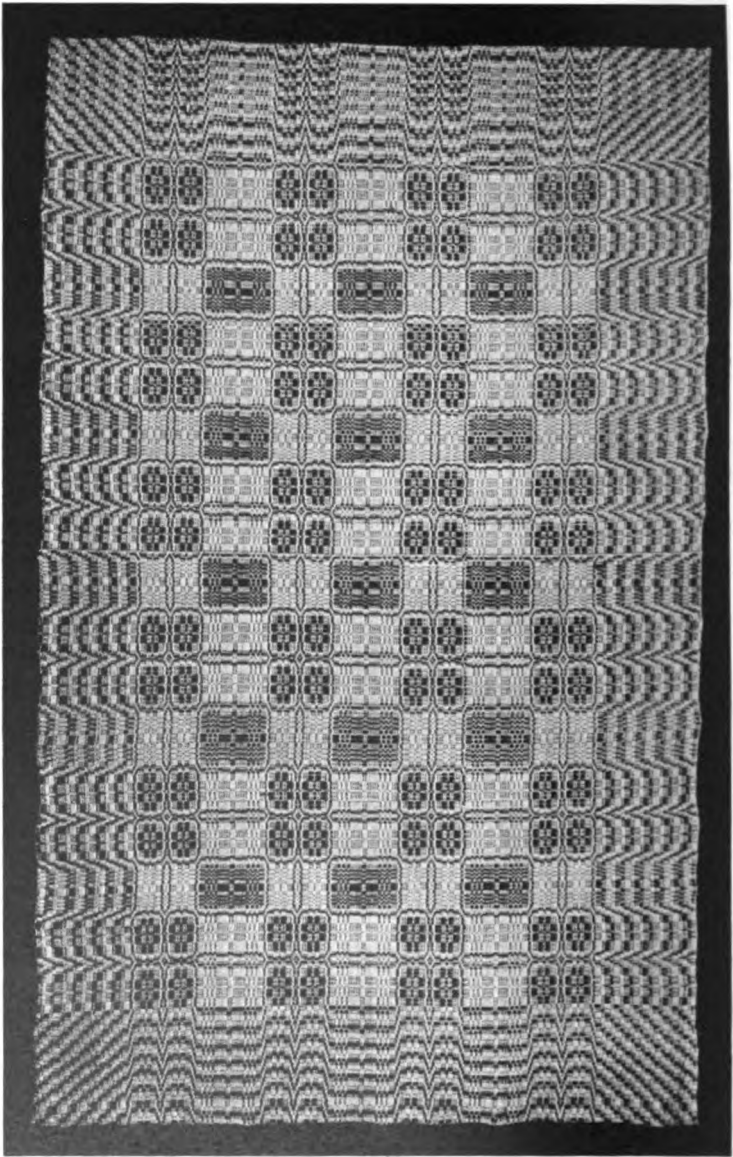


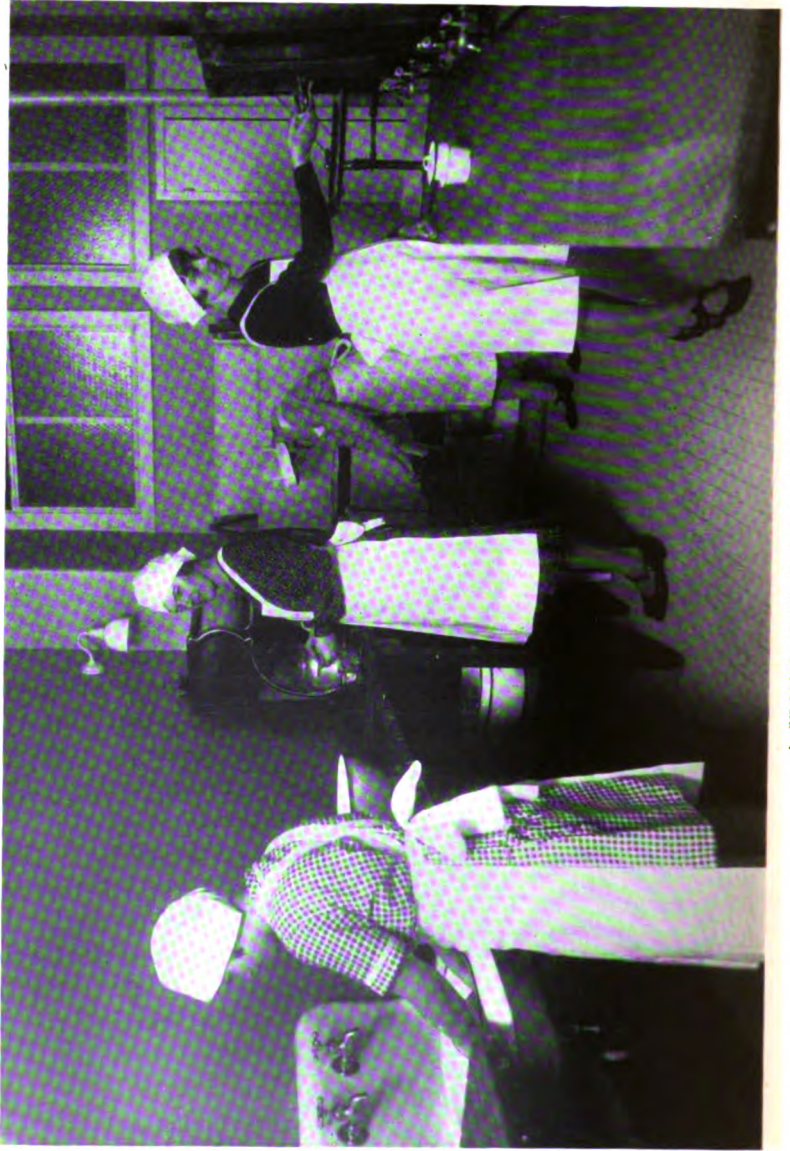
TABLE SCARF OF AN OLD COLONIAL DESIGN WOVEN IN HARMONIOUS
COLORS

which particularly appeals to the visitor. Beautiful and useful articles are being made in the process of training the hand and mind to work together, and whoever observes these growing under the skilful manipulations of the pupils is impressed with the great value to our sightless young people of this means of development.

It cannot be said too often or too cogently that for the blind child training in the proper use of the hands is supremely important. To develop the power of shaping material things at command of the mind is a valuable part of anyone's education. Those who see are constantly incited to such activities by what others are doing; a desire to do what his companions do, and to do it well and better is characteristic of the normal child. By imitation of others much development is accomplished. Our little children come to us with rather poor ideas of how to use their hands, and teachers of beginners must start at once to set patterns and see that the small hands imitate the instructor's actions in the simple forms of early hand work. Kindergarten methods such as are used for sighted children are followed. Then gradually the hands become obedient to thought and the process is started whereby manual skill is attained.

Such forms of manual training as have been found best adapted to the purpose of giving the blind child mastery of himself are used in our school, and the success of the pupils was demonstrated on the occasion of our Anniversary Exercises, held in April, the program of which is printed on pages 46 and 47. Following a custom of some years by which the several departments are given in turn on occasion of these annual public exercises an opportunity to make exhibition of the pupils' accomplishments, this year came the turn of the manual training department to exemplify the work done. By word and action the pupils made clear to the persons present the purpose, the methods, the achievements in sewing and art needlework, in cooking, in caning, woodwork, poultry-raising and in weaving and basketry. These last were made the motif of a playlet, written by the teacher, entitled "Seventeen-Thirty," portraying life in colonial times in America when the mother and all the children had vital shares in making articles for personal wear and for household use.

The illustrations of this Year Book are intended to indicate in some measure the scope and character of the manual training department's work.



A SECOND YEAR CLASS IN COOKING

OUR PURPOSE IN MANUAL TRAINING COURSES CONDUCTED

Quality of output is good, but not so good, perhaps, as it would be were the purpose of our school to develop skilled artisans. The pupils of the Institute take their manual training as they do their literary and musical and physical training—a part of a complete whole; and all these forms of development go along together. Compared with the public day schools for seeing children, this school provides opportunity to each child for longer daily hours, more days in the week, and for more consecutive years in manual training. Specimens of baskets made, of dresses cut and sewed and finished, of rugs woven or of tables and stools produced from unfinished lumber should be excellent in workmanship and appearance; food cooked by girls who have given two years of study and practice four days a week to their task should be delicious and should be well served; but the pupil who does well any or several of these things is engaged a larger part of his time in other than manual pursuits. Herein the methods of our school and the other schools for the blind in America are essentially different from those in use in England and other European countries. In these the program of studies is chiefly literary until the pupil is sixteen years of age. Then his schooling is completed and he is put to work in the industrial department, giving practically all his attention to learning hand processes and then becoming proficient in them. And it must be said, as the Principal will testify from a recent inspection of work done in certain English, Swedish and Norwegian schools, the output is superior to that usually seen here. And it ought to be superior. There boys spend seven hours or more daily in the shops and grow more and more skilful until they become competent workmen.

Quite frankly, it is conceded, the purpose of these European schools is to turn out artisans. We have in America the purpose to give every child capable of receiving it an education that will go beyond the elementary studies and include the high school, and all the while to give him a well-trained body, an understanding of hand work, some fundamental knowledge and appreciation of that one of the arts in which he may revel. We can no more hope to make out of our pupils skilled artisans, notable athletes, accomplished musicians than by our elementary and secondary courses we can develop the lawyer, the professor, the author. All these it is for other agencies to provide the means. Therefore, we hold



ART LINEN WEAVING

that in manual training we shall not attempt more than to offer the pupil opportunity to learn how to coordinate head and hand, to give him sufficient skill, through continued effort and attention, to master the processes and produce a worthy result, leaving to a time after school and to another place the practice in any particular field which makes the perfect artisan.

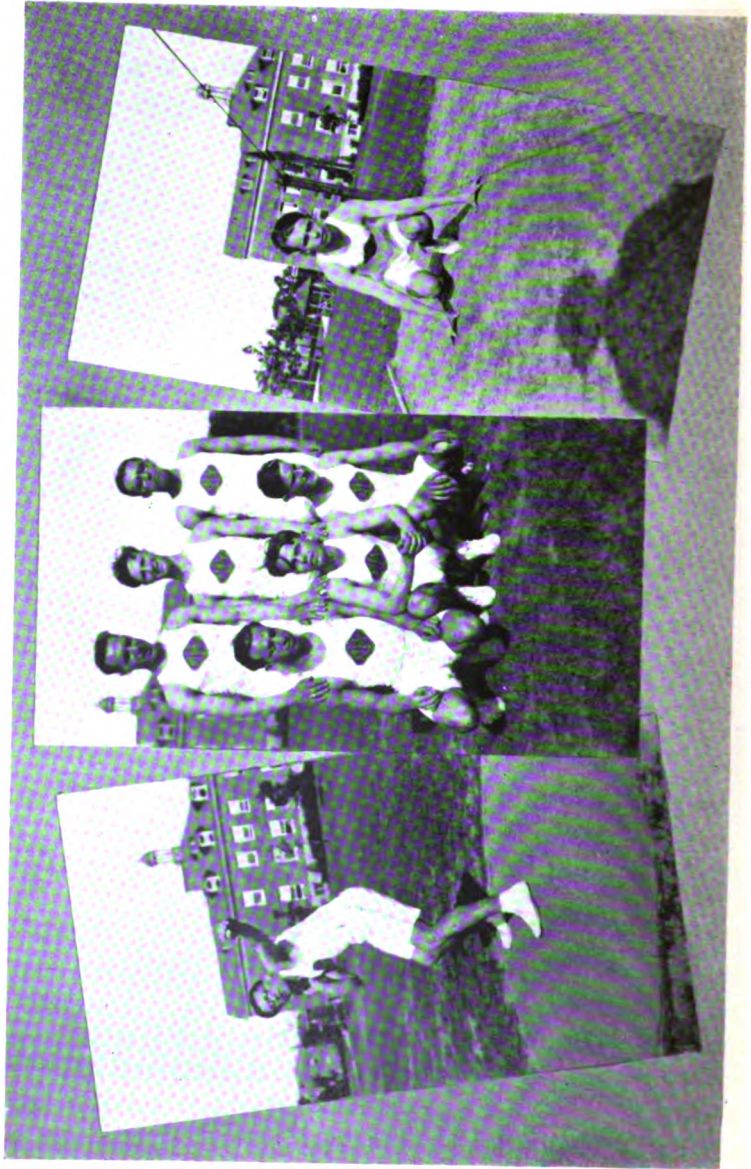
EDWIN GOULD PRINTERY

This year for the first time since through the generosity of Mr. Edwin Gould a department of the Institute was made possible for the embossing of school material we have had the advantage of service to the classes of our printery. A full-time printer was engaged, and the department has functioned satisfactorily for several months. In former years, while New York Point was still the most used form of punctographic writing, this Institute maintained a department for embossing books and music whose output was a source of great pride. Then came the transition period from 1916, when educators of the blind agreed to abandon both of the two American types and unite on a hoped-for universal style of embossing for the blind, to 1926, when the books published in braille became established as the text books of our school by the gradual process of superseding New York Point books, as they had become the universally accepted books in all American schools. During these years our printing department was abandoned.

The Printery is now able to take its place as a powerful adjunct to the school work in the production of lesson material, publishing of pamphlets, preparation of examination lists, and all the material so helpful to the teachers in carrying forward their work.

SOME OUT-OF-SCHOOL ACTIVITIES

While the main business of the school is to see that the pupils advance in the courses offered, there are some outside features of the children's life that make for proper development. This year our Boy Scout Troop has maintained its standing and carried on its activities. Our Athletic Association sought to inspire a larger number of the boys to take interest in outdoor sports, and two contests were held in field events with two neighboring city high school teams of seeing boys, our team coming off victor in one contest and losing valiantly in the other. Our girls have enjoyed



TRACK TEAM—1910

the advantage and pleasure of clubs organized and maintained by themselves.

A VISIT TO SOME EUROPEAN SCHOOLS

Before the close of the school year the Principal made a journey to Europe. Thus was afforded the opportunity of paying visits to several schools for the blind while they were yet in session. By action of the Board of Managers he was authorized to represent the Institute in these calls of fraternal courtesy. He was enabled to learn something of the special schools of England through visitation of Swiss Cottage School in London; that at Newcastle-on-Tyne, where Mr. R. C. Phillips, for five years a teacher of the Institute, is engaged; also the two schools for higher education, Chorley Wood College, the girls' school, and Worcester College for the Blind Sons of Gentlemen. In London the National Institute for the Blind was visited. Here are centered many activities in the interest of the sightless, especially notable being the printing and publishing departments. In Sweden he had the privilege of attending the closing exercises of the national school in Stockholm, whose director, Mr. Gustav Ek, had paid the Institute a visit in 1926; and in Oslo he saw the private school for girls and the state school for young men, having as guide Mr. Erik Harilstad, who in 1919-20 was the guest of the Institute. In Germany, at Marburg am Lahn, he inspected the school for advanced training of blind youth, the library and printing establishment for college text books, and the workshop for manufacturing improved appliances in the education of the sightless. In Hamburg, while attending a meeting of the Committee on Program and Personnel of the World Conference of Workers for the Blind, to be held in New York in 1931, a morning was devoted to inspection of certain devices calculated to serve our blind people. When in Paris he visited the first school for the blind in the world, the Institution for Blind Youth, where Louis Braille was both pupil and teacher. Brief visits were made also to the establishments of the Valentin Haüy Association, under whose auspices work for the adult blind is carried on, and the American Braille Press for War and Civilian Blind, the international publishing house.

Aside from the advantage which comes to the work in our schools from visits of observation and from noting the excellencies which may be imitated, a very real service is done the common



PITCHED FOR A NIGHT'S ENCAMPMENT



OUR SCOUT TROOP

cause by forging bonds of friendly interest among the men and women who serve as educators of the sightless.

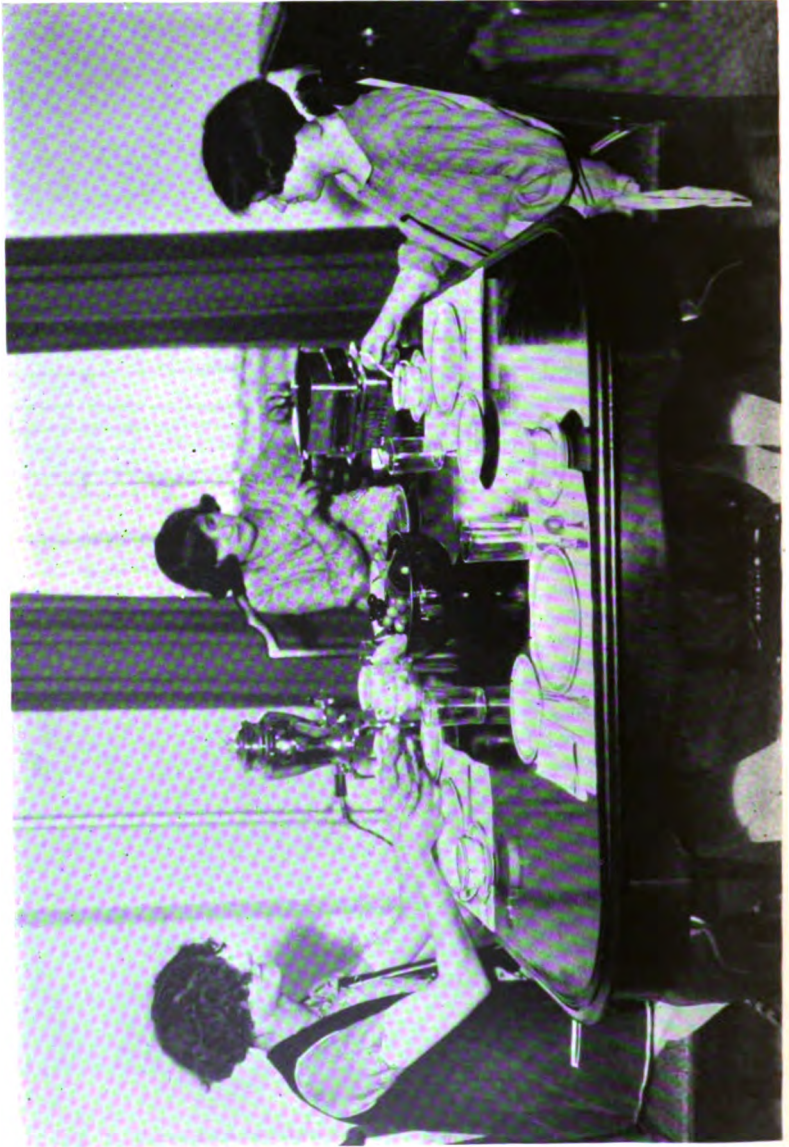
It was most gratifying to find that in each of the places visited the interest of individuals of power and prominence in social, business and political life had been enlisted for the service of these schools for the young blind. Thus was added encouragement to believe that the cause of the blind is steadily improving among all peoples of advancing civilization.

Respectfully submitted,

EDWARD M. VAN CLEVE,

Principal

September 17, 1930.



LEARNING TO USE MODERN TABLE APPLIANCES

ORGAN RECITAL

BY

THEODORE A. TAFERNER, F. A. G. O.

ASSISTED BY

CHARLOTTE TAFERNER McDERMOTT, Lyric Soprano

ELIZABETH THODE, Accompanist

Thursday Evening, November 7, 1929, at Eight-Thirty O'Clock

PROGRAM

I

- PRELUDE AND FUGUE IN E FLAT MAJOR (St. Anne's) *J. S. Bach*
MELODY IN A MAJOR *Gen. Charles G. Dawes*
CAPRICE VIENNOIS *Fritz Kreisler*
ALLEGRO CON FUOCO, from Sonata No. 1 in A Minor *Felix Borowski*

II

- THERE IS A GARDEN *David Proctor*
SLUMBER SONG *Alexander Gretchaninoff*
TO THE SUN *Pearl G. Curran*
Mrs. McDERMOTT

III

- CHROMATIC FANTASIE *Ludwig Thiele*
ADAGIO AND SCHERZO, From Sonata No. 5 in C. Minor
Alexander Guilmant
SERENADE NO. 2 *I. V. Flagler*
PASTORALE, From Symphony No. 2 *Charles Widor*

IV

- O REDEEMER DIVINE *Charles Gounod*
THEN AND NOW *Roland Farley*
A BIRTHDAY *R. Huntington Woodman*
Mrs. McDERMOTT

V

- FINALE, From Symphony No. 1 *Louis Vierne*

RECITAL

BY

ADA MACLEISH, *Soprano*

HERBERT DITTLER, *Violinist*

MARY DITTLER, *Accompanist*

Friday Afternoon, December 13, 1929, at Two-Thirty O'Clock

PROGRAM

I
ANDANTINO *Martini-Kreisler*
LA PRECIEUSE *Couperin-Kreisler*
MELODY, FROM "ORPHEUS" *Gluck*
RONDO *Mozart-Kreisler*

MR. DITTLER

II
AIR DU ROI PASTEUR *Mozart*
VIOLIN OBLIGATO BY MR. DITTLER *Faure*
THREE SONGS
 Clair de Lune
 Mandoline
 Nell

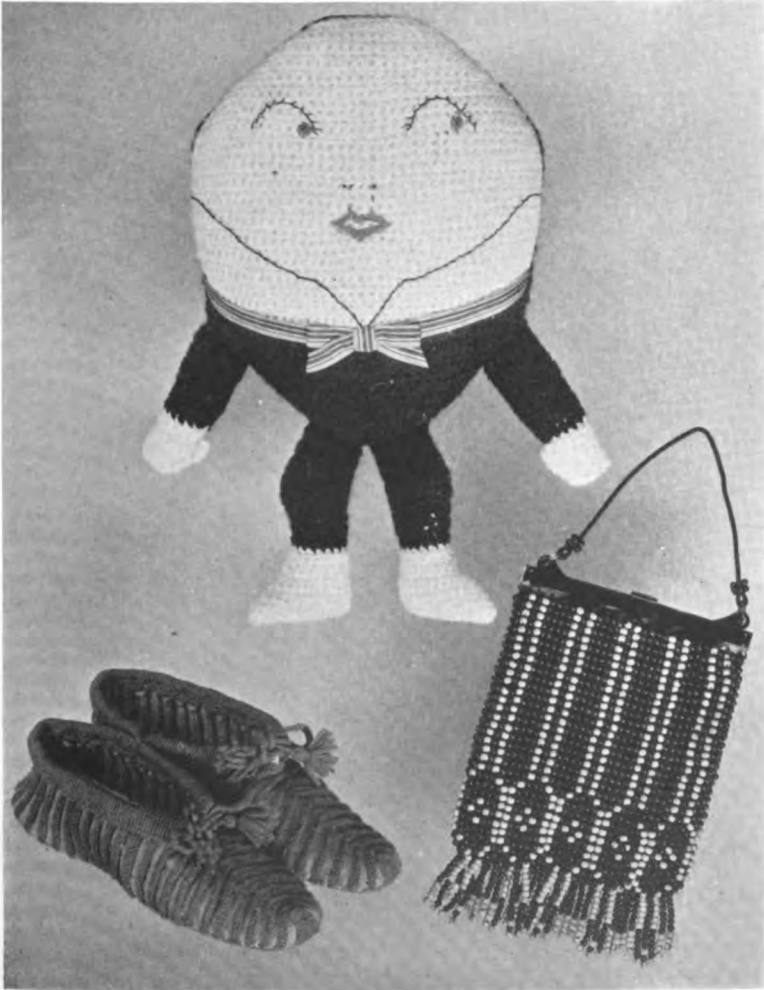
MRS. MACLEISH

III
EN BATEAU *Debussy*
ROMANZA ANDALUZA *Sarasate*
WAVES AT PLAY *Grasse*
JOHN RILEY *Brockway*
GUITARRE *Moszkowski*

MR. DITTLER

IV
THREE OLD IRISH SONGS:
 Down by the Sally Gardens
 I Know Where I'm Goin'
 A Ballynure Ballad
WHEN I BRING TO YOU COLORED TOYS *Carpenter*

MRS. MACLEISH



HUMPTY DUMPTY IN WHITE AND BLUE YARN

Crocheted Comfort

A Black and White Handbag of Beads

CHRISTMAS ENTERTAINMENT

and Sale of Articles Made by Pupils in Manual Training Departments
Friday Afternoon, December 20, 1929, at Two O'Clock

THE NATIVITY

CHARACTERS

<i>Mary, the Virgin</i>	BEATRICE SALADINO
<i>Joseph</i>	HELEN NAGY
<i>Archangel</i>	MARJORIE BENNETT
<i>Narrator</i>	MARGARET HOFFMIRE
<i>Shepherds</i>	{ WILLIAM SHEEHAN ANTHONY ALIVERTI HELEN GARREN
<i>Three Wise Men</i>	{ FREDERIC NEUMANN ANGELO CASTAGNA JOSEPH ADAMS

Angels, pages, village children and peasants

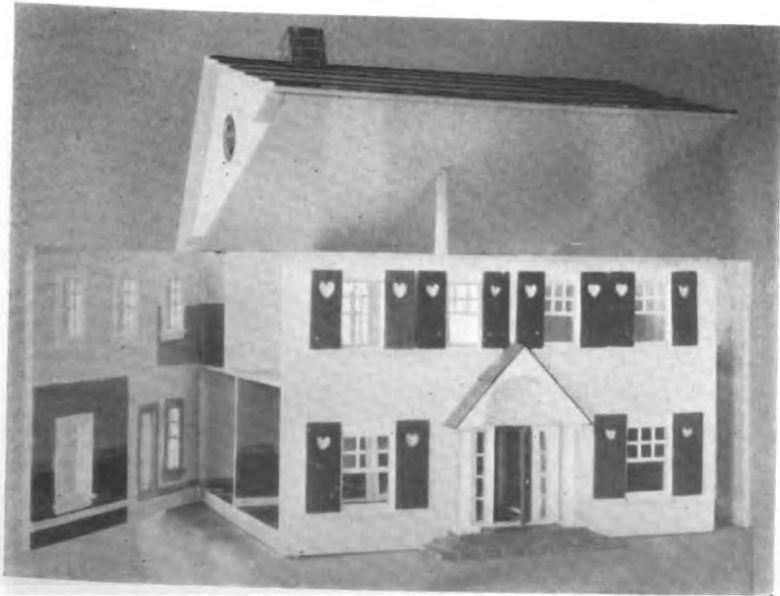
MUSIC

<i>Prelude: Come, Mary, Take Comfort</i>	<i>Hugo Wolf</i>
<i>Mary's Lullaby</i>	<i>Polish Carol</i>
<i>Lo, How a Rose E'er Blooming</i>	<i>Praetorius</i>
<i>Joy to the World</i>	<i>Handel</i>
<i>Processional</i>	<i>Lulli</i>
<i>Three Wise Men</i>	<i>French Carol</i>
<i>Oh, Leave Your Sheep</i>	<i>French Carol</i>
<i>Gloria in Excelsis Deo.</i>	

Chorus: *How Lovely Is Thy Dwelling-Place* *Brahms*



A DOLL'S HOUSE: MADE IN THE WOOD-WORKING DEPARTMENT



THE HOUSE OPENED

PIANO RECITAL

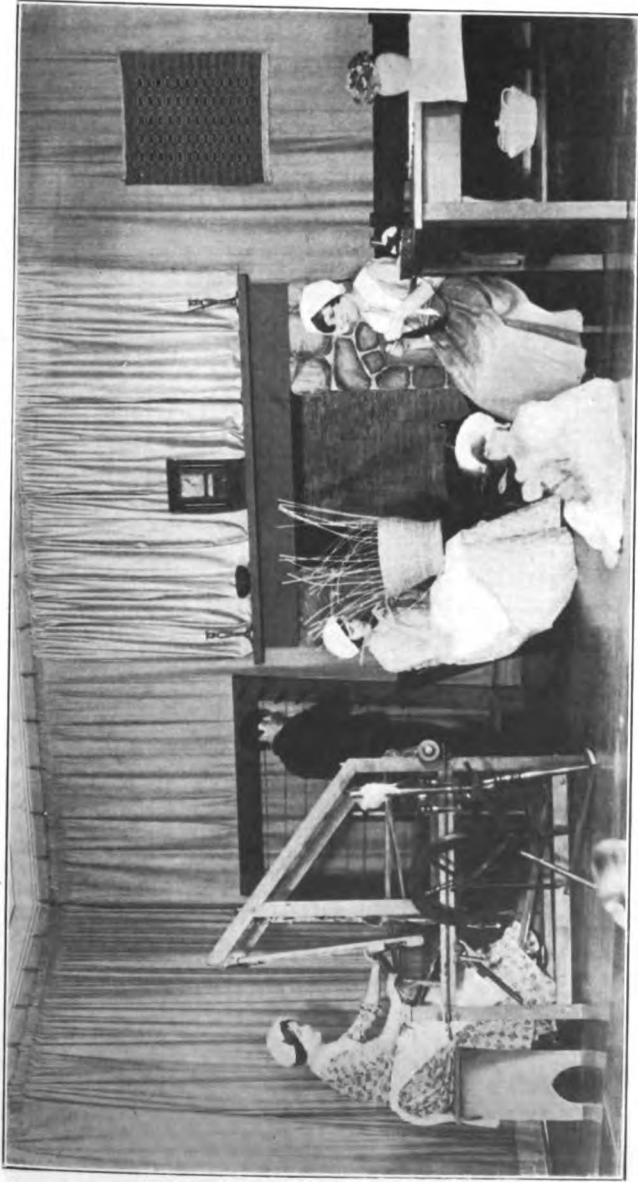
BY

CATHERINE CARVER

Monday Evening, March 24, 1930, at Eight-Thirty O'Clock

PROGRAM

- TOCCATA AND FUGUE IN D MINOR *Bach-Busoni*
- FANTASIA IN C MINOR *Mozart*
- SONATA IN E MAJOR, Opus 109 *Beethoven*
Vivace, ma non troppo; Adagio
Prestissimo
Andante molto cantabile ed espressivo
- TWO PIECES FROM "PHANTASIESTÜCKE" *Schumann*
Whims
Dream Visions
- BARCAROLLE *Chopin*
- TWO PRELUDES *Debussy*
Les Collines d'Anacapri
Voiles
- BY THE BEAUTIFUL BLUE DANUBE *Strauss-Schulz-Evler*



SCENE FROM COLONIAL SKETCH, "SEVENTEEN THIRTY"
ANNIVERSARY EXERCISES

ANNIVERSARY EXERCISES

Wednesday Afternoon, April 9, 1930, at Two-Thirty O'Clock and
Thursday Evening, April 10, 1930, at Eight-Thirty O'Clock

EXHIBITION OF THE DEPARTMENT OF MANUAL TRAINING

ORDER OF EXERCISES

ORGAN—Finale from Sonata No. 4 *Guilmant*

JARMILLA TETTER

SEWING AND ART NEEDLEWORK DEMONSTRATION

DOROTHY SCHREIER

EDNA VINGOE

GENE MATUSEFF

ROSE BOCCIA

CATHERINE MASSETT

FLOSSIE BALLARD

ESTHER BUTLER

ELIZABETH REHM

THERESA LOMBARD

MARJORIE HALL

PIANO SOLO—Seguidillas *Albeniz*

RUTH JOHNSON

DOMESTIC SCIENCE DEMONSTRATION

MARGARET HOFEMIRE

MARJORIE BENNETT

CHORUS—"Club Chat" (Old English) Arranged by *Alfred Moffatt*

WOODWORK DEMONSTRATION HARRY SEAR

First Bench: EUGENE RANIERE

Second Bench: JOSEPH CAMPANELLA

ANNIVERSARY EXERCISES

ORDER OF EXERCISES

POULTRY DEMONSTRATION BERT COMPTON

CANING DEMONSTRATION HARRY SBAR
At Stand: RALPH MACILLERO

PIANO DUET—Marche Slav, Op. 31 *Tschaiikowsky*
FRANK SMITH SHELLEY HAIR

WEAVING AND BASKETRY DEMONSTRATION

COLONIAL SKETCH

"SEVENTEEN-THIRTY"

Characters:

<i>Mother</i>	HELEN NAGY
<i>Basil</i>	OLIVER COMPTON
<i>Ann</i>	ELIZABETH REHM
<i>Phyllis</i>	ROSE BOCCIA
<i>"Taddy"</i>	EILEEN O'BRIEN

(The old hand-woven coverlet used in this sketch is provided through the courtesy of Mrs. Mitchell of Mittineague, Massachusetts.)

CHORUS—"When Twilight Weaves Her Gentle Spell"
Beethoven-Branscombe

AN EVENING OF VOCAL MUSIC

Wednesday Evening, June 4, 1930,
at Eight-Thirty O'Clock

PROGRAM

- CHORUS—The Blue Danube Waltz *Strauss*
- SOPRANO SOLOS—(a) Moonlight *Schumann*
(b) I Love Thee *Beethoven*
RUTH JOHNSON
- TENOR SOLO—If With All Your Hearts, from "Elijah" . *Mendelssohn*
HARRY HAGEMEISTER
- DUET—Serenade *Tosti*
GENE MATUSEFF ROGER WARREN
- ALTO SOLOS—(a) Lascia ch'io pianga, from "Rinaldo" . . . *Handel*
(b) On Wings of Music *Mendelssohn*
MYRA TETTER
- CHORUS—(a) The Bending Branch *Russian Folk-Song*
(b) Before the Shrine *French Folk-Song*
(c) Chit-Chat *English Folk-Song*
- SOPRANO SOLOS—(a) The Second Minuet *Maurice Besly*
(b) The Kerry Dance *Molloy*
BEATRICE SALADINO
- TENOR SOLOS—(a) Last Night *Kjerulf*
(b) Twickenham Ferry *Marzials*
ROGER WARREN
- DUET—Love Will Find Out the Way *Brahms*
GENE MATUSEFF MYRA TETTER
- CHORUS—My Love Is a Muleteer *Di Nogeno*
- SOPRANO SOLO—Voi che sapete, from The Marriage of Figaro . *Mozart*
GENE MATUSEFF
- MALE QUARTET—(a) How Can I Leave Thee *German Folk-Song*
(b) Steal Away! *Negro Spiritual*
HARRY HAGEMEISTER ROGER WARREN
FRED REEVE SHELLEY HAIR
OLIVER COMPTON HOWARD VAN DUYNÉ
HOWARD STRICKLAND GEORGE YOUNG
- CHORUS—How Lovely Is Thy Dwelling-Place *Brahms*



THE MOTHER IN COLONIAL DAYS
ANNIVERSARY EXERCISES

PUPILS' RECITAL

Friday Afternoon, June 13, 1930, at Two-Thirty O'Clock

PROGRAM

1. ORGAN—Fugue, from "Pastoral Sonata" *Rheinberger*
RUTH JOHNSON, A. A. G. O.
2. CHORUS—(a) Chit-Chat *English Folk-Song*
(b) My Johnny Was a Shoemaker *English Folk-Song*
3. PIANO—Venetian Boat Song *Mendelssohn*
GERTRUDE MUSIER
4. TOY ORCHESTRA—Ballet Music, from "Rosamunde" *Schubert*

<i>Gong</i>	<i>Triangle</i>	<i>Tambourine</i>
HAROLD RETHIER FRANK TOMORI	LENA BARBERA THERESA LOMBARD JAMES CICCARELLO	RITA AVERNA HELEN GARREN
<i>Drum</i>	<i>Cymbals</i>	<i>Xylophone</i>
JAMES DiBIASE FRED VIENI	PAUL SAUERLAND	LUCIA SALADINO
<i>Piano</i>		<i>Conductor</i>
JARMILLA TETTER		WILLIAM SHEEHAN
5. SOPRANO SOLOS—(a) If You Ever Look on Love. *Italian Folk-Song*
(b) The Treasure *Bohemian Folk-Song*
GENE MATUSEFF
6. PIANO—Song of the Brook *Schytte*
BEATRICE SALADINO
7. ORGAN—Andante, from "Sonata No. 4." *Guilmant*
JARMILLA TETTER
8. TOY ORCHESTRA—Tambourin *Old French Tune*

<i>Triangle</i>	<i>Tambourine</i>	<i>Drum</i>
MARIO MANZO DOROTHY PETERSON GUYON ROGERS	SARAH LACARRUBBA MARY VISIT	THOMAS CAHILL GEORGE SIMON
<i>Tom-tom</i>	<i>Piano</i>	<i>Conductor</i>
SELVIA GINZBURG	ANTHONY ALIVERTI HAROLD RETHIER	RICHARD CARTER
9. PIANO—Ballade No. 3 *Chopin*
FRANK SMITH
10. CHORUS—My Love Is a Muleteer *Francisco di Nogero*



A DAINY AND ATTRACTIVELY FINISHED GARMENT

LIST OF LEGACIES AND DONATIONS

Miles R. Burke.....	\$2,000.00	John Penfold.....	\$470.00
Jane Van Cortland.....	300.00	Madam Jumel.....	5,000.00
Isaac Bullard.....	101.66	Mrs. Steers.....	34.66
Elizabeth Bayley.....	100.00	Thomas Garner.....	1,410.00
John Jacob Astor.....	5,000.00	Elizabeth Magee.....	534.00
William Bean.....	500.00	Chauncey and Henry Rose	5,000.00
Peter G. Stuyvesant.....	3,000.00	John J. Phelps.....	2,350.00
John Horsburgh.....	5,000.00	Rebecca Elting.....	100.00
Elizabeth Demilt.....	5,000.00	Gerard Martins.....	500.00
Sarah Demilt.....	2,000.00	Regina Horstein.....	250.00
C. D. Betts.....	40.00	John Alstyne.....	10,320.44
Sarah Penny.....	500.00	Elizabeth and Sarah	
Sarah Bunce.....	500.00	Wooley.....	5,984.83
Elizabeth Idley.....	196.00	Benjamin Nathan.....	1,000.00
Samuel S. Howland.....	1,000.00	Thomas M. Taylor.....	6,151.94
William Howe.....	2,985.14	Simeon Abrahams.....	5,052.70
Margaret Fritz.....	100.00	James Peter Van Horn...	20,000.00
James McBride.....	500.00	Caleb Swan.....	500.00
Charles E. Cornell.....	521.96	Mrs. A. E. Schermerhorn.	10,000.00
Charles E. Deming.....	50.00	Henry H. Munsell.....	3,396.32
Mrs. De Witt Clinton....	200.00	Thomas C. Chardevoyne.	5,000.00
W. Brown.....	465.00	William Dennistoun....	11,892.77
Elizabeth Gelston.....	1,000.00	William B. Astor.....	5,000.00
Robert J. Murray.....	500.00	Benjamin F. Wheelwright	1,000.00
Seth Grosvenor.....	10,000.00	Geo. T. Hewlett, executor.	500.00
Elijah Withington.....	100.00	J. L. (of Liverpool, Eng.).	25.00
Benjamin F. Butler.....	512.49	Ephraim Holbrook.....	39,458.16
Frissel Fund.....	2,000.00	Mrs. Emma B. Corning..	5,000.00
Simeon V. Sickles.....	6,561.87	Eliza Mott.....	1,475.54
Anson G. Phelps.....	5,675.68	Maria M. Hobby.....	2,509.82
Thomas Reilly.....	2,254.84	Daniel Marley.....	1,749.30
Elizabeth Van Tuyle....	100.00	Henry E. Robinson.....	6,000.00
Thomas Eggleston.....	2,000.00	Henry Schade.....	20.00
Sarah A. Riley.....	100.00	Caroline Goff.....	4,161.59
William E. Saunders.....	725.84	Catherine P. Johnston...	530.00
Thomas Eddy.....	1,027.50	Mrs. Emma Strecker....	12,221.66
Robert C. Goodhue.....	1,000.00	Eli Robbins.....	5,000.00
Jonathan C. Bartlett....	190.00	Margaret Burr.....	11,011.11
Stephen V. Albro.....	428.57	Mary Burr.....	10,611.11

AND DONATIONS

Samuel Willetts.....	\$5,045.00	Annie Stewart Miller....	\$116,401.93
Roosevelt & Sons.....	45.00	Amelia B. Lazarus.....	10,000.00
August Schell.....	5,000.00	Ida M. Chapman.....	200.00
James Kelly.....	5,000.00	Cash (Wm. B. Wait)....	600.00
George Merrill.....	40.00	Mrs. Edith Smith Werle..	650.00
William B. and Leonora S. Bolles.....	2,949.11	Theodore P. Nichols....	8,000.00
Edward B. Underhill.....	500.00	Emma A. Tillotson.....	5,000.00
Harriet Gross.....	1,000.00	William C. Egleston....	15,000.00
Mary Hopeton Drake....	2,340.00	Angelina C. I. Anderson..	5,000.00
George Dockstader.....	325.00	Harriet B. Decker.....	3,000.00
Mary Rogers.....	1,000.00	Mary Anna Wenk.....	100.00
Polly Dean.....	500.00	Jeanne Platt.....	1,000.00
John Delaplaine.....	302.99	Emil Levy.....	1,000.00
Abby A. Coates Winsor..	1,000.00	Catherine Jane Pryer....	1,269.73
Harriet Flint.....	1,776.74	Elizabeth Kerr.....	400.00
Maria C. Robbins.....	10,000.00	Martha H. Andrew.....	25,000.00
Julia A. Delaplaine....	38,842.25	Mary L. Howard.....	17,078.46
Thomas W. Strong.....	1,893.00	Rachel H. Pfeiffer.....	2,500.00
Maria Moffett.....	16,408.21	Mary G. Harriot.....	3,523.20
William Clymer.....	2,000.00	Antonio J. Moderno....	12,865.52
Julia L. Peyton.....	1,000.00	The Brez Foundation....	10,250.00
Amos R. Eno.....	5,000.00	Edward L. Radcliff....	4,794.85
Clarissa L. Crane.....	1,000.00	John R. Peters.....	1,000.00
Leopold Boscowitz.....	1,000.00	Hamilton W. Cary.....	2,500.00
Emeline S. Nichols.....	5,000.00	William Infeld.....	500.00
Margaret Salsbury.....	100.00	Fanny Schermerhorn Bridgham.....	15,000.00
Sarah B. Munsell.....	477.56	Charles E. Rhinelander..	24,222.15
Edward L. Beadle.....	4,303.99	Whitman-Bennett Studio.	100.00
Cecelia J. Loux.....	2,000.00	Cash (Anonymous)	325.00
Mrs. E. Douglas Smith..	1,649.57	Margaret A. Howard....	500.00
William C. Schermerhorn	10,000.00	Sarah Matilda Mygatt..	1,000.00
Mary J. Walker.....	25,193.76	F. Augustus Schermerhorn.....	1,975,183.87
Sarah Schermerhorn....	5,137.05	Martha Ann Shannon...	12,929.25
F. Augustus Schermerhorn (for building fund)...	10,000.00	"A Friend".....	100.00
(for pipe organ).....	5,840.00	Edwin Gould.....	51,000.00
Mrs. Theodore B. Myers	5,000.00	Edwin Gould (for "Printery").....	80,000.00
Peter Marié.....	3,145.47	Mary B. Dortic.....	17,567.05
Eli Specht.....	2,816.17	Arnold Thayer	5,000.00
Catherine Talman.....	4,996.60		

Henry Fatton.....	\$1,491.82	Annie C. Kane.....	\$25,000.00
Mary Skidmore Rogers.	2,000.00	Sophia M. Low.....	8,457.17
Grenville Kleiser.....	50.00	Mary D. Johns.....	1,000.00
Christine Meyer.....	1,000.00	Blanche Bache Newkirk.	250.00
Marie Emmons.....	2,500.00	"Quex"	30.00
Louis T. Lehmeier.....	2,000.00	William Henry Atkinson	181.00
Duncan G. Harris.....	890.00	Rosa Maas.....	1,000.00
Morris W. Jacobi.....	2,690.56	Frederick Winkelmann..	2,934.85
August L. Peters.....	35,796.17	George Samuel Knauss..	2,000.00
Jane C. Long.....	3,000.00	Mary Tanner	500.00
Sophie C. Helfst.....	1,000.00	Emma Fagan.....	1,770.13
Reading Sterrit.....	63,373.65	J. Lawrence Aspinwall...	1,010.32
Alfred B. Jenkins.....	500.00	Louise M. Mueller.....	10.00
Emil Wolff.....	2,866.00	Augusta F. Mueller....	5.00
Mr. & Mrs. John B. Taylor	77.00	Sundry donations of	
L. H. Markman.....	5.00	amounts under \$100....	504.67
Elizabeth Shepard Lough	10.00		

FORM OF BEQUEST

*I give and bequeath to **The New York Institute for the Education of the Blind**, located at Pelham Parkway and Williamsbridge Road (formerly Ninth Avenue and Thirty-fourth Street), the sum of*

_____ Dollars
to the general use of said corporation.

1600
1600
6, 19
19

Blind

New York City

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1930-
1931

The New York Institute
for the Education of the Blind

YEAR-BOOK, 1931

GIFT
JAN 30 1932







D.

YEAR-BOOK

OF

The New York Institute

for the

Education of the Blind

NINETY-NINTH YEAR

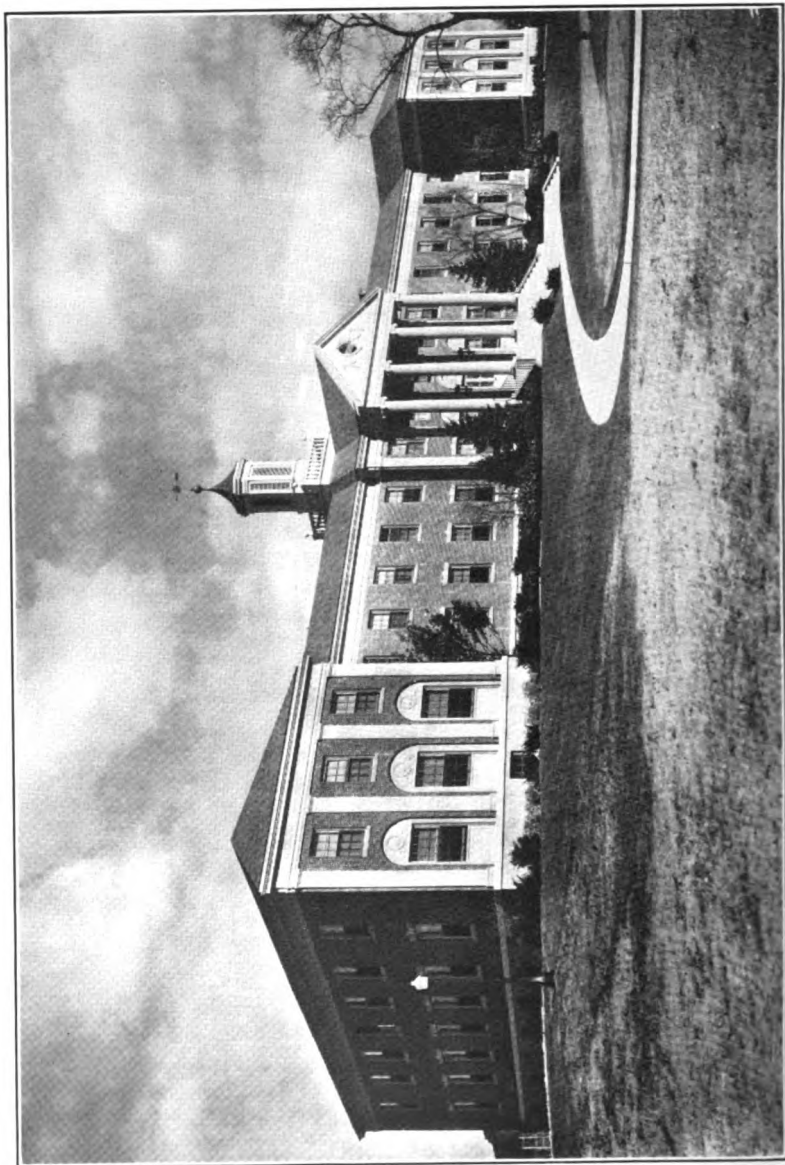
NINETY-SIXTH ANNUAL REPORT OF THE
BOARD OF MANAGERS—REPORT OF THE
PRINCIPAL—GENERAL INFORMATION : :

1931

Lux Oritur:

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xlii, 16.

NEW YORK
CHARLES FRANCIS PRESS
1931



THE NEW LOWER SCHOOL.

The New York Institute for the Education of the Blind

FOUNDED 1831

OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD
NEW YORK CITY

CALENDAR, 1931-32

September 21 - - - - - - - Fall session opens.
November 26-29 - - - - - - - Thanksgiving vacation.
December 18 - - - - - - - Christmas holidays begin.
January 4, 1932 - - - - - - - School work resumed.
January 25-29 - - - - - - - Regents' examinations.
March 15 - - - - - - - Anniversary exercises.
March 18 - - - - - - - Easter vacation begins.
March 29 - - - - - - - School work resumed.
June 17 - - - - - - - Class work ended.
June 20-24 - - - - - - - Regents' examinations.

July 11-August 19 - - - - - - - Summer session.
September 19 - - - - - - - Fall session opens.
November 23-27 - - - - - - - Thanksgiving vacation.
December 16 - - - - - - - Christmas holidays begin.

The New York Institute for the Education of the Blind

FOUNDED 1831

OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD
NEW YORK CITY

The purpose of the Institute is to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians.

There is no restriction as to residence. From New York they may enter regularly as State pupils from the Greater City and the counties of Westchester, Putnam, Rockland, Suffolk and Nassau, being appointed by the State Education Department; from New Jersey, upon application in proper form to the New Jersey Commission for the Blind, and from other localities by special arrangement. All communications should be addressed to

The Principal, The New York Institute
for the Education of the Blind,
999 Pelham Parkway,
New York, N. Y.

BOARD OF MANAGERS

1931

WITH THEIR TERMS OF CONTINUOUS SERVICE.

LINZEE BLAGDEN	Since 1910
CARL A. DE GERSDORFF	“ 1910
PAUL TUCKERMAN	“ 1912
EDWARD J. HANCY	“ 1912
*WILLIAM TURNBULL	“ 1913
J. LAWRENCE ASPINWALL	“ 1913
J. ARCHIBALD MURRAY	“ 1914
ROBERT L. HARRISON	“ 1916
GEORGE N. MILLER, M.D.	“ 1920
JAMES LLOYD DERBY	“ 1922
DUNCAN G. HARRIS	“ 1922
HOWLAND S. DAVIS	“ 1923
ALFRED E. SCHERMERHORN	“ 1923
ERNEST FAHNESTOCK, M.D.	“ 1924
FREDERIC P. MOORE	“ 1925
EDWIN GOULD	“ 1925
AUGUSTINE J. SMITH	“ 1927
ARNOLD WHITRIDGE	“ 1928
THOMAS LUDLOW CLARKE	“ 1929
JUNIUS A. RICHARDS	Since November 19, 1930

*Died July 13, 1931.



ONE CORNER OF THE FIRST GRADE ROOM

OFFICERS OF THE BOARD

LINZEE BLAGDEN *President*
J. ARCHIBALD MURRAY *Vice-President*
JUNIUS A. RICHARDS *Recording Secretary*
HOWLAND S. DAVIS *Treasurer*

STANDING COMMITTEES

EXECUTIVE COMMITTEE

AUGUSTINE J. SMITH, *Chairman*
J. LAWRENCE ASPINWALL FREDERIC P. MOORE, *Secretary*
HOWLAND S. DAVIS LINZEE BLAGDEN (*ex-officio*)

FINANCE COMMITTEE

HOWLAND S. DAVIS, *Chairman (ex-officio)*
PAUL TUCKERMAN EDWARD J. HANCY
LINZEE BLAGDEN J. ARCHIBALD MURRAY
(*ex-officio*) (*ex-officio*)

ORGANIZATION

(School Year 1931-32)

EDWARD M. VAN CLEVE *Principal*
N. E. LANCASTER, M.D. *Attending Physician*
BERNARD SAMUELS, M.D. *Attending Ophthalmologist*
MRS. ALTA L. RAUSCH *Secretary to the Principal*

LITERARY DEPARTMENT

MARY B. SCHOONMAKER
FLORENCE L. PHELAN
LORETTA BUTLER
ETTA D. LEWIS
RUSSELL POPE
MARION MILLER
JOSEPHINE A. MOODY
ELLEN N. WRIGHT
INA McMURRAY
SETH W. HOARD

H. W. WRIGHT, *Assistant to the Principal*
HENRIETTA A. GROSBACK, *Librarian and Teacher of Typewriting*

MUSIC DEPARTMENT

BASSETT W. HOUGH, *Director*
GERTRUDE L. MARTIN
THEODORE A. TAFERNER
EMILIE HAHN
ARTHUR H. RICHMOND
ELIZABETH THODE

TUNING

ROBERT J. HARVEY

EDWIN GOULD PRINTERY

GEORGE H. BAIR

MANUAL TRAINING AND HOME SCIENCE

ANGIE D. KELLY
JULIA E. MYERS
MAUD W. BARRETT
WILLIAM H. WARING

EARL QUAY

PHYSICAL TRAINING

MAUD W. BARRETT
CLYDE L. DOWNS
HELEN ZIEGEL

HOUSEHOLD

VESTA D. LOGAN, *Matron*
ADELAIDE M. GOULD, *Asst. Matron*
NINA E. CUMMINGS, *Matron Lower School*

HOUSEMOTHERS FOR BOYS

KATE HAUSMANN
SAMUEL WOOD HOUSE
GRACE JAMIESON
JAMES BOORMAN HOUSE
MARY VAUGHAN
JOHN D. RUSS HOUSE
MARTHA RUSSELL
SAMUEL AKERLY HOUSE
NINA E. CUMMINGS, *Lower School*

HOUSEMOTHERS FOR GIRLS

GRACE O. HAYS
FANNY J. CROSBY HOUSE
C. LOUISE HILL, *Lower School*
ALICE G. STONEHAM—*Relief Housemother*
MARY H. O'BRIEN
ANSON G. PHELPS HOUSE

MANAGERS

OF

The New York Institute for the Education of the Blind

IN CHRONOLOGICAL ORDER

FROM THE TIME OF ITS INCORPORATION, 1831, WITH THEIR TERMS OF SERVICE.

Akerly, Samuel, M.D.	1831-1845	Trulock, Joseph.	1836-1840
Averill, Herman.	1831-1832	Mandeville, William.	1836-1837
Bolton, Curtis.	1831-1835	Chandler, Adoniram.	1836
Donaldson, James.	1831-1832	Cushman, D. Alonzo.	1837-1843
Bogert, Henry K.	1831-1832	Blakeman, Wm. N., M.D. {	1837-1839
Remsen, Henry.	1831-1832	}	1841
Stuyvesant, John R.	1831-1840	Wood, Isaac, M.D.	1837-1859
Price, Thompson.	1831-1840	Hart, Joseph C.	1837-1840
Ketchum, Morris.	1831-1837	Holmes, Curtis.	1837-1838
Miller, Sylvanus.	1831-1832	Roome, Edward.	1837-1845
Crosby, William B.	1831-1833	Seton, Samuel W.	1837
Lee, Gideon.	1831-1836	Gracie, Robert.	1838-1861
Ketchum, Hiram.	1831-1838	Demilt, Samuel.	1838
Wood, Samuel.	1831-1836	Hart, James H.	1839
Jenkins, Thomas W.	1831-1836	Murray, Robert J.	1839-1858
Thomas, Henry.	1831-1834	Schermerhorn, Peter	
Nevins, Rufus L.	1831-1832	Augustus.	1839-1845
Beers, Joseph D.	1831-1832	Tallmadge, Henry F.	1839-1841
Mott, Samuel F.	1831	Thompson, Martin E.	1839
Patterson, Matthew C.	1831-1833	Moore, Clement C.	1840-1850
Russ, John D., M.D.	1833-1834	Olyphant, D. W. C.	1840
Dwight, Theodore.	1833-1837	Averill, Augustine.	1840
Brown, Silas.	1833-1859	Beers, Cyrenius.	1841-1853
Stagg, John P.	1833	Suydam, Lambert.	1841-1842
Spring, George.	1833-1835	Holmes, Silas.	1841-1842
Walker, John W.	1833-1839	Case, Robert L.	1841-1861
Miller, Franklin.	1833-1835	Crosby, John P.	1841-1859
Steel, Jonathan D.	1833	Collins, Stacey B.	1841
Allen, Moses.	1833-1834	Schermerhorn, E. H.	1841-1842
Lyons, Stephen.	1834-1836	Marsh, James.	1842-1852
Dissosway, Gabriel P.	1834-1836	Murray, Hamilton.	1842-1847
Phelps, Anson G.	1834-1855	Walsh, A. R.	1842-1850
Crosby, William H.	1835	Wood, John.	1842-1850
Hoyt, Charles.	1835-1839	Jones, Edward.	1843-1850
Oakley, Charles.	1835	Whittemore, William T.	1843-1845
Titus, Peter S.	1835-1836	Smith, Floyd.	1844-1848
Allen, George F.	{ 1835-1839	Dean, Nicholas.	1844-1848
	{ 1841-1862	Jones, William P.	1846-1849

Thurston, William R.....	1846-1851	McLean, James M.....	1863-1890
Sheldon, Henry.....	1846-1854	Clift, Smith.....	1865-1893
King, John A.....	1848-1854	Hoffman, Charles B.....	1865-1868
Schell, Augustus.....	1849-1883	Emmet, Thos. Addis, M.D.	1865-1866
Day, Mahlon.....	1849-1854	Whitewright, William.....	1866-1898
Adams, George F.....	{ 1850-1859	Schermerhorn, Wm. C.....	1866-1901
	1865	De Rahm, Charles.....	1866-1890
Adams, John G.....	1851-1858	Hilton, Henry.....	1866
Ogden, Gouverneur M.....	1851-1857	Burrill, John E.....	1866-1867
Cobb, James N.....	1851-1858	Stout, Francis A.....	1867-1892
Beadle, Edward L.....	1851-1862	Butterfield, Daniel.....	1868
Wood, Edward.....	1852-1861	Hoffman, William B.....	1868-1879
Ogden, John D., M.D.....	1853-1855	Gerard, James W.....	1869-1873
Craven, Alfred W.....	1854-1861	Rhoades, J. Harsen.....	1869-1872
Olyphant, G. T.....	1855-1857	Schermerhorn, F. Augs.....	1870-1910
Abbatt, William M.....	1855-1857	Marié, Peter.....	1870-1903
Noyes, William Curtis.....	1855-1859	Rhineland, Frederick W.	1874-1904
Dumont, William.....	1856-1862	Sheldon, Frederick.....	1874-1906
Warren, James.....	1856-1859	Robbins, Chandler.....	1875-1904
Cammann, Geo. P., M.D.	1858	Strong, Charles E.....	1875-1887
Rutherford, Lewis M.....	1858-1861	Schuyler, Philip.....	1878-1898
Van Rensselaer, Henry.....	1858-1860	Prime, Temple.....	1878-1887
Hone, Robert S.....	1859-1891	Kane, John I.....	1881-1913
Tomes, Francis.....	1859-1860	King, Edward.....	1884-1893
Norton, Charles B.....	1859-1861	Schell, Edward.....	1885-1893
Church, William H., M.D.	1859-1864	Bronson, Frederick.....	1888-1900
Hutchins, Waldo.....	1860-1867	Kingsland, Ambrose C.....	1889-1890
Tuckerman, Charles K.....	1860-1867	Robbins, George A.....	1889-1895
Kennedy, James Lenox.....	1860-1864	Kissel, Gustav E.....	1891-1911
Travers, William R.....	1860	Bowers, John M.....	1891-1906
Tompkins, Daniel H.....	1860-1874	Peabody, George L., M.D.	1891-1912
Aspinwall, J. Lloyd.....	1860-1861	Marshall, Charles H.....	1892-1912
Suydam, D. Lydig.....	1861-1884	Smith, Gouverneur M.,	
Daly, Charles P.....	1861	M.D.....	1893-1898
Hosack, Nathaniel P.....	1862-1876	Davis, Howland.....	1894-1921
Grafton, Joseph.....	1862-1872	Duer, William A.....	1894-1905
Myers, T. Bailey.....	1862-1887	Hamilton, William G.....	1894-1905
Edgar, Newbold.....	{ 1862-1864	Appleton, William W.....	1896-1924
	1868	Tappen, Frederick D.....	1897-1901
Donnelly, Edward C.....	1862-1864	Armstrong, D. Maitland.....	1898-1911
Lord, James Cooper.....	1862-1864	Wheelock, Geo. G., M.D.	1898-1907
Schermerhorn, Alfred.....	{ 1862-1865	Fairchild, Charles S.....	1898-1906
	1867-1868	Soley, James Russell.....	1900-1911
Brown, John Crosby.....	1862-1864	Winthrop, Egerton L., Jr.	1901-1911
Van Rensselaer, Alex.....	{ 1862-1865	Wickersham, George W.....	1902-1909
	1867-1877	Foster, Frederic DePeyster.	1903-1923
Irving, John Treat.....	1863-1896	Rhineland, Thomas N.....	1905-1928
Potter, Clarkson N.....	1863-1866	McIlvaine, Tompkins.....	1905-1911

Godkin, Lawrence .....1905-1909	Kobbé, George C.....1916-1923
Derby, Richard H., M.D...1906-1907	Harrison, Robert L.....1916-
Borland, J. Nelson.....1907-1929	Munroe, Henry W.....1918-1919
Montant, August P.....1907-1909	Miller, George N., M.D...1920-
Rhoades, J. Harsen.....1907-1922	Gallatin, R. Horace.....1920
Tucker, Samuel Auchmuty.1907-1919	De Rham, Frederic F....1921
Hone, Robert G.....1908-1927	Derby, James Lloyd.....1922-
Knapp, Arnold, M.D....1909-1913	Harris, Duncan G.....1922-
Blagden, Linzee.....1910-	Kissel, W. Thorn.....1923-1928
De Gersdorff, Carl A.....1910-	Munroe, John.....1923-1924
Glyn, William E.....1911-1924	Davis, Howland S.....1923-
Partridge, Edward L., M.D.1911-1922	Schermerhorn, Alfred F..1923-
Dix, John A.....1911-1917	Fahnestock, Ernest, M.D.1924-
Tuckerman, Paul.....1912-	Moore, Frederic P.....1925-
Nash, William A.....1912-1916	Gould, Edwin.....1925-
Croswell, James G.....1912-1915	Smith, Augustine J.....1927-
Hancy, Edward J.....1912-	Whitridge, Arnold.....1928-
Aspinwall, J. Lawrence...1913-	Clarke, Thomas L.....1929-
Turnbull, William.....1913-1931	Richards, Junius A.....1930-
Murray, J. Archibald...1914-	

OFFICERS OF THE INSTITUTE

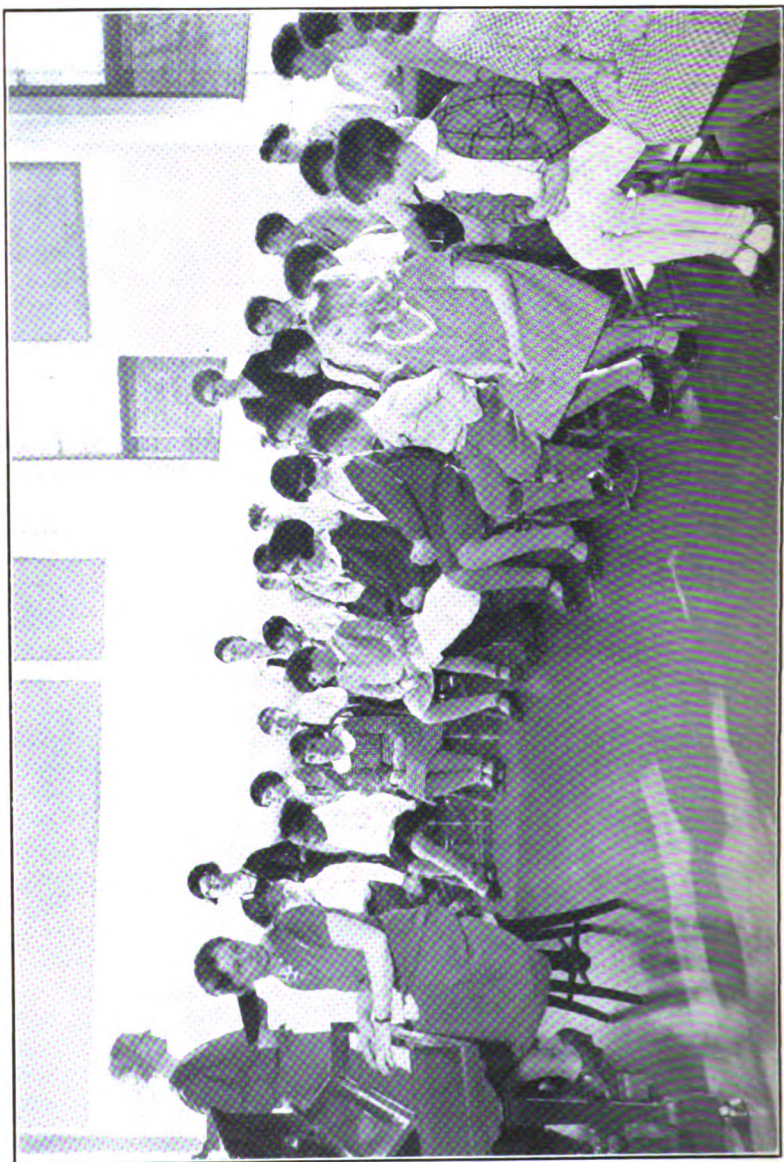
FROM ITS INCORPORATION IN 1831,
WITH THEIR TERMS OF SERVICE.

PRESIDENTS

Akerly, Samuel, M.D....1831-1842	Irving, John Treat.....1891-1895
Phelps, Anson G.....1843-1853	Schermerhorn, William C.1896-1901
Wood, Isaac, M.D.....1854-1859	Schermerhorn, F. Augs...1901-1909
Allen, George F.....1860-1862	Davis, Howland.....1909-1919
Schell, Augustus.....1863-1883	Tuckerman, Paul.....1919-1925
Hone, Robert S.....1884-1887	Blagden, Linzee.....1925-
McLean, James M.....1888-1890	

VICE-PRESIDENTS

Averill, Herman.....1831-1832	Clift, Smith.....1888-1893
Brown, Silas.....1833-1835	Schermerhorn, William C.1894-1895
Titus, Peter S.....1836	Marié, Peter.....1896-1903
Phelps, Anson G.....1837-1842	Rhineland, F. W.....1903-1904
Wood, Isaac, M.D.....1843-1853	Sheldon, Frederick.....1905-1906
Gracie, Robert.....1855-1860	Peabody, George L., M.D.1907-1912
Beadel, Edward L.....1861-1862	Kane, John I.....1913
Hone, Robert S.....1863-1883	Appleton, William W....1913-1924
Suydam, D. Lydig.....1884	Murray, J. Archibald....1924-
McLean, James M.....1885-1887	



MORNING ASSEMBLY Y--LOWER SCHOOL

TREASURERS

Bolton, Curtis	1831-1835	Grafton, Joseph	1866-1871
Brown, Silas	1836-1859	Whitewright, William	1872-1896
Wood, Edward	1860-1861	Davis, Howland	1897-1909
Schell, Augustus	1862	Foster, Frederic DePeyster	1909-1923
Kennedy, James Lenox	1863-1864	Blagden, Linzee	1923-1925
Clift, Smith	1865	Davis, Howland S.	1925-

RECORDING SECRETARIES

Bogert, Henry K.	1831-1832	Schermerhorn, F. Augs.	1884-1901
Russ, John D., M.D.	1833-1834	Marshall, Charles H.	1901-1911
Crosby, William H.	1835	Blagden, Linzee	1911-1923
Allen, George F.	1836-1859	Derby, James Lloyd	1923-1926
Hone, Robert S.	1860-1862	Schermerhorn, Alfred E.	1926-1930
Brown, John Crosby	1863	Clarke, Thomas L.	1930
Myers, T. Bailey	1864-1883	Junius A. Richards	1931-

CORRESPONDING SECRETARIES

Donaldson, James	1831-1832	Church, William H., M.D.	1860
Dwight, Theodore	1833-1837	Tuckerman, Charles K.	1861-1867
Wood, Isaac, M.D.	1839-1842	Schermerhorn, William C.	1868-1893
Roome, Edward	1843-1844	Bronson, Frederick	1894-1895
Schermerhorn, Peter Augs.	1845	Sheldon, Frederick	1896-1905
Jones, Edward	1846-1850	Peabody, George L., M.D.	1905-1906
Wood, Isaac, M.D.	1851-1853	Appleton, William W.	1907-1913
Crosby, John P.	1854-1859	Hone, Robert G.	1914-1927

PRINCIPALS OF THE INSTITUTE

FROM ITS INCORPORATION IN 1831,

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.	1832-1835	Cooper, T. Golden	1853-1860
Office unfilled 1835 and part of 1836		Rankin, Robert G.	1861-1863
Jones, Silas	1836-1840	Wait, William B.	1863-1905
Vroom, Peter D., M.D.	1841-1842	Emeritus Principal	1905-1916
Boggs, William	1843-1845	Tewksbury, Everett B.	1905-1914
Chamberlain, James F.	1846-1852	Van Cleve, Edward M.	1914-



BUSY FINGERS SEEKING KNOWLEDGE

Report of the Board of Managers of The New York Institute for the Education of the Blind

*To the Honorable the Legislature
of the State of New York:*

The Managers of The New York Institute for the Education of the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the fiscal year ended June 30, 1931.

The following is a summary of the receipts and disbursements for the year:

RECEIPTS	
Balances, June 30, 1930—	
Capital fund.....	\$60,398.85
Income fund.....	5,559.56
	\$65,958.41
Of Capital—	
Legacies, donations, mortgages paid, transfers, etc.....	273,098.75
Of Income—	
Current receipts.....	249,802.92
	\$588,860.08
DISBURSEMENTS	
Of Capital—	
Building expenditures, securities purchased, etc.....	\$319,224.30
Of Income—	
Taxes, insurance, etc.....	5,421.84
Maintenance	182,811.51
Transfer	64,435.00
Balances—	
Capital fund.....	\$14,273.30
Income fund.....	2,694.13
	16,967.43
	\$588,860.08

From time to time, beginning in eighteen hundred and thirty-six, the Institute has been in receipt of legacies and donations which the Managers have set apart in the Legacy Fund.

At the close of the fiscal year the Legacy Fund, including amounts received, both legacies and donations, and aggregating \$3,000,819, was represented by cash and investments in approved securities.

The managers gratefully acknowledge the receipt of the following legacies: F. Augustus Schermerhorn, \$407 (additional); James D. Freeman, \$5,050; Jacob M. P. Willits, \$12,876; and donations: Brez Foundation, \$750; Edith H. Werle, \$75; "Quex," \$10.

Annexed hereto is the statistical report of the Principal, which shows the variety and character of our work, the completeness of our facilities, and the thoroughness of the training afforded by the Institute.

This year has seen the completion of a new building, to be known as the Lower School, erected from designs by Messrs. Mc-Kim, Mead & White, and made ready in time to be equipped under the direction of the Principal for the opening of the autumn term. It is a complete unit for the younger children, housing its own staff of instructors and employees and provided with dining rooms and kitchen.

The vacancies created by withdrawing the younger children from the older dormitories have nearly all been filled by new pupils. The Institute is to be congratulated upon the successful work of the architects and also upon the generous devotion of time by Mr. Aspinwall as Chairman of the Building Committee, who, with Mr. Van Cleve, has made this building all that could be desired.

The Institute was honored last Spring by a visit of the delegates attending the World Conference on Work for the Blind and is fortunate in having been chosen as the place for the meeting of the American Association of Instructors of the Blind in June, 1932; in connection with this June meeting will be held a special celebration which will mark the completion of one hundred years of service of this school.

The New York Institute for the Education of the Blind

LINZEE BLAGDEN,
President.

JUNIUS A. RICHARDS,
Secretary.

City of New York and County of Bronx, ss.:

LINZEE BLAGDEN, of said City, being duly sworn, saith: That he is President of The New York Institute for the Education of the Blind, and that the above report signed by him is true to the best of his knowledge and belief.

Sworn to before me this 9th day
of November, 1931.

ALTA L. RAUSCH,
Notary Public,
Bronx County, N. Y.

The New York Institute for the Education of the Blind

TREASURER'S REPORT FOR THE YEAR ENDED JUNE 30, 1931

RECEIPTS

1930 Balance, Capital fund.....	\$60,398.85	
" Income fund.....	5,559.56	
		\$65,958.41

OF CAPITAL

Legacies (net).....	\$18,152.89	
Donations	835.00	
Principal paid a/c bond and mortgages	26,000.00	
Sale of securities.....	157,952.67	
Sale of rights.....	3,779.32	
Building fund, income.....	1,943.87	
Building fund, transfer from income fund.....	64,435.00	
		273,098.75

OF INCOME FROM INVESTMENTS

Interest on bonds (net).....	\$130,098.62	
Interest on mortgages.....	19,124.38	
Interest on bank balances.....	728.28	
Dividends	22,800.00	
Miscellaneous	42.06	
		172,793.34

OF INCOME FOR TUITION, ETC.

State of New York.....	\$62,589.25	
City of New York.....	1,666.25	
State of New Jersey.....	11,150.00	
Miscellaneous receipts	1,604.08	
		77,009.58
		\$588,860.08

DISBURSEMENTS

OF CAPITAL

Additions to property and equipment.....	\$5,518.17	
On account of construction and equipment of new Lower School	167,708.63	
		<u>\$173,226.80</u>
Securities purchased		145,997.50
		<u>319,224.30</u>

OF INCOME OTHER THAN MAINTENANCE

Insurance on buildings.....	\$1,298.57	
Water tax	145.50	
Commission on collection of investment income....	1,747.77	
Fixed charges.....	1,230.00	
Best publication fund	1,000.00	
		<u>5,421.84</u>

OF INCOME FOR MAINTENANCE

Pay roll	\$117,309.65	
Household supplies.....	6,986.59	
Food supplies.....	21,310.00	
Buildings and grounds.....	21,540.04	
Educational supplies and expenses.....	5,226.00	
Miscellaneous expenses.....	10,436.14	
		<u>182,811.51</u>

MISCELLANEOUS DISBURSEMENTS

Transfer to Capital fund.....		64,435.00
Balances, June 30, 1931—		
Capital fund.....	\$14,273.30	
Income fund.....	2,694.13	
		<u>16,967.43</u>
		<u>\$588,860.08</u>

HOWLAND S. DAVIS,
Treasurer.

The foregoing account has been compared with the vouchers and accounts and is certified as correct.

TOWNSEND & DIX,
Accountants and Auditors.

July 21, 1931

EDWIN GOULD PRINTERY FUND

RECEIPTS

Balance of unexpended income at July 1st, 1930....		\$12,465.75
Income from investments.....	\$3,000.00	
Interest on bank balances.....	135.53	
	<hr/>	3,135.53
		<hr/>
		\$15,601.28

DISBURSEMENTS

Salary of printer.....	\$1,655.00	
Commission for collection of income.....	60.00	
American Printing House for the Blind.....	94.82	
Purchase of books and apparatus.....	2,033.66	
	<hr/>	3,843.48
		<hr/>
Balance June 30, 1931.....		<u><u>\$11,757.80</u></u>

STATISTICAL REPORT OF THE PRINCIPAL

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the school year ended June 30, 1931:

Number of pupils June 30, 1930.....	134
Admitted during the year.....	21
Total	155
Reductions	23
Number remaining.....	132
Total enrolment.....	137

The school curriculum provides for complete primary and secondary courses, based on the syllabuses of the University of the State of New York, and includes music, manual training and physical training. The daily schedules may be found on pages 26 to 29.

In the high school there are now classes in the following subjects:

English 1.	French 3.
English 2.	French 2.
English 3.	History B.
English 4.	American History.
Elementary Algebra.	Elementary Biology.
Geometry.	Physical Geography.
Latin 1.	Dictaphone.
Latin 2.	Literature and Word Study.
German 2.	Comprehensive Reading.

The following is a list of the music subjects and the number of pupils in each:

	Boys	Girls	Total
Beginning music.....	33	18	51
Piano	41	26	67
Organ	2	4	6
Elementary Harmony.....	9	2	11
Tuning	15	—	15
Voice	—	7	7
Voice Lectures.....	—	7	7



SECOND GRADE—THE READING PERIOD

The following is a list of the subjects in which examinations were taken during the year, with the number of pupils passing in each:

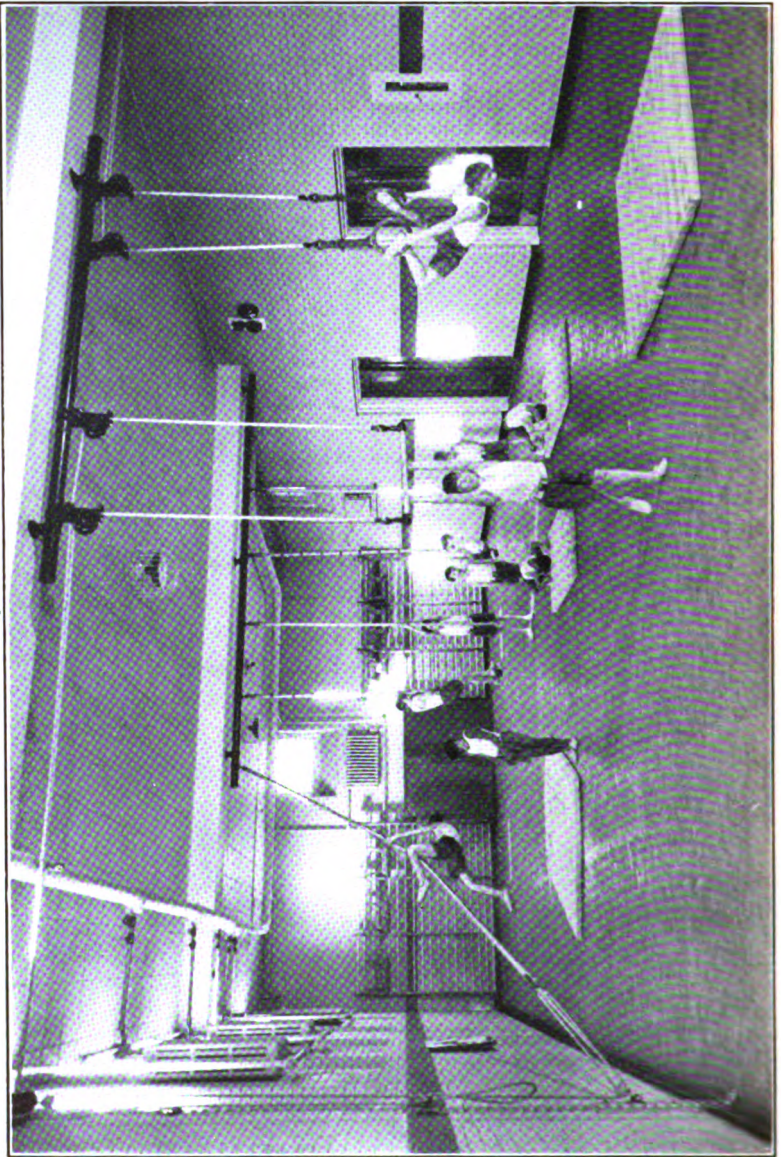
Silent Reading.....	5
Spelling.....	8
Writing.....	8
Elementary English.....	7
Arithmetic.....	5
Geography.....	9
English, three years.....	2
English, four years.....	9
Latin, three years.....	5
French 2.....	4
Elementary Algebra.....	3
Intermediate Algebra.....	1
Geometry.....	3
Civics.....	3
American History.....	10
History B.....	8
Physical Geography.....	10
Elementary Biology.....	8
Rudiments of Music.....	7
Comprehensive Music, three years.....	5
Music History.....	1
	2

And the record of the Regents' examinations for the past year is as follows:

Number of examination days.....	7
Pupils examined.....	58
Subjects covered.....	21
Answer papers written.....	140
Answer papers claimed.....	121
Papers allowed by the Regents.....	120

The following table gives the results of the examinations held from 1916 to 1931:

	<i>No.</i> <i>examined.</i>	<i>No.</i> <i>claimed.</i>	<i>No.</i> <i>allowed.</i>	<i>Per cent.</i> <i>claimed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>claimed.</i>
1916.....	117	104	95	88.88	81.10	91.34
1917.....	107	98	91	91.57	85.04	92.85
1918.....	110	103	99	92.81	90.00	96.11
1919.....	115	94	91	81.73	79.13	96.80
1920.....	89	74	72	83.14	80.89	97.29
1921.....	119	104	97	87.39	81.51	93.26
1922.....	127	103	101	81.10	79.54	98.05
1923.....	121	108	101	89.25	83.47	93.51
1924.....	144	120	111	83.33	77.08	92.50
1925.....	143	99	93	69.23	65.03	93.93
1926.....	160	122	121	76.25	75.62	99.18
1927.....	149	115	113	77.18	76.83	98.26
1928.....	132	104	104	78.78	78.78	100.00
1929.....	130	109	108	80.76	80.30	99.08
1930.....	169	138	131	81.65	77.51	94.93
1931.....	140	121	120	86.42	85.71	99.18



LOWER SCHOOL GYMNASIUM

The following is a list of the pupils present during the year 1930-1931, who have earned Regents' certificates or their equivalent:

PRELIMINARY CERTIFICATES

Paul Zeffaro,	Rose Boccia,	Oliver Compton,
Janice Douglas,	Howard Van Duyne,	Howard Strickland,
Helen Nagy,	Gertrude Musier,	Anthony Amabile,
Frank Napolitano,	Joseph Winters,	Margaret Hoffmire,
Stella Zawilska,	Charles Biesel,	Ralph Macillaro,
Max Helman,	Robert Duke,	Gladys Menter,
Edwin Jepson,	Fred Reeve,	Peter Opitz,
Walter Barrett,	Elizabeth Rehm,	Carlos Rodriguez,
Roger Warren,	Beatrice Saladino,	Alfred Torio,
Ruth Johnson,	Frank Smith,	Edna Vingoe,
Kenneth Katz,	Frederic Neumann,	Ben Zion Wax,
Harry Sbar,	George Young,	Eugene Rainiere,
Marjorie Bennett,	James Chicachee,	John Quinn,
Dorothy Schreier,	Samuel Mittentag,	

7 UNITS TOWARD ACADEMIC DIPLOMA

Paul Zeffaro,	Ruth Johnson,	Elizabeth Rehm,
Anthony Amabile,	Stella Zawilska,	Dorothy Schreier,
Gertrude Musier,	Frank Napolitano,	Oliver Compton,
Beatrice Saladino,	Howard Van Duyne,	Carlos Rodriguez,
Frank Smith,	Roger Warren,	Howard Strickland,
Esther Butler,	Rose Boccia,	

10 UNITS TOWARD ACADEMIC DIPLOMA

Roger Warren,	Elizabeth Rehm,	Paul Zeffaro,
Ruth Johnson,	Rose Boccia,	Frank Smith,
Stella Zawilska,	Oliver Compton,	Gertrude Musier,
Anthony Amabile,	Howard Van Duyne,	Beatrice Saladino,

15 UNITS REQUIRED FOR ACADEMIC DIPLOMA

Paul Zeffaro,	Roger Warren,	Rose Boccia,
Stella Zawilska,	Dorothy Schreier,	

Respectfully submitted,

EDWARD M. VAN CLEVE,

Principal.

September 21, 1931.

DAILY SCHEDULE

MORNING PERIODS—UPPER SCHOOL

MORNING ASSEMBLY		LITERARY DEPARTMENT.			MUSIC DEPARTMENT.	MANUAL TRAINING, PHYSICAL TRAINING.
8.15-8.40						
8.40-9.10	Spelling and Writing, Grades 4, 5, Special Class.	Arithmetic, Grades 7 and First Half of 8.	Elementary Algebra, Typewriting 2.	Latin 2, German 2.	Piano.	
9.10-9.45	Reading, Grades 4, 5, 6, Special Class.	Arithmetic, Grades 7 and First Half of 8.	Elementary Algebra.	German 2, Geometry.	Piano, Organ, Tuning.	
9.45-10.20	Language, Grades 4, 5, 6, Special Class.	English 1, 2, 3 Years.			Piano, Organ, Tuning.	
10.20-10.25	RECESS.					
10.25-11	Arithmetic, Grades 4, 5, 6, Special Class.	French 3, Latin 1.			Piano, Organ, Sight Singing, Tuning.	
11-11.35	History B, French 2.	Geography, Grades 1, 3.	U. S. History with Civics 2.		Piano, Organ, Tuning, Eurhythmics, Grade 4.	
11.35-11.40	RECESS.					
11.40-12.15	Elementary English.	Geography, Grade 2, English 4, Physical Geography.	U. S. History with Civics, 1, American History.		Piano, Organ, Tuning.	Caning.
12.15-1.10	DINNER HOUR.					

AFTERNOON PERIODS—UPPER SCHOOL

	LITERARY DEPARTMENT.	MANUAL TRAINING	MUSIC DEPARTMENT.	PHYSICAL TRAINING. MANUAL TRAINING.
1:10-1:35	Comprehensive Reading Classes 1, 2, 3, 4. Library Work.		Piano. Organ. Voice.	Caning. Woodwork. Physical training.
1:35-2:05		Elementary Biology. Geography, Grade 4.	Piano. Organ. Tuning. Elementary Harmony.	*Manual training. Woodwork. Physical training.
2:05-2:35			Piano. Organ. Tuning. Senior Chorus.	*Manual training. Woodwork. Physical training.
2:35-3:05	Typewriting 3.		Piano. Junior Chorus.	*Manual training. Woodwork. Physical training. Poultry raising, 2nd year.
3:05-3:15	RECESS.			
3:15-3:45	Dictaphone and Braille Shorthand.	Elementary Algebra.	Piano. Voice Lectures. Tuning.	*Manual training. Woodwork. Physical training. Poultry, 1st year.
3:45-4:15	Dictaphone and Braille Shorthand.	Domestic Science.	Piano. Voice. Tuning.	Physical training. *Manual training. Woodwork. Caning.
4:15-4:45	Typewriting 1.	Domestic Science.	Piano. Music Class 4. Tuning. Eurhythmics 4	*Manual training. Woodwork. Physical training.
4:45-5:15		Domestic Science.	Piano. Eurhythmics 6. Music and Eurhythmics 5.	*Manual training. Woodwork Physical training.

*Machine sewing, knitting, crocheting, hand sewing, basketry, weaving, etc.
Study period 7:45 to 8:45, unless otherwise assigned.



GIRLS' PLAY ROOM—LOWER SCHOOL.

DAILY SCHEDULE

MORNING PERIODS—LOWER SCHOOL

MORNING ASSEMBLY.		LITERARY DEPARTMENT.	MUSIC DEPARTMENT.	MANUAL TRAINING, PHYSICAL TRAINING.
8:00-8:10				
8:10-8:40			Singing Class.	
8:40-9:15		Language, Grades 1, 2, 3.		
9:15-9:50		Reading, Grades 1, 2, 3.		
9:50-10:05		RECESS.		
10:05-10:35		Number Work, Grades 1, 2, 3.		
10:35-10:55		Spelling and Braille Writing, Grades 1, 2, 3.		
10:55-11:30		Geography 1. | Beginning Science. | Nature Study.		
11:30-11:40		RECESS.		
11:40-12:15		Reading Grade 3. | Braille Writing, Grade 2.		Handwork, Grade 1.
AFTERNOON PERIODS				
1:10-1:45		Phonetics, Grade 1.		
1:45-2:30			Music and Eurhythmics 2.	Handwork, Grades 2, 3.
2:30-2:45		RECESS.		
2:45-3:35			Music and Eurhythmics 3.	Physical Training.
3:35-4:35			Music and Eurhythmics 1.	Physical Training.
4:35-5:15			Piano.	Physical Training.

LIST OF PUPILS

BOYS

ACKERMAN, ANTHONY
ADAMS, JOSEPH
ALIVERTI, ANTHONY
AMABILE, ANTHONY
ARGONDIZZA, ENRICO
BARLETTA, JAMES
BARRETT, WALTER
BECK, BRUNO
BELL, WALTER
BERKOWITZ, IRVING
BIESEL, CHARLES
CAHILL, THOMAS
CAMPANELLA, JOSEPH
CARTER, RICHARD
CASTAGNA, ANGELO
CHAPMAN, LESLIE
CHICACHEE, JAMES
CICCARELLO, JAMES
COADY, CLIFFORD
COMPTON, OLIVER
CRETELLI, WILLIAM
DE SICCO, JAMES
DI BIASE, JAMES
DORF, JEAN
DUKE, ROBERT
FALLER, HENRY
FERRERI, LEONARD
GILL, LE ROY
GOULDNER, CLARENCE
GREENAN, JOHN
GUIDO, TONY
GUNDERSON, ROBERT
HAGELSTEIN, ANDREW
HARCOURT, REECE
HELMAN, MAX
HENDRICKSON, LA RUE
HUERSTEL, GEORGE
JEPSON, EDWIN
KATZ, KENNETH
KOVAK, NICK
KRAMER, ARTHUR
LANE, HOWARD
LASICKEWIZZ, ADAM
LISCH, EDWARD
LONGHINI, ERNEST

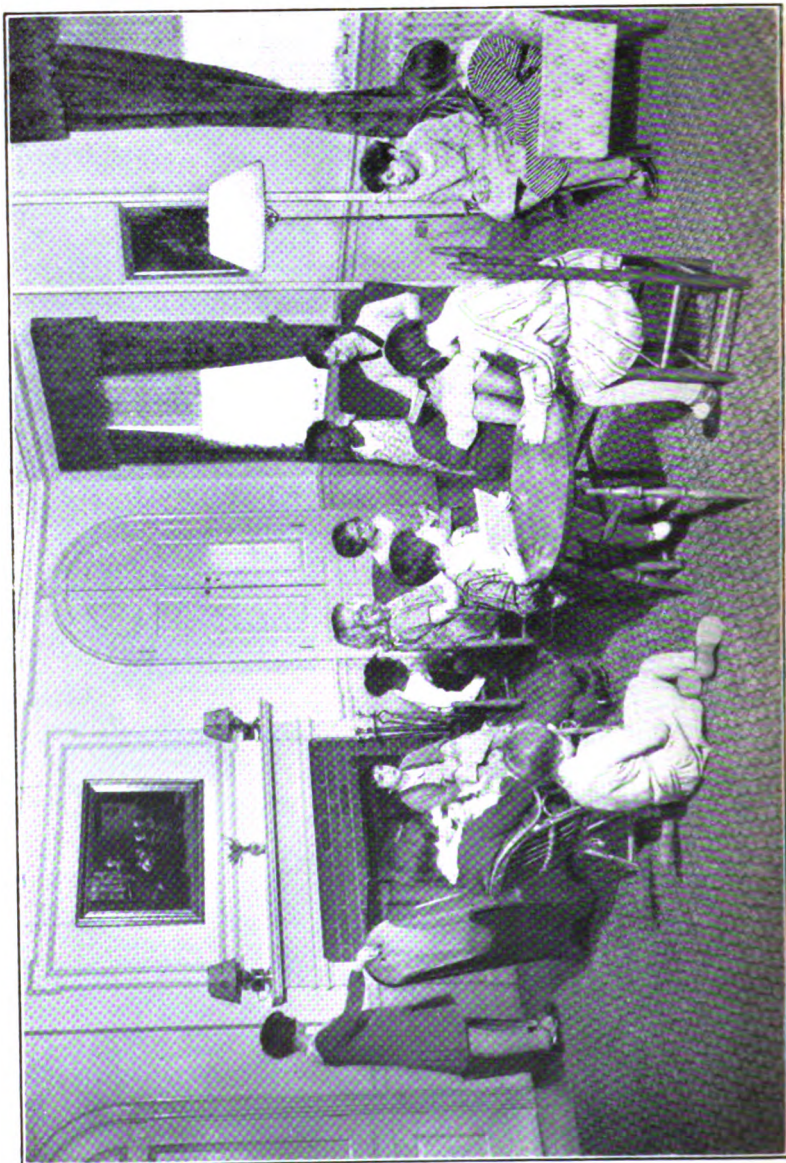
MACILLARO, RAPHAEL
MANZO, MARIO
MITTENTAG, SAMUEL
MORRIS, JOHN
McDUFFIE, LE ROY
NAPOLITANO, FRANK
NAPUTANO, TONY
NEUMANN, FREDERIC
OPITZ, PETER
OTIS, DUVAL
PARRINELLO, JOSEPH
PASHCHAK, JOHN
PENNELLA, CHARLES
PRICE, ROBERT
QUINN, JOHN
RANIERE, EUGENE
REACH, ARTHUR
REARDON, TIMOTHY
REEVE, FRED
RETHIER, HAROLD
RIDGEWAY, KENNETH
RODRIGUEZ, CARLOS
ROGERS, GUION
ROSSITER, ROBERT
RUSSO, JOSEPH
SAUERLAND, PAUL
SBAR, HARRY
SCHWARTZ, LOUIS
SHEEHAN, WILLIAM
SIMON, GEORGE
SMITH, FRANK
STRICKLAND, HOWARD
TOMORI, FRANK
TORIO, ALFRED
VAN DUYN, HOWARD
VIENI, FRED
WAITHE, CHARLES
WARREN, ROGER
WAX, BENZION
WICE, THEODORE
WINTERS, JOSEPH
YOUNG, GEORGE
ZAKOR, STEPHEN
ZENKER, JOHN

LIST OF PUPILS

GIRLS

AVERNA, RITA
BALLARD, FLOSSIE
BARBERA, LENA
BENNETT, MARJORIE
BOCCIA, ROSE
DILLON, RITA
DOCKERY, CAROLINE
DOUGLAS, JANICE
ELLIOTT, DOROTHY
GARREN, HELEN
GINSBURG, SELVIA
HALL, MARJORIE
HAMLIN, HARRIET
HANLON, KATHERINE
HOFFMIRE, MARGARET
IRBY, OLIVIA
JOHNSON, RUTH
LA CARRUBBA, SARAH
LOMBARD, THERESA
LYSAK, HELEN
MALFETTI, MARGARET
MARROW, VERNABELLE
MASSET, CATHERINE
MENTER, ELAINE

MENTER, GLADYS
MUSIER, GERTRUDE
McHUGH, ARLENE
NAGY, HELEN
O'BRIEN, EILEEN
OSTENDORFF, MARGARET
OWEN, GRETTA
PETERSEN, ANNA
PETERSON, DOROTHY
REHM, ELIZABETH
ROMAN, LENA
SALADINO, BEATRICE
SALADINO, LUCIA
SCHREIER, DOROTHY
SCOTTI, IDA
SCROBE, LIVIA
SHEEHAN, MARIE
SMITH, PAULINE
TETTER, JARMILLA
TUCKER, WINIFRED
VANDERBILT, RITA
VINGOE, EDNA
VISIT, MARY
ZAWIJSKA, STELLA



STORY HOUR IN THE GIRLS' LIVING ROOM - LOWER SCHOOL

Principal's Annual Report of the Progress of the Institute for the Year Ended June 30, 1931

(To which is added a report of the summer session of 1931.)

To the Board of Managers,

The New York Institute for the Education of the Blind.

GENTLEMEN:

The ninety-ninth year's session of the Institute opened September 15, 1930, and was concluded June 19, 1931. The number of pupils enrolled was 137, with an average attendance of 132. The summer session was held from July 6 to August 14. There were enrolled 32 boys, the attendance being practically perfect.

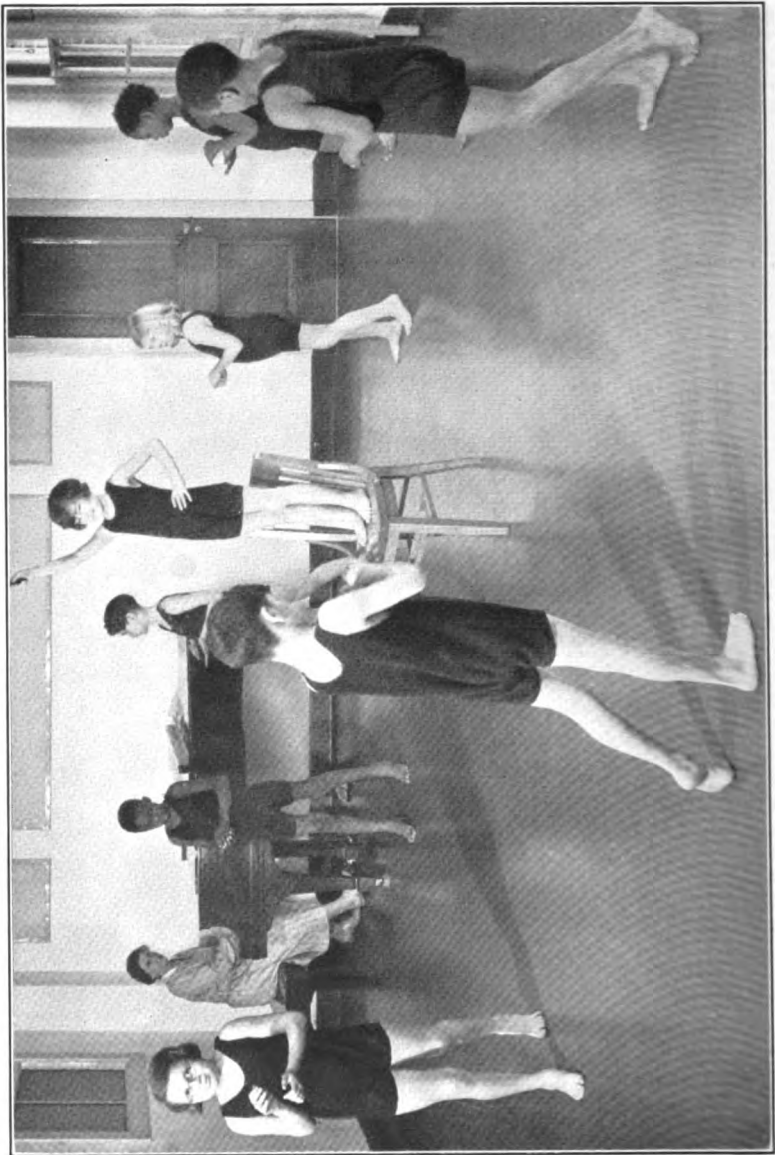
The Institute is justified in its steadily maintained high standards when pupils who have achieved through its facilities academic standing sufficient to pass them on to higher institutions of learning succeed in their college and university work. In June, Olaf Leonard Larsen was graduated with honors from Columbia, having been elected to Phi Beta Kappa in April. Others of our former pupils who have been in attendance at institutions of higher education continue to make good records.

Another of our pupils, Miss Ruth Johnson, was successful in passing in May the examination for the Fellowship in the American Guild of Organists.

THE NEW LOWER SCHOOL

Growing enrollment having led the Board of Managers to erect another building, the year has seen the planning and the construction of the Lower School, located upon the southwest quarter of the Institute grounds. Here will be housed the younger pupils for both schooling and living. This addition to the school's equipment is part of the general plan adopted when the new group of buildings was arranged for in 1923. There remain yet two buildings, at least, to complete that project.

The new Lower School is to accommodate forty-eight children. The plan was made after study of many buildings constructed in various parts of the country for the same or cognate purposes and



RHYTHMICS CLASS ROOM—LOWER SCHOOL.

embodies the ideals of good housing, ample freedom both indoors and out-of-doors, and teaching facilities of the best.

A UNIQUE MUSIC EXHIBITION

To render a public program designed both as entertainment and as an exhibition of the pupils' attainments requires the exercise of ingenuity in selection and direction on the part of teachers as well as skill in performance by pupils. This year's celebration of the Institute's birthday, its ninety-ninth, took the form of a musical program unique in subject and presentation. In the cycle of exhibitions of literary, musical, manual and physical training it was this year the turn of the music department to present the work of the pupils. "A Journey in Folk Music" was undertaken. Through several years as part of their pleasurable work the younger chorus had learned to sing folk songs of many nations. To the whole group of singers, therefore, these songs have become familiar. With a program of 29 folk songs and other selections and 8 folk dances, an interesting concert was presented. With the accompaniment of the organ the young people entered the darkened Assembly Room singing a processional in praise of music and grouped themselves upon the stage behind a lantern screen. As the various songs of many nations were voiced there were thrown upon this screen colored views typical of the countries represented in the singing. The combination of sound and picture proved interesting and instructive.

So impressive was this presentation, the department of music was requested to give portions of it for other audiences than our own. Through this means the Institute made its contribution to the program of the opening session of the World Conference on Work for the Blind, and one Sunday evening service at Plymouth Congregational Church was given over to the rendition of the major portion of the above described program.

WORLD CONFERENCE ON WORK FOR THE BLIND

Quite the most notable event of the spring of 1931 in the work concerned with the sightless was the World Conference on Work for the Blind, held at New York, April 13-18 and 29-30. Representative men and women from thirty-two countries, 109 delegates and 36 guests from foreign lands, assembled for formal discussion of subjects of vital interest in the field of education of the

young blind, employment of adults, technical and social provisions for service to the sightless. Aside from the advantages resulting from public presentation of papers and consultation among the delegates there were those arising from personal association of people devoted to the same or similar aims. A tour which included several centers in the United States where typical work being done by and for the blind is to be seen was made by the foreign visitors as guests of the committee of management.

In planning for the Conference the Institute had a share through the Principal's membership on the Committee on Personnel and Program and on the Executive Committee of the Organizing Committee. Representing the inviting bodies, the American Association of Instructors of the Blind, the American Association of Workers for the Blind and the American Foundation for the Blind, the Principal had attended in May, 1930, a meeting held in Hamburg, Germany, of the Committee on Personnel and Program. At this meeting the plan and scope of the Conference were determined and the ideals set forth. It was then the task of the Organizing Committee, working through a small executive committee, Mr. Robert B. Irwin, Executive Director of the Foundation, Miss Lucille Goldthwaite of the New York Library, and the Principal, to develop the plan and control the scope of the Conference. Its first program was devoted to educational topics. On Tuesday, April 14, the members of the Conference were guests of the Institute for the afternoon and evening. The work of the pupils was observed and the facilities for doing effective school work were examined. After an inspection of the buildings and grounds the guests were entertained at dinner in the pupils' and staff's dining rooms.

The Conference is said to have brought together delegates from the largest number of different countries ever assembled for discussion of the work for and by the blind. It served to bring into close fellowship people devoted to this cause and thereby friendships were formed that augur well for the progress of the work in general and the better understanding of the aims and purposes of the nations concerned in promoting the welfare of the sightless.

SUMMER SCHOOL

Nineteen of the boy pupils of the Institute were enrolled for the summer session to take on advanced school work, to make up some

losses, or to serve some special need. With these assembled thirteen boys from other schools, invited to join ours for these six weeks of study and recreation. Two each were sent from Perkins Institution, the Connecticut School, the New York State School, Overbrook, and the Maryland School, and three from the Pittsburgh School. The mornings were spent in study and practice, the afternoons and evenings in jaunts to places of interest, or in physical exercise of one sort or another. Classes were conducted in Elementary Algebra, Plane Geometry, High School English I, II, III and IV, Latin, Arithmetic, Geography, Reading, Spelling, Type-writing, Organ and Piano. Among the sights of New York seen by these students may be mentioned: The Statue of Liberty, the American Museum of Natural History, Kensico and Croton Dams and the water aeration basin, the Holland Tunnels, the Steamship "Europa," the National Broadcasting Company's studio, the New York "Times" printing plant, and the observatories of the Empire State Building, highest in the world. Most memorable, perhaps, was a trip to Roosevelt Field where the pupils were instructed in the mechanics of flight by airplane and given the thrilling experience of a brief trip in the air. Besides, many places in the common knowledge of New York residents but not so well known to blind boys either of New York or elsewhere were visited and their significance explained by teachers in charge of groups, such as the great railway stations, the art galleries, Broadway, a well-known department store, Fifth Avenue, the Public Library, an Automat.

One day each week every boy had a swim in the pool of the Bronx Union Y. M. C. A. Twice each week parties attended concerts of the New York Philharmonic Society at the Lewisohn Stadium. Each Friday afternoon an athletic contest was held on the Institute's field before the customary home-going of the local boys for the week-end.

SOME LOSSES BY DEATH

Two former members of our staff of teachers whose services to the blind were notable, in quite different ways, died during the year; these were Miss Hannah A. Babcock and Mr. Daniel McClintock. It is appropriate that some appreciation of their work be here recorded.

Hannah Almy Babcock

At twenty-one years of age, Miss Babcock became in 1876 a teacher of music in the New York Institute. She had studied with



HANNAH ALMY BABCOCK

Albert Ross Parsons, a master musician, and thus brought exceptional training as well as remarkable native ability to the task. And for many years she gave without stint of her best to helping in the artistic development of blind boys and girls in this school. She was a paragon of devotion as well as a teacher of great skill and success. When she began to teach in the school of which her uncle, Mr. Wait, was superintendent, she had no thought that all her professional life was to be bound up with its service. Increasingly, however, she became a power in the school, was presently made chief of the music department, and as long as she had physical strength she served the school and its pupils with zeal and success. While her first thought was always of this school she was able through her labors here to become musical leader to the largest number of the blind in the United States. She was co-laborer with Mr. Wait in producing a large volume of useful material in New York Point, including piano, organ, voice compositions and standard books for the serious study of the art. These became available for all the country through the American Printing House for the Blind. Thus in a very large sense she became music mistress to the blind of the United States.

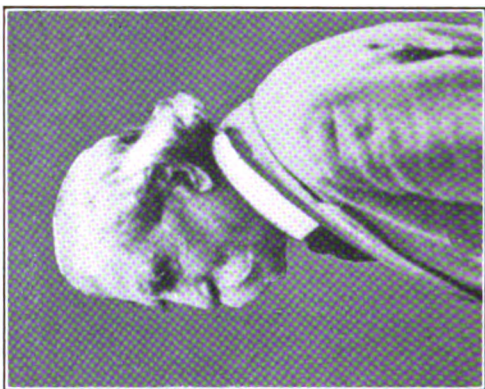
Miss Babcock's influence in molding the musical careers of her pupils was immense; but she added much to the general spirit of the school by her enthusiasm, her buoyancy, her masterful optimism. She developed interests outside the school and kept herself close to great movements that spurred her to personal growth and kept her own spirit fresh and vigorous. Since her retirement in 1914 from active service, though retaining connection with the Institute as Emeritus Director of Music and always maintaining a living interest in the school's work and in its pupils' musical achievements, she has enjoyed the exercise of her functions as active member of Sorosis, the oldest woman's club in the world, in serving the causes of temperance, woman's suffrage, religion, patriotism through various organizations with which she was affiliated. These closing years were rich in the abundant life of a cultivated, vibrant, vigorous personality. Miss Babcock died suddenly June 24, 1931.

Daniel McClintock

A boy of ten years was entered as a pupil in this school October, 1861, whose whole life thereafter was destined to be involved in



F. HENRY TSCHUDI
(Died July 25, 1928)



DANIEL MCCCLINTOCK

TWO DEVOTED GRADUATES AND TEACHERS OF THE INSTITUTE

its progress. Seven years sufficed for Daniel McClintock to become an expert mechanic in the department of chair caning, the while he pursued the studies of the elementary and higher schools. For several years he was engaged in business and then was called to serve as teacher in this school, having charge from 1873 of the chair caning shop until 1925 when through the infirmities of age he was obliged to retire. He died February 25, 1931.

That Mr. McClintock taught his pupils well in hand work can be easily attested. But he was more than an instructor in handicraft; he was friend and adviser to school generation after school generation of boys who like himself were sightless and who needed a sort of sympathy that he had in tremendous reserve, always ready to be dispensed. The ideals of manly courage, of gentlemanly demeanor, of cheerful facing the world which he held up to these boys were those he had tested himself and knew to be the open sesame to success. For Mr. McClintock these hundreds of boys whom he influenced so wholesomely developed an affection sincere and lasting. His teaching and his example were of highest excellence.

IMPROVEMENT IN THE STATUS OF THE BLIND

As we approach our centenary a backward look is naturally indulged with some calculation to measure wherein and how far advance has been made. Study of the private records and reading of the early published reports reveal some facts worthy contemplation at this stage. It was a doubtful venture, in the estimation of many, when those hopeful philanthropists, Dr. Samuel Akerly and Samuel Wood, established, with the co-operation of a group of their friends, an Institution "for the purpose of instructing children who have been born blind, or who may have become blind by disease or accident," and Dr. John D. Russ began the teaching of three blind boys. It must be proved to the public of the early 19th century that blind persons are capable of receiving instruction. To this task the talented young physician, Russ, set himself and to such good purpose that he was able to make demonstration of his pupils' attainments at a public gathering held December 13, 1832, at the City Hotel. Here gathered a company of influential citizens and confidence in the usefulness of the movement seems to have been developed. An address by the president of the Board of Managers, Dr. Samuel Akerly, was made and this (with additions) in the form of "An Account of the New York Institution for the

Blind" was later printed. This was the first publication of the organization.

Our American public seems to have been quite skeptical of the possibility of educating blind people. In Boston, Dr. Samuel G. Howe had undertaken, a few months after Dr. Russ began in New York, a similar experiment and its success was heralded in an "Address of the Trustees of the New England Institution for the Education of the Blind" printed for public distribution in 1833. Four years later Ohio opened the first state school for the blind in America (both the New York and the New England institutions being inaugurated through private benefactions); but a presentation in due form of arguments to show that the blind are capable of instruction "in literature and the mechanic arts" was necessary to convince Ohio legislators and the public before that school could be established.

To follow the steps by which these early efforts to serve a needy group, at first conceived to be a charity and then accepted as an obligation of organized society, and give to every child a chance for education, is beyond the purpose of this conspectus. How far have we gone in quite correcting the once almost universally held opinion that to educate the blind is impracticable or useless?

It may with confidence be affirmed that the person without sight can be given a training in most respects equal to that in which his seeing brother is exercised, for this claim has advanced from the stage of public incredulity to general acceptance. The wonder of it still persists in the minds of a great many people. Some of this marveling is wholesome, especially if its effect is to spur the observer in possession of all his senses to greater personal effort to use them all. But lives of successful blind scholars remind us that intellectually there is no difference between the good mind which looks out on the world through imagination and the good mind that contemplates the scene without physical limitation. That not only the brilliant sightless person but the whole group of the blind shall have an education, and that at the expense of the state, has now come to be an obligation of society generally accepted in this country. In 1835 three schools* were operating through contributions of charitably inclined people; today to these three, which are still privately managed though under public

*The New York Institution for the Blind, the New England Institution for the Education of the Blind, and the Pennsylvania Institution for the Instruction of the Blind.

direction to some extent and partially supported by public funds, there have been added 39 state schools and a few which are under other than public control. This preponderance of state institutions over private is an indication of the trend of public concern as well as intelligence in accepting handicapped persons as deserving the same consideration as others. One hundred years ago no one would have dared prophesy such a reversal of general opinion. Skepticism as to the ability and the right of the blind to receive educational training has vanished.

But that there is still much skepticism concerning the capabilities of sightless people is manifest when after their years of schooling they come to take their places in the world of work and achievement. Those few boys whom Dr. Russ used to display in public in order to show that such as they need not sit idle and worse in the almshouse, and the group Dr. Howe in New England brought forward after their training, exhibited a certain kind of ability and the audiences who were gathered to observe them manifested surprise at such achievements, while these successes inspired in the sponsors a great optimism, a belief that the blind would be received by the public as efficient workers; the end of self-support was to be accomplished in the case of every trained blind person. However, when the effort to market his wares was made the sightless worker found few ready to welcome him in any field he sought to enter and his work and himself were looked upon with kindly indulgence, perhaps, but not as worthy to be placed beside the work of the sighted or as an equal in the company of those who see. The decades which followed the beginnings referred to above showed such slow growth of appreciation of the work done by blind people that discouragement has sat in high places and low much of the time. The New York Institution had its ups and its downs through all these years. At one time its acquired optimism led to the development of a great workshop and the employment of many blind men and women. Public support was not sufficient, however, and the effort to commercialize the hand labors of sightless workers was abandoned. Taught by this lesson the authorities of this school never again attempted to go beyond the function of child training and its long time superintendent, William B. Wait, in an article of great cogency expressed the opinion that to expect the blind to succeed in labor without light is worse than futile, it is cruel. This judgment was based on

experience as well as on a philosophy of education which Mr. Wait espoused. He sought to direct the training of blind people for intellectual pursuits because therein is their best chance for gainful occupation. But this doughty champion of high and yet higher scholarship lived long enough to see the beginnings of a better world for blind people than existed when he wrote his masterful paper decrying training of the sightless for manual labor. Seventy-five years after the opening of the three pioneer schools in this country a great movement began whose aim is the amelioration of the condition of the blind chiefly through aiding them to find their place in the workaday world. Thus we have today associations of friendly people and state commissions as well whose functions are plainly set forth as concerned with the betterment of living and working conditions for the sightless. One can not have lived through the past quarter century without becoming aware of a greatly increased interest in the blind and a vastly improved attitude toward them and their works.

Not all of this is due, however, to the friends of the blind; much of the better standing of the sightless in the world has been reached by the successes of blind people in fighting their own way. The number of our people who have achieved recognition has steadily grown greater as in the professions, in business, in labor they have succeeded despite their handicap. That there is a better social atmosphere is helpful, but the law of supply and demand functions in every realm. If one can show himself capable of doing a piece of work that is needed his acceptance is sure whoever and whatever he may be.

Recognizing the remarkable development of organized propaganda favorable to the blind, nationally manifested in the successful establishment of the American Foundation for the Blind, child of the two national societies, the American Association of Instructors of the Blind and the American Association of Workers for the Blind, in the work of the American Red Cross and by the United States Government in its generous provisions of literature for the blind; shown by the governments of the several states through established commissions for the blind; exhibited in civic organizations whose numbers increase yearly, yet it must be acknowledged that the way of the sightless citizen is still narrow and circumscribed. In spite of the incitements to the courageous meeting of a world where merit can find opportunities the blind youth.

though well equipped by training and possessed of native talent, finds a public too busy to concern itself with giving a handicapped fellow his chance. A young woman of charming personality, a musician of fine attainments, a capable teacher of piano is obliged after years of search for pupils to give up her field and turn to less exalted service. A man of unusual mental equipment, graduated with distinction from a western university, discovers the field which he would find most acceptable, that of teaching, quite closed to him; so he turns to a kind of handicraft which engages but does not intrigue him. Another youth, graduated from a University of New York State, wearing the key of Phi Beta Kappa, has capabilities far beyond the small teaching field he now occupies. And so, the friends of the blind however determined their optimism have cause to cry "How long, oh Lord, how long!" and wonder if another century must pass before the really capable sightless person may have his equal chance in the workaday world.

Respectfully submitted,

EDWARD M. VAN CLEVE,

Principal.

October 10, 1931.

[From the New York Herald Tribune of Thursday, August 6, 1931]

32 Blind Boys "See" Planes on Roosevelt Field Visit

Youths, Wise in Flight Theory, Study Ships with Fingers

Special to the Herald Tribune

ROOSEVELT FIELD, L. I., Aug. 5.—Thirty-two blind boys, between the ages of fifteen to eighteen years, from the New York Institute for the Education of the Blind, at 999 Pelham Parkway, New York, came here this afternoon to learn about aviation. They were taken over the field in small groups, and by touching propellers and tracing the shape of wings and fuselage structures with their fingers undertook to get a mental picture of planes.

Pilots who acted as guides and instructors quickly changed their impromptu lectures from a primary or kindergarten explanation of flying to detailed and extensive discussions of the theory of heavier-than-air flight when they found that most of the boys long since had mastered the rudimentary principles of flying and talked familiarly of "lateral stability," "center of thrust," "angle of incidence," "angle of attack," and such aeronautical terms. A number of the boys who had their parents' permission were taken up on short flights.



BLIND BOYS EXAMINE PLANE BEFORE GOING ALOFT
STUDENTS OF THE NEW YORK INSTITUTE SHOWN EXAMINING CRAFT AT ROOSEVELT FIELD

ORGAN RECITAL

BY

THEODORE A. TAFERNER, F.A.G.O.

ASSISTED BY

VIRGINIA COY, Violinist
CHARLOTTE TAFERNER McDERMOTT, Lyric Soprano
ELIZABETH THODE, Accompanist

AT

SCHERMERHORN HALL

Thursday, November 6, 1930, at Eight-Thirty O'Clock

PROGRAM

- I
- FIRST MOVEMENT FROM SONATA OP. 98 IN A MINOR Rheinberger
ADAGIO FROM SONATA NO. 1 Mendelssohn
TWO SELECTIONS FROM "TANNHÄUSER" Wagner
 a. Song to the Evening Star
 b. Festival March
- II
- SICILIANA FROM SONATA NO. 1 Bach
SLAVONIC DANCE NO. 2 Dvorak-Kreisler
DANSE ESPAGNOLE Granados-Thibaud
Miss Coy
- III
- GREAT FUGUE IN G MINOR Bach
SPRING SONG Alfred Hollnis
CHANSON TRISTE Tschaukowsky
CONCERT OVERTURE IN D MINOR F. Henry Tschudi
(Composed for the dedication of the new school
and performed by Mr. Tschudi on that occasion.)
- IV
- CANTILENA FROM CONCERTO IN A MINOR Goltermann
Miss Coy
- V
- AVE MARIA Bach-Gounod
(Accompanied by organ, piano and violin)
MRS. McDERMOTT
- VI
- SPANISH DANCE NO. 8 Sarasate
Miss Coy
- VII
- TOCCATA FROM SYMPHONY NO. 5 Widor

PIANO RECITAL

BY

CARL FRIEDBERG

Friday Afternoon, December 5, 1930, at Two-Thirty O'Clock

SCHERMERHORN HALL.

PROGRAM

- I. RONDO CAPRICCIOSO, OPUS 14 *Mendelssohn*

- II. SCENES FROM CHILDHOOD, OPUS 15 *Schumann*
 - 1. About Foreign Lands and People
 - 2. Curious Story
 - 3. Catch Me If You Can!
 - 4. Entreating Child
 - 5. Contentedness
 - 6. Important Event
 - 7. Dreaming (Traumeri)
 - 8. At the Fireside
 - 9. The Knight of the Hobby-Horse
 - 10. Almost Too Serious
 - 11. Frightening
 - 12. Child Falling Asleep
 - 13. The Poet Speaks

- III. a. CAPRICCIO, OPUS 116, No. 1 }
 b. INTERMEZZO, OPUS 117, No. 1 } *Brahms*
 c. INTERMEZZO, OPUS 119, No. 3 }

- IV. a. SCHERZO, B MINOR *Chopin*
 b. GAVOTTE *Prokofieff*
 c. DANCE *Debussy*

CHRISTMAS ENTERTAINMENT

Friday Afternoon, December 19, 1930, at Two O'Clock

PROGRAM

1. ORGAN—March of the Magi Kings *Dubois*
MYRA TETTER
2. CHORUS—(a) Go not Far from Me, O God *Zingarelli*
(b) The Holly and the Ivy *Rutland Boughton*
3. RECITATION—Ready for Santa Claus *Emilie Poulsson*
GEORGE SIMON
(Robert Price as Santa Claus)
4. RECITATION—Modern Children *Emilie Poulsson*
DOROTHY PETERSON
5. KINDER-ORCHESTRA—Hansel and Gretel Dance . . . *Humperdinck*

<i>Bells</i>	<i>Triangle</i>
Henry Faller	Charles Pennella
Elaine Menter	Flossie Ballard
<i>Tambourine</i>	Joseph Parrinello
Robert Gunderson	
Fred Vieni	<i>Drum</i>
	James Di Biase
<i>Castanets</i>	Richard Carter
Nicholas Kovak	
<i>Cymbals</i>	<i>Pianist</i>
Frank Tomori	Samuel Mittagag

Conductor ANGELO CASTAGNA
6. STORY—Wee Red Cap *Ruth Sawyer*
LUCIA SALADINO
7. RECITATION—Shopping Early for Christmas
JEAN DORF
8. VOCAL SOLO—He Shall Feed His Flock (from the Messiah) *Handel*
RUTH JOHNSON
9. FAIRY TALE—The Happy Prince (adapted from Oscar Wilde)
HELEN NAGY
MARY VISIT, BRUNO BECK, GEORGE HUERSTEL
10. CHORUS—Hallelujah (from the Messiah) *Handel*



OFF FOR A VISIT TO THE "ZOO"—THE NEW 'BUS

PIANO RECITAL

BY

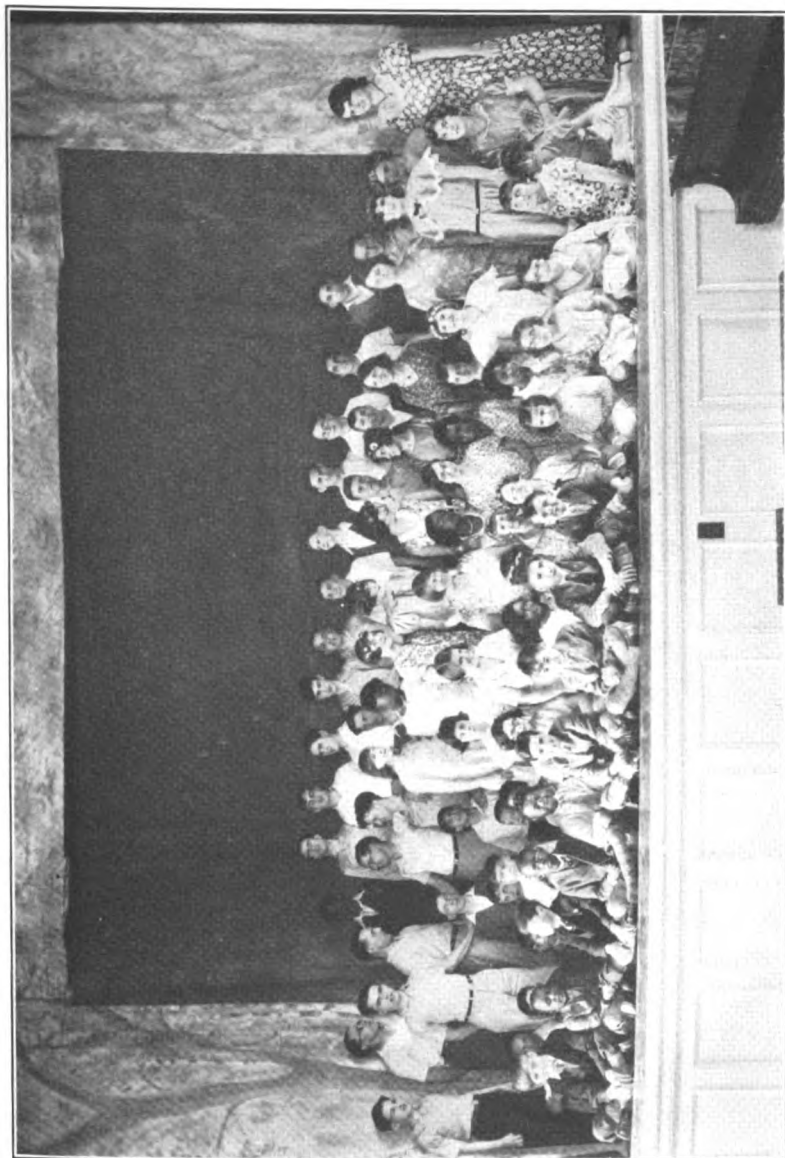
JOHN POWELL

SCHERMERHORN HALL

Friday Afternoon, January 30, 1931, at Two-Thirty O'Clock

PROGRAM

- I. PRELUDE, CHORAL AND FUGUE *Franck*
- II. SCHERZO IN C SHARP MINOR *Chopin*
NOCTURNE IN C SHARP MINOR *Chopin*
- III. CONTRA DANCE *Beethoven*
BANJO PICKER *Powell*
HOBBY ON THE GREEN *Rufty*
ARKANSAS TRAVELER *Guion*
- IV. POLONAISE IN A FLAT *Chopin*



CHORUSES OF THE SCHOOL AS PEASANTS IN THE ANNIVERSARY EXERCISES

ANNIVERSARY EXERCISES

A Journey in Folk Music

SCHERMERHORN HALL

Wednesday Afternoon, March 25, 1931, at Two-Thirty O'Clock

AND

Thursday Evening, March 26, 1931, at Eight-Thirty O'Clock

PROGRAM

PROCESSIONAL

IN PRAISE OF MUSIC

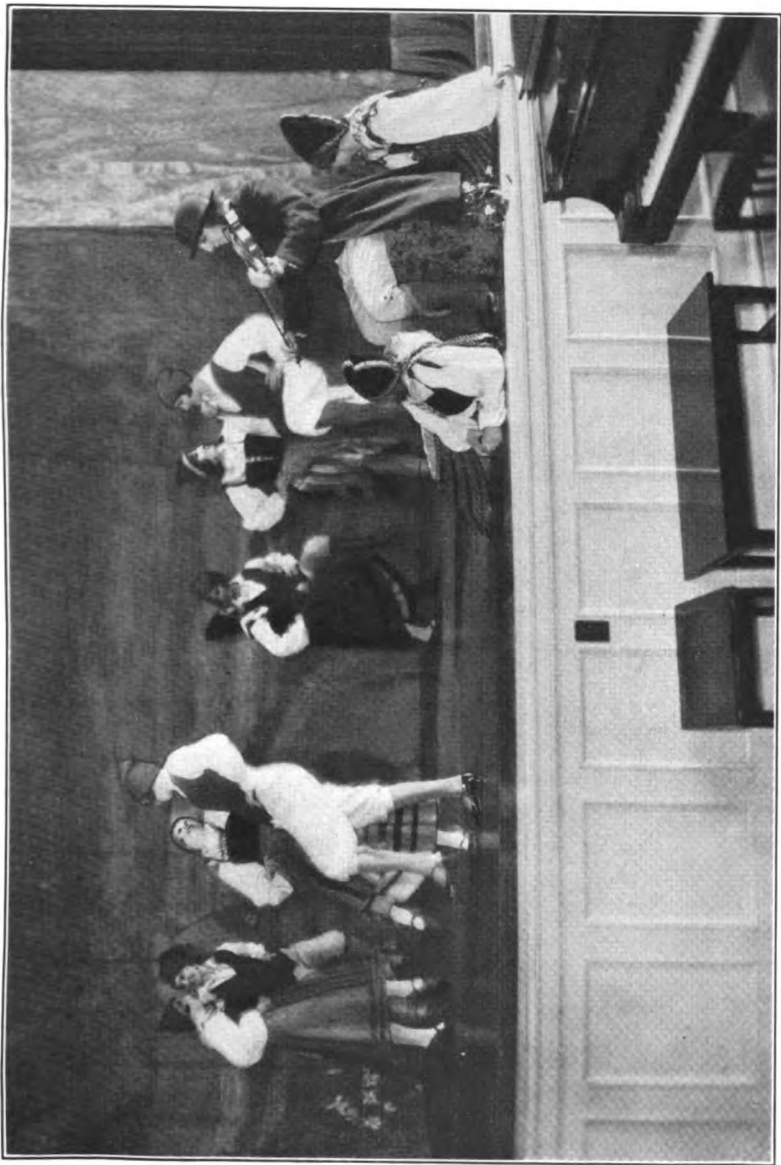
O mu - sic fair - est gift of Heav'n, Thy
preis - es do we sing - - now; In songs from
man - y a dis - tant land, Our off'-ring do we
bring - - now. May all the mel - o - dies we
sing, That speak the soul of ev'-ry na - tion, Lead
on through ways of joy and grief, A
bless - ing to cre - a - tion.

PROLOGUE

HELEN NAGY

LATIN

- THREE CHORUSES—(a) The Brunette *Italian*
(b) The Pale Girl
(c) O Come to Me
- SOPRANO SOLOS—(a) Serene Night *Spanish*
(b) The Shepherds
BEATRICE SALADINO
- CHORUS—Pomona *Spanish*



SWEDISH FOLK DANCE—"VARSOVIENNE"

- CHORUS—Before the Shrine *French*
 SOPRANO SOLO—Nightingale, Sweetly Singing *French*
 HELEN LYSAK
 CHORUS—Miss Rosie *Portuguese*

TEUTONIC

- CHORUS—The Ash Grove *Welsh*
 CHORUS—Leezie Lindsay *Scottish*
 SOPRANO SOLO—Would God I Were the Tender Apple Blossom *Irish*
 MARIE SHEEHAN

FOUR ENGLISH FOLK-DANCES

- PIANO SOLO—Norwegian Dance (Grieg) *Norwegian*
 FRANK SMITH

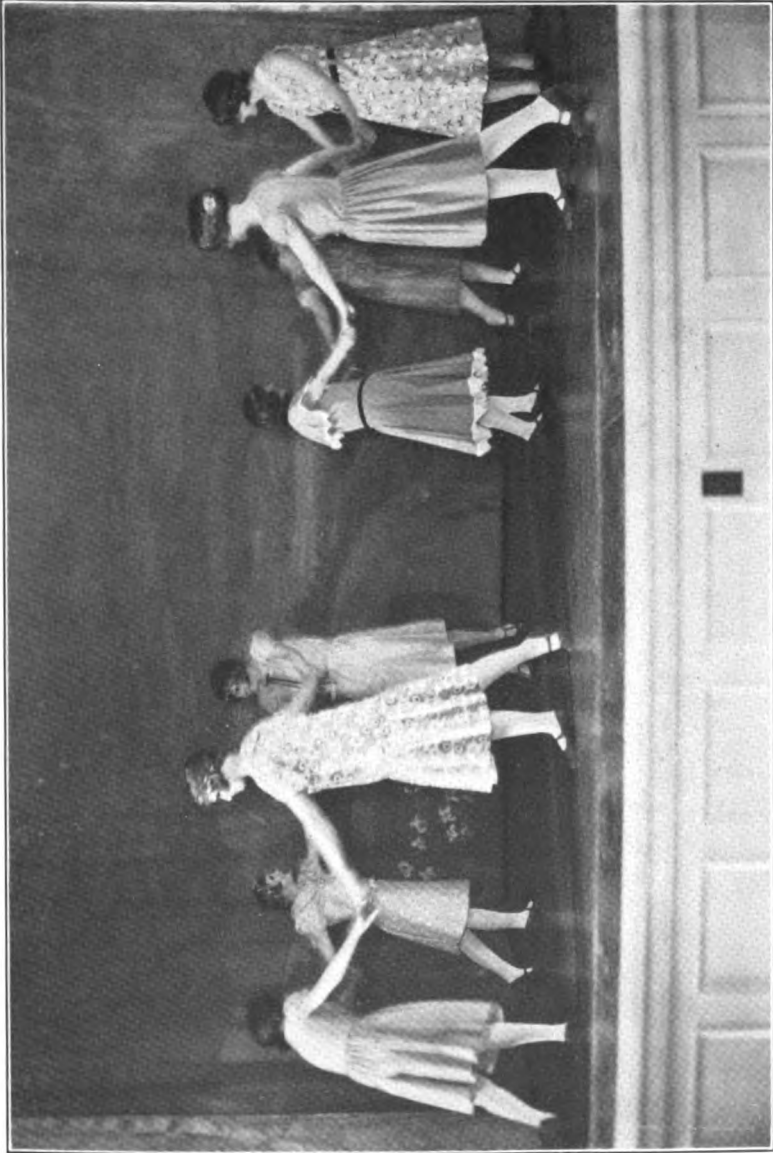
FOUR SWEDISH FOLK-DANCES

- CHORUS—I See You Through the Window *Norwegian*
 CHORUS—Fly, Bird, Fly *Danish*
 CHORUS—Hey, 'Twas in the May *Dutch*
 MALE QUARTET—How Can I Leave Thee *German*
 CHORUS—Weggis Song *Swiss*

SLAVIC

- CHORUS—The Tiny Hut *Polish*
 CHORUS—The Bending Branch *Russian*
 CHORUS—The Red-Headed Family *Ukrainian*
 MIXED QUARTET—Mournful Love *Slavonian*
 CHORUS—Andulko *Czech*
 PIANO DUET—Hungarian Dance No. 6 (Brahms) *Hungarian*
 JARMILLA TETTER AND GRETTA OWEN
 MALE CHORUS—The Cranes *Hungarian*
 SOPRANO SOLO—Play On, Play On *Hungarian*
 RUTH JOHNSON
 CHORUS—Come, My Dearest *Serbian*
 CHORUS—Come You Here, Laddie *Slovakian*
 CHORUS—Wedding Joy *Esthonian*

RECESSIONAL



ENGLISH FOLK DANCE—"THE MARY AND THE DOROTHY"

PIANO RECITAL

BY

LONNY EPSTEIN

SCHERMERHORN HALL

Friday Afternoon, May 1, 1931, at Two-Thirty O'Clock

PROGRAM

I

- SARABANDE *Rameau-Godowsky*
SONATA, E MAJOR, Op. 109 *Beethoven*
 Vivace ma non troppo
 Prestissimo
 Andante molto contabile ed espressivo

II

- EIGHT PIECES, Op. 76 *Brahms*
 Capriccio, F sharp minor Capriccio, B minor
 Intermezzo, A flat Intermezzo, B flat
 Capriccio, C sharp minor Intermezzo, A major
 Intermezzo, A minor Capriccio, C major

III

- VARIATIONS, C MAJOR *Gabrilowitsch*
ETUDE, F MINOR *Liszt*
GAVOTTE *Friedberg*

PUPILS' RECITAL

SCHERMERHORN HALL

Friday Afternoon, June 12, 1931, at Two-Thirty O'Clock

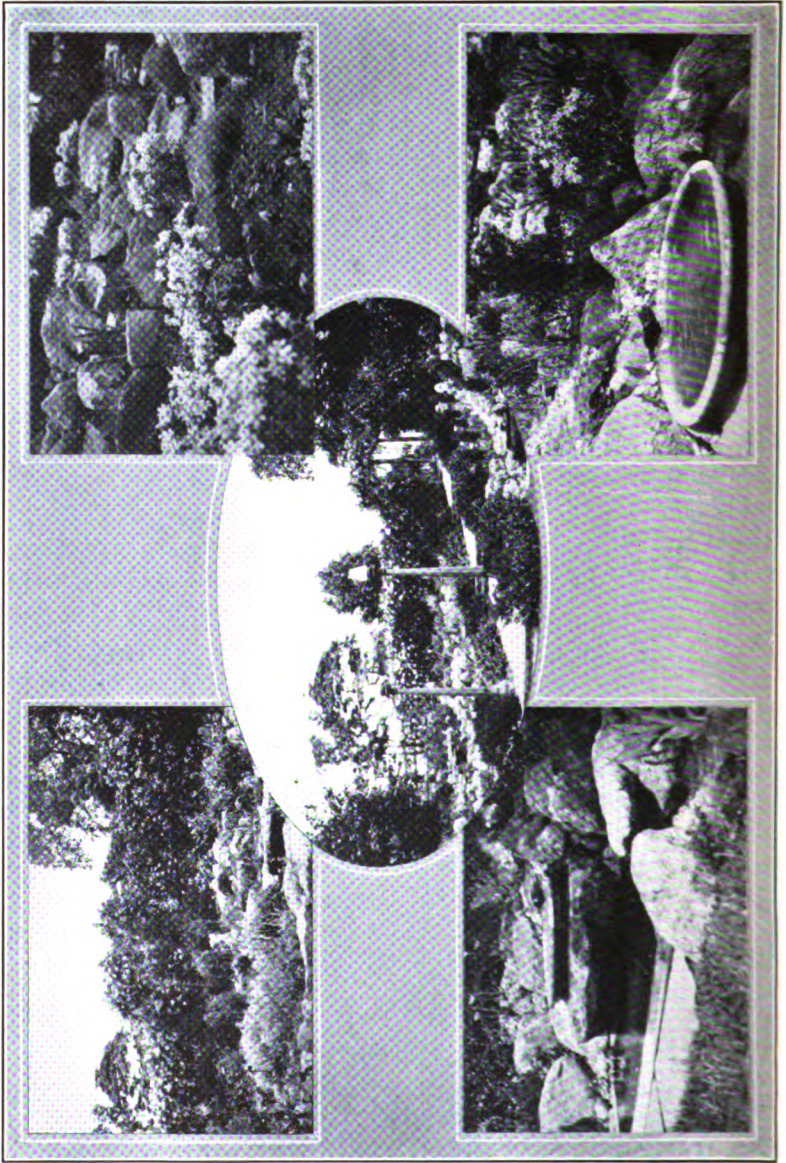
PROGRAM

- ORGAN SOLO—Allegro from Sonata No. 3 *Mendelssohn*
JARMILLA TETTER
- SOPRANO SOLOS—(a) Care Selve *Handel*
(b) The Knotting Song *Purcell*
RUTH JOHNSON
- PIANO SOLO—Sonatina in F *Beethoven*
Allegro assai
Rondo
JAMES DI BIASE
- TOY ORCHESTRA—Little Romance *Schumann*
- | | | |
|-------------------|-------------------|------------------|
| <i>Triangle</i> | <i>Tambourine</i> | <i>Drum</i> |
| Dorothy Peterson | Irving Berkowitz | Eileen O'Brien |
| Mary Visit | Henry Argondizza | Robert Price |
| Guion Rogers | <i>Castanets</i> | <i>Bells</i> |
| <i>Cymbals</i> | Selvia Ginzburg | Winifred Tucker |
| Sarah La Carrubba | George Huerstel | Jean Dorf |
| Mario Manzo | Larue Hendrickson | Ernesto Longhini |
| <i>Piano</i> | | <i>Conductor</i> |
| Rita Averna | | George Simon |
- ORGAN SOLO—Choral-Prelude, "In dir ist Freude" *Bach*
FRANK SMITH
- PIANO SOLO—Scherzino *Schumann*
GERTRUDE MUSIER
- VOCAL DUETS—(a) Shepherd, Shepherd, Leave Decoying *Purcell*
(b) Mi Balza in Petto *Gabussi*
HELEN LYSAK
GRETTA OWEN
- ORGAN SOLO—Toccata in D Minor *W. G. Wood*
RUTH JOHNSON
- CHORUS—The Heavens Are Declaring *Beethoven*

LIST OF LEGACIES AND DONATIONS

Miles R. Burke.....	\$2,000.00	John Penfold.....	\$470.00
Jane Van Cortland.....	300.00	Madam Jumel.....	5,000.00
Isaac Bullard.....	101.66	Mrs. Steers.....	34.66
Elizabeth Bayley.....	100.00	Thomas Garner.....	1,410.00
John Jacob Astor.....	5,000.00	Elizabeth Magee.....	534.00
William Bean.....	500.00	Chauncey and Henry Rose	5,000.00
Peter G. Stuyvesant.....	3,000.00	John J. Phelps.....	2,350.00
John Horsburgh.....	5,000.00	Rebecca Elting.....	100.00
Elizabeth Demilt.....	5,000.00	Gerard Martins.....	500.00
Sarah Demilt.....	2,000.00	Regina Horstein.....	250.00
C. D. Betts.....	40.00	John Alstyne.....	10,320.44
Sarah Penny.....	500.00	Elizabeth and Sarah	
Sarah Bunce.....	500.00	Wooley.....	5,984.83
Elizabeth Idley.....	196.00	Benjamin Nathan.....	1,000.00
Samuel S. Howland.....	1,000.00	Thomas M. Taylor.....	6,151.94
William Howe.....	2,985.14	Simeon Abrahams.....	5,052.70
Margaret Fritz.....	100.00	James Peter Van Horn...	20,000.00
James McBride.....	500.00	Caleb Swan.....	500.00
Charles E. Cornell.....	521.96	Mrs. A. E. Schermerhorn.	10,000.00
Charles E. Deming.....	50.00	Henry H. Munsell.....	3,396.32
Mrs. De Witt Clinton....	200.00	Thomas C. Chardevoyne.	5,000.00
W. Brown.....	465.00	William Dennistoun....	11,892.77
Elizabeth Gelston.....	1,000.00	William B. Astor.....	5,000.00
Robert J. Murray.....	500.00	Benjamin F. Wheelwright	1,000.00
Seth Grosvenor.....	10,000.00	Geo. T. Hewlett, executor.	500.00
Elijah Withington.....	100.00	J. L. (of Liverpool, Eng.).	25.00
Benjamin F. Butler.....	512.49	Ephraim Holbrook.....	39,458.16
Frissel Fund.....	2,000.00	Mrs. Emma B. Corning .	5,000.00
Simeon V. Sickles.....	6,561.87	Eliza Mott.....	1,475.54
Anson G. Phelps.....	5,675.68	Maria M. Hobby.....	2,509.82
Thomas Reilly.....	2,254.84	Daniel Marley.....	1,749.30
Elizabeth Van Tuyle....	100.00	Henry E. Robinson.....	6,000.00
Thomas Eggleston.....	2,000.00	Henry Schade.....	20.00
Sarah A. Riley.....	100.00	Caroline Goff.....	4,161.59
William E. Saunders....	725.84	Catherine P. Johnston...	530.00
Thomas Eddy.....	1,027.50	Mrs. Emma Strecker....	12,221.66
Robert C. Goodhue.....	1,000.00	Eli Robbins.....	5,000.00
Jonathan C. Bartlett....	190.00	Margaret Burr.....	11,011.11
Stephen V. Albro.....	428.57	Mary Burr.....	10,611.11

Samuel Willetts.....	\$5,045.00	Annie Stewart Miller....	\$116,401.93
Roosevelt & Sons.....	45.00	Amelia B. Lazarus.....	10,000.00
August Schell.....	5,000.00	Ida M. Chapman.....	200.00
James Kelly.....	5,000.00	Cash (Wm. B. Wait)....	600.00
George Merrill.....	40.00	Mrs. Edith Smith Werle.	725.00
William B. and Leonora S. Bolles.....	2,949.11	Theodore P. Nichols....	8,000.00
Edward B. Underhill....	500.00	Emma A. Tillotson....	5,000.00
Harriet Gross.....	1,000.00	William C. Egleston....	15,000.00
Mary Hopeton Drake....	2,340.00	Angelina C. I. Anderson.	5,000.00
George Dockstader.....	325.00	Harriet B. Decker.....	3,000.00
Mary Rogers.....	1,000.00	Mary Anna Wenk.....	100.00
Polly Dean.....	500.00	Jeanne Platt.....	1,000.00
John Delaplaine.....	302.99	Emil Levy.....	1,000.00
Abby A. Coates Winsor..	1,000.00	Catherine Jane Pryer....	1,269.73
Harriet Flint.....	1,776.74	Elizabeth Kerr.....	400.00
Maria C. Robbins.....	10,000.00	Martha H. Andrew....	25,000.00
Julia A. Delaplaine....	38,842.25	Mary L. Howard.....	17,078.46
Thomas W. Strong....	1,893.00	Rachel H. Pfeiffer.....	2,500.00
Maria Moffett.....	16,408.21	Mary G. Harriot.....	3,523.20
William Clymer.....	2,000.00	Antonio J. Moderno....	12,865.52
Julia L. Peyton.....	1,000.00	The Brez Foundation....	11,000.00
Amos R. Eno.....	5,000.00	Edward L. Radcliff....	4,794.85
Clarissa L. Crane.....	1,000.00	John R. Peters.....	1,000.00
Leopold Boscowitz....	1,000.00	Hamilton W. Cary.....	2,500.00
Emeline S. Nichols....	5,000.00	William Infeld.....	500.00
Margaret Salisbury....	100.00	Fanny Schermerhorn	
Sarah B. Munsell.....	477.56	Bridgham.....	15,000.00
Edward L. Beadle.....	4,303.99	Charles E. Rhinelande.	24,222.15
Cecelia J. Loux.....	2,000.00	Whitman-Bennett Studio.	100.00
Mrs. E. Douglas Smith..	1,649.57	Cash (Anonymous)	325.00
William C. Schermerhorn	10,000.00	Margaret A. Howard....	500.00
Mary J. Walker.....	25,193.76	Sarah Matilda Mygatt..	1,000.00
Sarah Schermerhorn....	5,137.05	F. Augustus	
F. Augustus Schermerhorn		Schermerhorn.....	1,975,581.34
(for building fund)...	10,000.00	Martha Ann Shannon...	12,929.25
(for pipe organ).....	5,840.00	"A Friend".....	100.00
Mrs. Theodore B. Myers	5,000.00	Edwin Gould.....	51,000.00
Peter Marié.....	3,145.47	Edwin Gould	
Eli Specht.....	2,816.17	(for "Printery").....	80,000.00
Catherine Talman.....	4,996.60	Mary B. Dortic.....	17,567.05
		Arnold Thayer	5,000.00



GLIMPSES OF THE ROCK GARDEN

Henry Fatton.....	\$1,491.82	Sophia M. Low.....	\$8,457.17
Mary Skidmore Rogers.	2,000.00	Mary D. Johnes.....	1,000.00
Grenville Kleiser.....	50.00	Blanche Bache Newkirk.	250.00
Christine Meyer.....	1,000.00	"Quex"	40.00
Marie Emmons.....	2,500.00	William Henry Atkinson	181.00
Louis T. Lehmeyer.....	2,000.00	Rosa Maas.....	1,000.00
Duncan G. Harris.....	890.00	Frederick Winkelmann..	2,934.85
Morris W. Jacobi.....	2,690.56	George Samuel Knauss..	2,000.00
August L. Peters.....	35,796.17	Mary Tanner	500.00
Jane C. Long.....	3,000.00	Emma Fagan.....	1,770.13
Sophie C. Helfst.....	1,000.00	J. Lawrence Aspinwall...	1,010.32
Reading Sterrit.....	63,373.65	Louise M. Mueller.....	10.00
Alfred B. Jenkins.....	500.00	Augusta F. Mueller.....	5.00
Emil Wolff.....	2,866.00	James D. Freeman.....	5,050.64
Mr. & Mrs. John B. Taylor	77.00	Jacob M. P. Willits.....	12,876.00
L. H. Markman.....	5.00	Sundry donations of	
Elizabeth Shepard Lough	10.00	amounts under \$100....	504.67
Annie C. Kane.....	25,000.00		

FORM OF BEQUEST

*I give and bequeath to **The New York Institute for the Education of the Blind**, located at Pelham Parkway and Williamsbridge Road (formerly Ninth Avenue and Thirty-fourth Street), the sum of*

_____ Dollars

to the general use of said corporation.

1600

2005

1832-1932

Handwritten signature

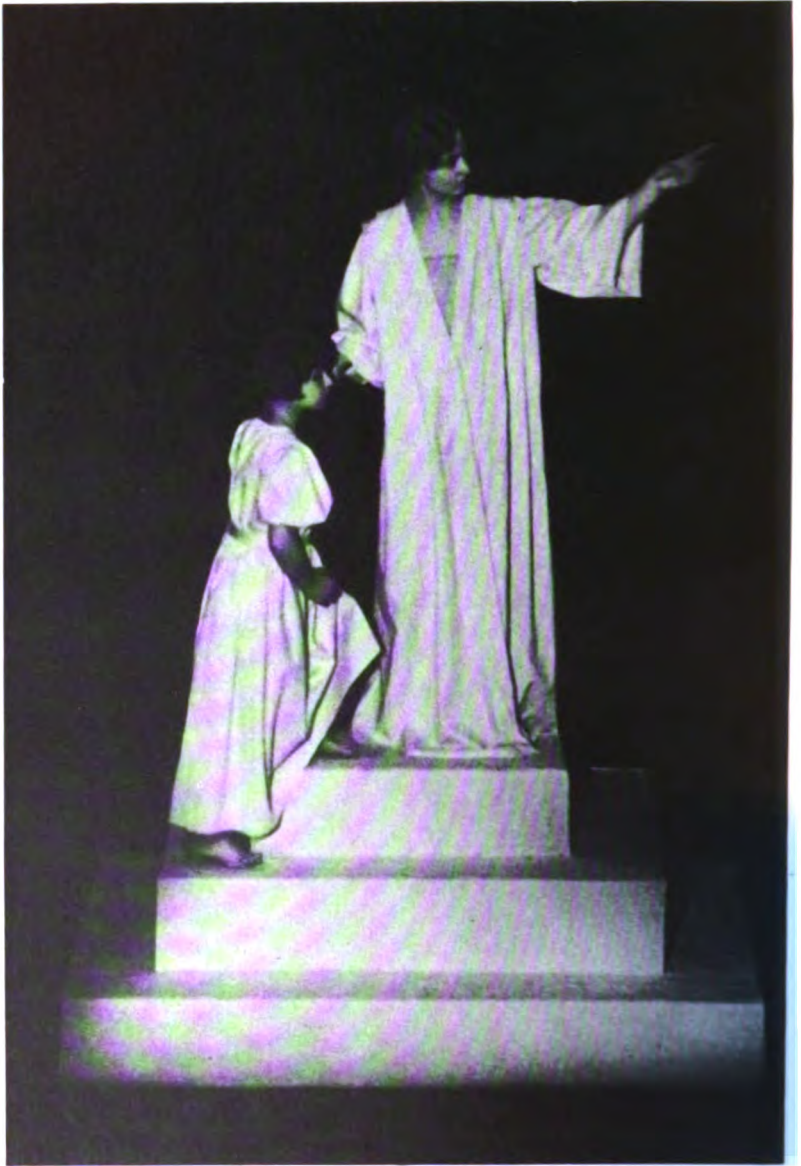


GIFT
\$3 201

**AT THE END OF THE
FIRST CENTURY**

1832-1932





ONWARD TO THE FUTURE



With the compliments

of Edward M. Devere

The

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YEAR-BOOK
OF
The New York Institute
for the
Education of the Blind

ONE-HUNDREDTH YEAR

NINETY-SEVENTH ANNUAL REPORT
OF THE BOARD OF MANAGERS
REPORT OF THE PRINCIPAL
GENERAL INFORMATION

1932

Lux Oritur:

"And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."—ISAIAH xliii, 16.

CHARLES FRANCIS PRESS
NEW YORK
1932

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THE NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND

FOUNDED 1831

OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD
NEW YORK CITY

•

CALENDAR, 1932-33

SEPTEMBER 19	Fall session opens.
NOVEMBER 24-27	Thanksgiving vacation.
DECEMBER 16	Christmas holidays begin.
JANUARY 2, 1933	School work resumed.
JANUARY 23-27	Regents' examinations.
APRIL 6	Anniversary exercises.
APRIL 6	Easter vacation begins.
APRIL 18	School work resumed.
JUNE 16	Class work ended.
JUNE 19-23	Regents' examinations.

•

JULY 10-AUGUST 18	Summer session.
SEPTEMBER 18	Fall session opens.
NOVEMBER 30-DECEMBER 3	Thanksgiving vacation.
DECEMBER 22	Christmas holidays begin.



PAUL TUCKERMAN



LINZEE BLAGDEN



EDWARD J. HANCY



HOWLAND S. DAVIS

MANAGERS IN 1932

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THE NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND

FOUNDED 1831

OPENED 1832

PELHAM PARKWAY AT WILLIAMSBRIDGE ROAD
NEW YORK CITY



The purpose of the Institute is to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians.

There is no restriction as to residence. From New York they may enter regularly as State pupils from the Greater City and the counties of Westchester, Putnam, Rockland, Suffolk and Nassau, being appointed by the State Education Department; from New Jersey, upon application in proper form to the New Jersey Commission for the Blind, and from other localities by special arrangement. All communications should be addressed to

The Principal, The New York Institute
for the Education of the Blind,
999 Pelham Parkway,
New York, N. Y.

BOARD OF MANAGERS 1932

WITH THEIR TERMS OF CONTINUOUS SERVICE.

LINZEE BLAGDEN	Since	1910
CARL A. DE GERSDORFF	“	1910
PAUL TUCKERMAN	“	1912
EDWARD J. HANCY	“	1912
J. LAWRENCE ASPINWALL	“	1913
J. ARCHIBALD MURRAY	“	1914
GEORGE N. MILLER, M.D.	“	1920
DUNCAN G. HARRIS	“	1922
HOWLAND S. DAVIS	“	1923
*ALFRED E. SCHERMERHORN	“	1923
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EDWIN GOULD	“	1925
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ARNOLD WHITRIDGE	“	1928
THOMAS LUDLOW CLARKE	“	1929
JUNIUS A. RICHARDS	“	1930
R. McALLISTER LLOYD	Since	November 18, 1931
A. COSTER SCHERMERHORN	“	January 20, 1932
ARNOLD WOOD	“	April 20, 1932

*Died May 11, 1932.

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J. LAWRENCE ASPINWALL *Vice-President*
JUNIUS A. RICHARDS *Recording Secretary*
R. McALLISTER LLOYD *Treasurer*



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J. LAWRENCE ASPINWALL LINZEE BLAGDEN, *Secretary*
DR. GEORGE N. MILLER FREDERIC P. MOORE
HOWLAND S. DAVIS (*ex-officio*)



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R. McALLISTER LLOYD, *Chairman (ex-officio)*
PAUL TUCKERMAN EDWARD J. HANCY
HOWLAND S. DAVIS J. LAWRENCE ASPINWALL
 (*ex-officio*) (*ex-officio*)

ORGANIZATION

(SCHOOL YEAR 1932-33)

EDWARD M. VAN CLEVE *Principal*
N. E. LANCASTER, M.D. *Attending Physician*
BERNARD SAMUELS, M.D. *Attending Ophthalmologist*
MRS. ALTA L. RAUSCH *Secretary to the Principal*



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LORETTA BUTLER	INA MC MURRAY
ETTA D. LEWIS	HARRIET BRANCH
MARION MILLER	SETH W. HOARD
RUSSELL POPE	

H. W. WRIGHT, *Assistant to the Principal*
HENRIETTA A. GROSBACK, *Librarian and Teacher
of Typewriting*



MUSIC DEPARTMENT

BASSETT W. HOUGH, *Director*
GERTRUDE L. MARTIN EMILIE HAHN
THEODORE A. TAFERNER ARTHUR H. RICHMOND
ELIZABETH THODE



TUNING

ROBERT J. HARVEY



EDWIN GOULD PRINTERY

GEORGE H. BAIR



MANUAL TRAINING AND HOME SCIENCE

ANGIE D. KELLY	MAUD W. BARRETT
JULIA E. MYERS	WILLIAM H. WARING
EARL QUAY	



J. ARCHIBALD MURRAY



R. MC ALLISTER LLOYD



EDWIN GOULD



CARL A. DE GERSDORFF

MANAGERS IN 1932



MA

TES

KAT

GRA

C. L.

PHYSICAL TRAINING

MAUD W. BARRETT

CLYDE L. DOWNS

HELEN ZIEGEL



HOUSEHOLD

VESTA D. LOGAN, *Matron*

ADELAIDE M. GOULD, *Asst. Matron*

NINA E. CUMMINGS, *Matron Lower School*



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Samuel Wood House

MARY VAUGHAN

John D. Russ House

GRACE JAMIESON

James Boorman House

MARTHA RUSSELL

Samuel Akerly House

NINA E. CUMMINGS, *Lower School*



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Fanny J. Crosby House

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Anson G. Phelps House

IDA A. SCOFIELD, *Lower School*



ALICE G. STONEHAM—*Relief Housemother*

MANAGERS

OF

The New York Institute for the Education of the Blind

IN CHRONOLOGICAL ORDER

From the Time of Its Incorporation, 1831, with Their Terms of Service



Akerly, Samuel, M.D.....	1831-1845	Crosby, William H.....	1835
Averill, Herman.....	1831-1832	Hoyt, Charles.....	1835-1839
Bolton, Curtis.....	1831-1835	Oakley, Charles.....	1835
Donaldson, James.....	1831-1832	Titus, Peter S.....	1835-1836
Bogert, Henry K.....	1831-1832	Allen, George F.....	1835-1839 1841-1862
Remsen, Henry.....	1831-1832		
Stuyvesant, John R.....	1831-1840	Trulock, Joseph.....	1836-1840
Price, Thompson.....	1831-1840	Mandeville, William.....	1836-1837
Ketchum, Morris.....	1831-1837	Chandler, Adoniram.....	1836
Miller, Sylvanus.....	1831-1832	Cushman, D. Alonzo.....	1837-1843
Crosby, William B.....	1831-1833	Blakeman, Wm. N., M.D.	1837-1839 1841
Lee, Gideon.....	1831-1836		
Ketchum, Hiram.....	1831-1838	Wood, Isaac, M.D.....	1837-1859
Wood, Samuel.....	1831-1836	Hart, Joseph C.....	1837-1840
Jenkins, Thomas W.....	1831-1836	Holmes, Curtis.....	1837-1838
Thomas, Henry.....	1831-1834	Roome, Edward.....	1837-1845
Nevins, Rufus L.....	1831-1832	Seton, Samuel W.....	1837
Beers, Joseph D.....	1831-1832	Gracie, Robert.....	1838-1861
Mott, Samuel F.....	1831	Demilt, Samuel.....	1838
Patterson, Matthew C.....	1831-1833	Hart, James H.....	1839
Russ, John D., M.D.....	1833-1834	Murray, Robert J.....	1839-1858
Dwight, Theodore.....	1833-1837	Schermerhorn, Peter	
Brown, Silas.....	1833-1859	Augustus.....	1839-1845
Stagg, John P.....	1833	Tallmadge, Henry F.....	1839-1841
Spring, George.....	1833-1835	Thompson, Martin E.....	1839
Walker, John W.....	1833-1839	Moore, Clement C.....	1840-1850
Miller, Franklin.....	1833-1835	Olyphant, D. W. C.....	1840
Steel, Jonathan D.....	1833	Averill, Augustine.....	1840
Allen, Moses.....	1833-1834	Beers, Cyrenius.....	1841-1853
Lyons, Stephen.....	1834-1836	Suydam, Lambert.....	1841-1842
Dissosway, Gabriel P.....	1834-1836	Holmes, Silas.....	1841-1842
Phelps, Anson G.....	1834-1853	Case, Robert L.....	1841-1861

Crosby, John P.....	1841-1859	Aspinwall, J. Lloyd.....	1860-1861
Collins, Stacey B.....	1841	Suydam, D. Lydig.....	1861-1884
Schermerhorn, E. H.....	1841-1842	Daly, Charles P.....	1861
Marsh, James.....	1842-1852	Hosack, Nathaniel P.....	1862-1876
Murray, Hamilton.....	1842-1847	Grafton, Joseph.....	1862-1872
Walsh, A. R.....	1842-1850	Myers, T. Bailey.....	1862-1887
Wood, John.....	1842-1850	Edgar, Newbold.....	{ 1862-1864 1868
Jones, Edward.....	1843-1850	Donnelly, Edward C.....	1862-1864
Whittemore, William T.....	1843-1845	Lord, James Cooper.....	1862-1864
Smith, Floyd.....	1844-1848	Schermerhorn, Alfred...{	1862-1865 1867-1868
Dean, Nicholas.....	1844-1848	Brown, John Crosby.....	1862-1864
Jones, William P.....	1846-1849	Van Rensselaer, Alex....{	1862-1865 1867-1877
Thurston, William R.....	1846-1851	Irving, John Treat.....	1863-1896
Sheldon, Henry.....	1846-1854	Potter, Clarkson N.....	1863-1866
King, John A.....	1848-1854	McLean, James M.....	1863-1890
Schell, Augustus.....	1849-1883	Clift, Smith.....	1865-1893
Day, Mahlon.....	1849-1854	Hoffman, Charles B.....	1865-1868
Adams, George F.....	{ 1850-1859 1865	Emmet, Thos. Addis, M.D..	1865-1866
Adams, John G.....	1851-1858	Whiteright, William.....	1866-1898
Ogden, Gouverneur M.....	1851-1857	Schermerhorn, Wm. C.....	1866-1901
Cobb, James N.....	1851-1858	De Rahm, Charles.....	1866-1890
Beadle, Edward L.....	1851-1862	Hilton, Henry.....	1866
Wood, Edward.....	1852-1861	Burrill, John E.....	1866-1867
Ogden, John D., M. D....	1853-1855	Stout, Francis A.....	1867-1892
Phelps, Anson G.....	1854-1855	Butterfield, Daniel.....	1868
Craven, Alfred W.....	1854-1861	Hoffman, William B.....	1868-1879
Olyphant, G. T.....	1855-1857	Gerard, James W.....	1869-1873
Abbatt, William M.....	1855-1857	Rhoades, J. Harsen.....	1869-1872
Noyes, William Curtis...	1855-1859	Schermerhorn, F. Augs....	1870-1910
Dumont, William.....	1856-1862	Marié, Peter.....	1870-1903
Warren, James.....	1856-1859	Rhineland, Frederick W..	1874-1904
Cammann, Geo. P., M.D..	1858	Sheldon, Frederick.....	1874-1906
Rutherford, Lewis M.....	1858-1861	Robbins, Chandler.....	1875-1904
Van Rensselaer, Henry...	1858-1860	Strong, Charles E.....	1875-1887
Hone, Robert S.....	1859-1891	Schuyler, Philip.....	1878-1898
Tomes, Francis.....	1859-1860	Prime, Temple.....	1878-1887
Norton, Charles B.....	1859-1861	Kane, John I.....	1881-1913
Church, William H., M.D.	1859-1864	King, Edward.....	1884-1893
Hutchins, Waldo.....	1860-1867	Schell, Edward.....	1885-1893
Tuckerman, Charles K...	1860-1867	Bronson, Frederick.....	1888-1900
Kennedy, James Lenox...	1860-1864	Kingsland, Ambrose C....	1889-1890
Traversa, William R.....	1860		
Tompkins, Daniel H.....	1860-1874		

Robbins, George A.....	1889-1895	Partridge, Edward L., M.D.	1911-1922
Kissel, Gustav E.....	1891-1911	Dix, John A.....	1911-1917
Bowers, John M.....	1891-1906	Tuckerman, Paul.....	1912-
Peabody, George L., M.D.	1891-1912	Nash, William A.....	1912-1916
Marshall, Charles H.....	1892-1912	Croswell, James G.....	1912-1915
Smith, Gouverneur M.,		Hancy, Edward J.....	1912-
M.D.....	1893-1898	Aspinwall, J. Lawrence...	1913-
Davis, Howland.....	1894-1921	Turnbull, William.....	1913-1931
Duer, William A.....	1894-1905	Murray, J. Archibald....	1914-
Hamilton, William G. . .	1894-1905	Kobbé, George C.....	1916-1923
Appleton, William W....	1896-1924	Harrison, Robert L.....	1916-1932
Tapen, Frederick D.....	1897-1901	Munroe, Henry W.....	1918-1919
Armstrong, D. Maitland..	1898-1911	Miller, George N., M.D...	1920-
Wheelock, Geo. G., M.D..	1898-1907	Gallatin, R. Horace.....	1920
Fairchild, Charles S.....	1898-1906	De Rham, Frederic F....	1921
Soley, James Russell....	1900-1911	Derby, James Lloyd.....	1922-
Winthrop, Egerton L., Jr.	1901-1911	Harris, Duncan G.....	1922-
Wickersham, George W..	1902-1909	Kissel, W. Thorn.....	1923-1928
Foster, Frederic DePeyster.	1903-1923	Munroe, John.....	1923-1924
Rhineland, Thomas N..	1905-1928	Davis, Howland S.....	1923-
McIlvaine, Tompkins....	1905-1911	Schermerhorn, Alfred E..	1923-1932
Godkin, Lawrence.....	1905-1909	Fahnestock, Ernest, M.D.	1924-
Derby, Richard H., M.D...	1906-1907	Moore, Frederic P.....	1925-
Borland, J. Nelson.....	1907-1929	Gould, Edwin.....	1925-
Montant, August P.....	1907-1909	Smith, Augustine J.....	1927-
Rhoades, J. Harsen.....	1907-1922	Whitridge, Arnold.....	1928-
Tucker, Samuel Auchmuty.	1907-1919	Clarke, Thomas L.....	1929-
Hone, Robert G.....	1908-1927	Richards, Junius A.....	1930-
Knapp, Arnold, M.D.....	1909-1913	Lloyd, R. McAllister....	1931-
Blagden, Linzee.....	1910-	Schermerhorn, A. Coster..	1932-
De Gersdorff, Carl A....	1910-	Wood, Arnold.....	1932-
Glyn, William E.....	1911-1924		



FREDERIC POTTS MOORE



THOMAS LUDLOW CLARKE



A. COSTER SCHERMERHORN



AUGUSTINE J. SMITH

MANAGERS IN 1932

OF:

Akerly
Phelps
Wood,
Allen,
Schell,
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OFFICERS OF THE INSTITUTE

From Its Incorporation in 1831,
WITH THEIR TERMS OF SERVICE.



PRESIDENTS

Akerly, Samuel, M.D.....1831-1842	Irving, John Treat.....1891-1895
Phelps, Anson G.....1843-1853	Schermerhorn, William C.1896-1901
Wood, Issac, M.D.....1854-1859	Schermerhorn, F. Augs.....1901-1909
Allen, George F.....1860-1862	Davis, Howland.....1909-1919
Schell, Augustus.....1863-1883	Tuckerman, Paul.....1919-1925
Hone, Robert S.....1884-1887	Blagden, Linzee.....1925-1932
McLean, James M.....1888-1890	Davis, Howland S.....1932-

VICE-PRESIDENTS

Averill, Herman.....1831-1832	Clift, Smith.....1888-1893
Brown, Silas.....1833-1835	Schermerhorn, William C.1894-1895
Titus, Peter S.....1836	Marié, Peter.....1896-1903
Phelps, Anson G.....1837-1842	Rhineland, F. W.....1903-1904
Wood, Isaac, M.D.....1843-1853	Sheldon, Frederick.....1905-1906
Gracie, Robert.....1855-1860	Peabody, George L., M.D.1907-1912
Beadel, Edward L.....1861-1862	Kane, John I.....1913
Hone, Robert S.....1863-1883	Appleton, William W.....1913-1924
Suydam, D. Lydig.....1884	Murray, J. Archibald.....1924-1932
McLean, James M.....1885-1887	Aspinwall, J. Lawrence...1932-

TREASURERS

Bolton, Curtis.....1831-1835	Whitewright, William...1872-1896
Brown, Silas.....1836-1859	Davis, Howland.....1897-1909
Wood, Edward.....1860-1861	Foster, Frederic DePeyster.1909-1923
Schell, Augustus.....1862	Blagden, Linzee.....1923-1925
Kennedy, James Lenox...1863-1864	Davis, Howland S.....1925-1932
Clift, Smith.....1865	Lloyd, R. McAllister.....1932-
Grafton, Joseph.....1866-1871	

RECORDING SECRETARIES

Bogert, Henry K.....1831-1832	Schermerhorn, F. Augs.....1824-1901
Russ, John D., M.D.....1833-1834	Marshall, Charles H.....1901-1911
Crosby, William H.....1835	Blagden, Linzee.....1911-1923
Allen, George F.....1836-1859	Derby, James Lloyd.....1923-1926
Hone, Robert S.....1860-1862	Schermerhorn, Alfred E...1926-1930
Brown, John Crosby.....1863	Clarke, Thomas L.....1930
Myers, T. Bailey.....1864-1883	Richards, Junius A.....1931-

CORRESPONDING SECRETARIES

Donaldson, James.....1831-1832	Church, William H., M.D.1860
Dwight, Theodore.....1833-1837	Tuckerman, Charles K...1861-1867
Wood, Isaac, M.D.....1839-1842	Schermerhorn, William C.1868-1893
Roome, Edward.....1843-1844	Bronson, Frederick.....1894-1895
Schermerhorn, Peter Augs.1845	Sheldon, Frederick.....1896-1905
Jones, Edward.....1846-1850	Peabody, George L., M.D..1905-1906
Wood, Issac, M.D.....1851-1853	Appleton, William W....1907-1913
Crosby, John P.....1854-1859	Hone, Robert G.....1914-1927



PRINCIPALS OF THE INSTITUTE

From Its Opening in 1832,

WITH THEIR TERMS OF SERVICE.

Russ, John D., M.D.....1832-1835	Cooper, T. Colden.....1852-1861
Office unfilled 1835 and part of 1836	Rankin, Robert G.....1861-1863
Jones, Silas.....1836-1840	Wait, William B.....1863-1905
Vroom, Peter D., M.D....1841-1842	Emeritus Principal.....1905-1916
Boggs, William.....1843-1845	Tewksbury, Everett B....1905-1914
Chamberlain, James F....1846-1852	Van Cleve, Edward M....1914-

REPORT

of the Board of Managers of The New York Institute for the Education of the Blind

*To the Honorable the Legislature
of the State of New York:*

The Managers of The New York Institute for the Education of the Blind, in compliance with the provisions of the act of the Legislature, respectfully submit their report for the fiscal year ended June 30, 1932.

The following is a summary of the receipts and disbursements for the year:

GENERAL FUND RECEIPTS

Cash Balance, June 30, 1931—		
Capital fund.....	\$14,273.30	
Income fund.....	2,694.13	
	\$16,967.43	
Of Capital—		
Legacies, donations, mortgages paid, transfers, etc.	248,722.26	
Of Income—		
Current receipts	244,554.46	
	\$510,244.15	

DISBURSEMENTS

Of Capital—		
Building expenditures, equipment, etc.....	\$241,866.03	
Of Income—		
Taxes, insurance, etc.....	5,216.44	
Maintenance	217,838.46	
Transfer	23,000.00	
Cash Balance, June 30, 1932—		
Capital fund.....	\$21,129.53	
Income fund.....	1,193.69	
	22,323.22	
	\$510,244.15	

EDWIN GOULD PRINTERY FUND

RECEIPTS

Cash Balance, June 30, 1931.....	\$11,757.80
Of Income from investments and interest.....	3,086.94
	<hr/>
	<u>\$14,844.74</u>

DISBURSEMENTS

For purchase of books and apparatus.....	\$1,759.34
Commission for collection of income.....	60.00
Pay roll	1,960.00
Cash Balance, June 30, 1932.....	11,065.40
	<hr/>
	<u>\$14,844.74</u>

From time to time, beginning in eighteen hundred and thirty-six, the Institute has been in receipt of legacies and donations which the Managers have set apart in the Legacy Fund.

At the close of the fiscal year the Legacy Fund, including amounts received, both legacies and donations, and aggregating \$3,073,981, was represented by cash and investments in approved securities.

The Managers gratefully acknowledge the receipt of the following legacies: Jacob M. P. Willits, \$7,058 (additional); Fanny Rosenberg, \$100; Georgianna M. Amidon, \$51,735; F. Augustus Schermerhorn, \$5,269 (additional); and donations: Brez Foundation, \$750; Edith H. Werle, \$50; Lucy D. Akerly, \$100.

The work of the Institute continues as heretofore and its scope and effectiveness are well indicated in the statistical report of the Principal which is annexed hereto.



GEORGE N. MILLER



ARNOLD WHITRIDGE



DUNCAN G. HARRIS



J. LAWRENCE ASPINWALL

MANAGERS IN 1932

The year 1932 marks an important point in the history of the Institute, for in this year we reached the end of the first hundred years of our existence and could pause and contemplate the century of endeavor now completed. It is true that our charter bears the date 1831, but it was on March 15, 1832, that the first blind children were taught by the forming of a class of three boys and it was then that organized education of the blind first became a fact in this country.

The centenary of the Institute was splendidly celebrated in March of this year and in June we were honored by being allowed to welcome the thirty-first biennial convention of the American Association of Instructors of the Blind, an important part of whose program was given over to celebrating one hundred years of education of the blind in America.

This report would not be complete without mention of the Lower School, which in its first year of operation proved the wisdom of its construction and the skill of those who had conceived and built it.

The Board of Managers wishes to express its continued debt to Mr. Van Cleve and to all those others whose devotion and energy make possible the successful operation of this school.

THE NEW YORK INSTITUTE FOR THE
EDUCATION OF THE BLIND

HOWLAND S. DAVIS

President.

JUNIUS A. RICHARDS

Secretary.

City of New York and County of Bronx, ss.:

HOWLAND S. DAVIS, of said City, being duly sworn, saith:
That he is President of The New York Institute for the
Education of the Blind, and that the above report signed by
him is true to the best of his knowledge and belief.

Sworn to before me this 15th day
of November, 1932.

ALTA L. RAUSCH,
Notary Public,
Bronx County, N. Y.

**PRINCIPAL'S ANNUAL REPORT
OF THE PROGRESS OF THE INSTITUTE
FOR THE YEAR ENDED JUNE 30, 1932
(To which is added a report of the summer session)**

**TO THE BOARD OF MANAGERS,
THE NEW YORK INSTITUTE FOR THE
EDUCATION OF THE BLIND.**

GENTLEMEN:

The session of the Institute which was to complete its one-hundredth year opened September 21, 1931, and continued to June 24, 1932. The number of pupils enroled was 164, with an average attendance of 153. A summer session of six weeks begun July 11 was attended by 44 pupils, 15 girls and 29 boys.

Another of our pupils, Frank Smith, was on examination admitted as Associate of the American Guild of Organists in May. Two of our former pupils, Warren Germain and Morris Cohen, were graduated from Columbia, the latter receiving election to Phi Beta Kappa.

OUR NEWEST BUILDING

Completed just in time for the opening of the session, the new Lower School building was occupied with an initial enrollment of 35 pupils. A year's use has shown it to be all that was expected of it. In all particulars it seems to be admirably suited to its purpose. The location of this structure on the southwest corner of the grounds and fronting upon Pelham Parkway, as does the main building, Schermerhorn Hall, has so completed the aspect of a unified whole

when seen from the Parkway that the dignity and beauty of the entire plan is made manifest. Children of the first three primary classes are accommodated both for their school work and for living quarters by the new building.

A much more satisfactory organization of the entire Institute's clientele has been made possible by this separation of the younger pupils from the more advanced.

Above the doorway at the main entrance of the Lower School the Institute's Latin motto has been carved in stone: **Lux Oritur.** Thus to those who apprehend is given the intimation that here darkness of a sort is to be dispelled by the illumination that comes through power to perceive, to feel, to think, to know.

A GROWING ATTENDANCE

While the overmastering interest of the year, the celebration of our one hundredth anniversary, called for a deal of thought and preparation on the part of teachers and pupils, there was no slackening in the school work and the pace of other years was kept and with increasing enrolment, which added to the size of classes. The ideal class in a school for the blind is held to be not over twelve pupils, and it has been the effort of the present administration to keep the size of classes as near ten as possible. Several grades have far exceeded this number and an addition to the teaching staff has been necessary. For this growing attendance we wish to be prepared to provide the best possible facilities.

OUR SUMMER SESSION

From July 11 to August 19 the summer session was held, 44 pupils being in attendance, 15 girls and 29 boys. In point of interest, excellence in school work, and general satisfaction it may be reported the best we have conducted. Teach-



ARNOLD WOOD



JUNIUS A. RICHARDS

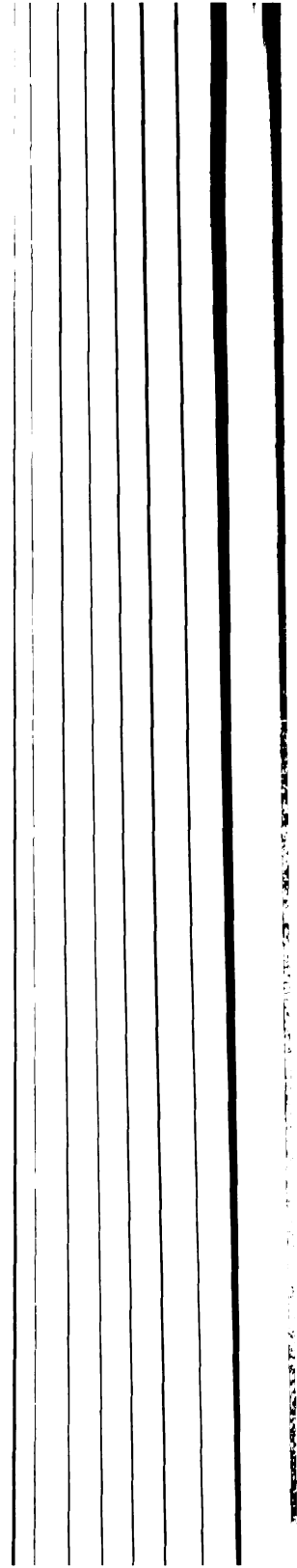


ALFRED E. SCHERMERHORN



ERNEST FAHNESTOCK

MANAGERS IN 1932



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ers and pupils were keenly interested and the work progressed admirably. As usual, the mornings were devoted to regular school work, the afternoons to recreation, which sometimes took the direction of informative excursions and visits. All, however, had the effect of adding to the physical development of the pupils.

It was a pleasure to his old associates to have Mr. Reginald C. Phillips as one of the teachers of the summer session. For four years he had been a teacher of the Institute, but had been called to the Royal Victoria School for the Blind of Newcastle-on-Tyne, England, and had become its Principal. Mr. Phillips took charge of the summer session and himself found pleasure in returning, if only for a brief stay, to his former field here.

The following quotation from Mr. Phillips' report to the Principal will be of interest:

"The Summer School of 1932 has passed into the historical records of The New York Institute for the Education of the Blind, and those records are richer thereby. With its passing I should like to record my sincere appreciation of the splendid spirit existing among the pupils. They were a delight to work with, being courteous, well-mannered, full of zest for work and play, and with all the ear-marks of a complete and consistent good training. I imagine I saw the present spirit in its initial stages three or more years ago. It has developed splendidly and I sincerely hope, as I am sure it will, the school will succeed in retaining it. I congratulate the school upon possessing a body of pupils so imbued with the right ideas."

In the organization of the material for this issue of the Year-Book the statistical matter, including also programs of recitals, etc., has been placed in the last part of the volume

so as to bring forward first the report of our exercises commemorating the first one hundred years.

CELEBRATION OF OUR CENTENARY

Action was taken by the Board of Managers early in the school year looking to a proper commemoration of the centennial of the Institute's birth. A committee of the Board was appointed to have general charge, with the Principal, of the several events. A committee of the faculty began to prepare a program which should exhibit the work of the school in a hundred years of active service. This took the form of a series of scenes in its life, dramatically represented, in which teachers, former and present pupils, and others took part.

It has been deemed of sufficient importance both for the present interest and the information of friends of the Institute and for the record to include in this Year-Book a full account of what took place in the public celebration. Accordingly there is here presented the sixteen pages of a souvenir program that had been prepared, to be followed by a complete reproduction of the addresses of Commemoration Day and the text of the "Scenes in Our First Century," as far as possible, together with the report of the part taken by the alumni in the celebration.

THE NEW YORK INSTITUTE
FOR THE EDUCATION
OF THE BLIND

Program

OF THE
CELEBRATION OF THE
FIRST CENTENARY

March 15 to 18, 1932

ON MARCH 15, 1832, in a private house on Canal Street, New York City, the first class of blind children to be taught in the United States was organized by Dr. John Dennison Russ. And from that day to this, one hundred years later, The New York Institute for the Education of the Blind has continued its work without interruption

Lux Ori tur

And I will bring the blind by
a way that they knew not;
I will lead them in paths
that they have not known; I will
make darkness light
before them. —

Isaiah xlii, 16.

The motto of the Institute

ONE

COMMEMORATION

of the

ONE HUNDREDTH ANNIVERSARY

at the

ENGINEERING SOCIETIES
AUDITORIUM

29 West Thirty-ninth Street
Manhattan

Tuesday evening, March 15, 1932

at eight-thirty o'clock

7

BOARD OF MANAGERS

J. LAWRENCE ASPINWALL	R. McALLISTER LLOYD
LINZEE BLAGDEN	GEORGE N. MILLER, M.D.
THOMAS LUDLOW CLARKE	FREDERIC POTTS MOORE
HOWLAND S. DAVIS	J. ARCHIBALD MURRAY
CARL A. DEGERSDORFF	JUNIUS A. RICHARDS
JAMES LLOYD DERBY	A. COSTER SCHERMERHORN
ERNEST FAHNESTOCK, M.D.	ALFRED E. SCHERMERHORN
EDWIN GOULD	AUGUSTINE J. SMITH
EDWARD J. HANCY	PAUL TUCKERMAN
DUNCAN G. HARRIS	ARNOLD WHITRIDGE

•
EDWARD M. VAN CLEVE, *Principal*

COMMITTEES OF ARRANGEMENTS

On Commemoration Exercises

MR. BLAGDEN
MR. DAVIS
MR. SMITH
MR. TUCKERMAN
THE PRINCIPAL

On Anniversary Exercises

THE PRINCIPAL
MISS MARY B. SCHOONMAKER
MISS LORETTA BUTLER
MR. ROBERT J. HARVEY
MR. RUSSELL POPE
MR. ARTHUR H. RICHMOND

Program

MR. HOWLAND S. DAVIS, *President*
BOARD OF MANAGERS
Presiding

•

CHORUS: The heavens are declaring . . . *Beethoven*
SENIOR CHORUS OF THE INSTITUTE

ADDRESS: MR. HOWLAND S. DAVIS

ADDRESS: HON. GEORGE W. WICKERSHAM
FORMER MEMBER, BOARD OF MANAGERS

ADDRESS: DR. JOHN H. FINLEY
FORMER COMMISSIONER OF EDUCATION, STATE OF NEW YORK

ADDRESS: MR. EDWARD M. VAN CLEVE
PRINCIPAL OF THE INSTITUTE

A LITTLE JOURNEY IN FOLK MUSIC
(With Illustrations)
Some Songs of Other Lands and
Four English Folk Dances

THESE UNITED STATES
As Organized by Two Blind Boys
(Map Building)

HALLELUJAH CHORUS, from "The Messiah" . *Handel*

PATRONESSES

MRS. THEODORE J. ABBOTT	MRS. CLARENCE G. MICHALS
MISS LUCY DUBOIS AKERLY*	MRS. M. C. MIGEL
MRS. DONALD ATKINSON	MRS. DANFORTH MILLER
MRS. LINZEE BLAGDEN	MRS. GEORGE N. MILLER
MRS. J. NELSON BORLAND	MRS. J. ARCHIBALD MURRAY
MRS. HENRY BRECKENRIDGE	MRS. T. TERTIUS NOBLE
MRS. ROELIF H. BROOKS	MRS. ROBERT NORWOOD
MRS. THOMAS L. CLARKE	MRS. HENRY PARISH
MRS. LIVINGSTON CROSBY	MRS. HERBERT LEE PRATT
MRS. WILLIAM B. CROSS*	MRS. W. F. PRESCOTT
MRS. W. BAYARD CUTTING	MRS. JOHN HARSEN RHOADES
MRS. HOWLAND DAVIS	MISS NINA RHOADES
MRS. HOWLAND S. DAVIS	MRS. JUNIUS A. RICHARDS
MRS. CARL A. DEGERSDORFF	MRS. JULIAN W. ROBBINS
MRS. LEE DELAFIELD	MRS. JAMES ROOSEVELT
MRS. ERNEST FAHNESTOCK	MRS. SAMUEL A. SALVAGE
MRS. JOHN H. FINLEY	MRS. AUGUSTINE J. SMITH
MRS. LYTTLETON FOX	MRS. ALFRED E. SCHERMERHORN
MRS. DOUGLAS GIBBONS	MRS. A. COSTER SCHERMERHORN
MRS. LAWRENCE GODKIN	MRS. JAMES RUSSELL SOLEY
MRS. EDWIN GOULD	MRS. THEODORE A. STEINWAY
MRS. EDWARD H. GRAHAM	MRS. ERNEST M. STIRES
MRS. EDWARD J. HANCY	MRS. JAMES B. TAYLOR
MRS. DUNCAN G. HARRIS	MRS. BENJAMIN B. THAYER
MRS. MILTON S. HARRISON	LADY WHITE TODD
MRS. JOHN HUBBARD	MRS. CHARLES EDWARD TRACY
MRS. THOMAS HUNT	MRS. SAMUEL A. TUCKER
MRS. THEODORE M. IVES	MRS. PAUL TUCKERMAN
MRS. M. C. IVISON	MRS. EDWARD M. VAN CLEVE
MRS. GEORGE C. KOBBE	MRS. H. RUSS VAN VLECK*
MRS. R. McALLISTER LLOYD	MRS. ARNOLD WHITRIDGE
MISS MADELINE S. LOOMIS	MRS. GEORGE W. WICKERSHAM
MRS. WALTER B. MAHONY	MRS. ARNOLD WOOD*

*Representing the families of the Founders.

Anniversary Exercises

•

SOME SCENES IN OUR FIRST CENTURY

Schermerhorn Hall

Pelham Parkway

The Bronx

•

Wednesday Evening, March 16

at eight-thirty o'clock

Thursday Afternoon, March 17

at two-thirty o'clock

Friday Afternoon, March 18

at two o'clock

•

1832 ~ 1932

Alma Mater

Through the long years a beacon light,
O Alma Mater dear!
Thy sons and daughters have been led
By thee in paths made clear;
And life grows more beautiful
And darkness with its pall
At thy behest
Is light before our way.
All the years we have spent with thee
Are years we'll ne'er forget;
Our hearts are full of memories
Of happy days.
Alma Mater! Alma Mater! Alma Mater!
Forevermore we sing thy praise!

We rejoice in the faithful ones
Who labored for thy fame;
A hundred years of toil and care
Were given in thy name.
Our hearts burn with gratitude
For those who went before;
Their spirit lives
With us forevermore.
We adore thee, we honor thee,
We pledge our love anew;
We keep aglow the memories
Of happy days.
Alma Mater! Alma Mater! Alma Mater!
Forevermore we sing thy praise!

Program

OPENING SONG *Alma Mater*

Written and Composed for this Occasion by Director of Music
BASSETT W. HOUGH



SOME SCENES IN OUR FIRST CENTURY

Interpreted by EDWARD K. CAMPBELL
as CHORUS

Assisted by ELMER W. JENNINGS
as TIME



- I. Our First Exhibition, December 13, 1832
- II. Fanny Crosby, Poet and Hymnist, 1912 and 1854
- III. William Bell Wait, Educator, 1905 and 1872
- IV. Boys of Today, 1932
- V. Onward to the Future

THE EVENING POST.

SATURDAY, DECEMBER 15.

PUBLIC MEETING IN FAVOR OF THE BLIND.—At a public meeting, held at the City Hotel, on Thursday evening, Dec. 13th, 1832, at the invitation of the Directors of the Institution for the Blind, the Hon. Gideon Lee was called to the Chair, and Alderman Mandeville and Theodore Dwight Jr. were appointed Secretaries. President Duer and Charles King, Esq. were also elected Vice Presidents.

The objects of the meeting having been stated to a large and very respectable audience, by Dr. Ackerly, President of the Institution, an examination of the pupils, who have been instructed only seven months, having taken place under the direction of their Teacher, Dr. Russ, and the progress they have made in reading, writing, arithmetic, geography, and the manufacture of useful articles having been displayed; an address was delivered by Mr. Piggott, a blind man, 60 years of age; after which, subscriptions of membership to the society were handed in, and the following resolutions submitted by Mr. J. W. Walker, were unanimously adopted:

Whereas the novel and interesting spectacle which we have just witnessed, shows the practicability and utility of instructing the Blind, therefore

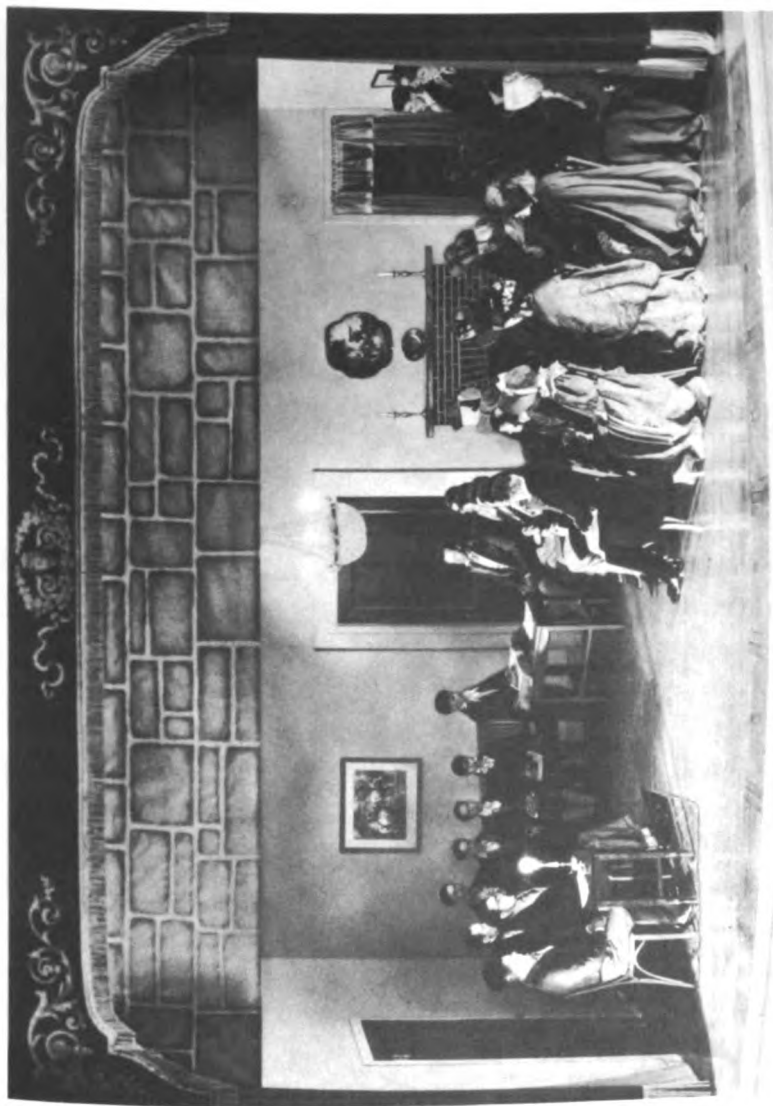
Resolved. That the Trustees of the Institution for the Blind be requested to persevere in their laudable endeavours to instruct those of our fellow beings who are unfortunately deprived of sight; and the Institution be recommended to the patronage of the community, and particularly to the attention of the City Authorities and the State Legislature.

Resolved, that the thanks of this meeting be given to Mr. Jennings for the gratuitous use of the room on this occasion.

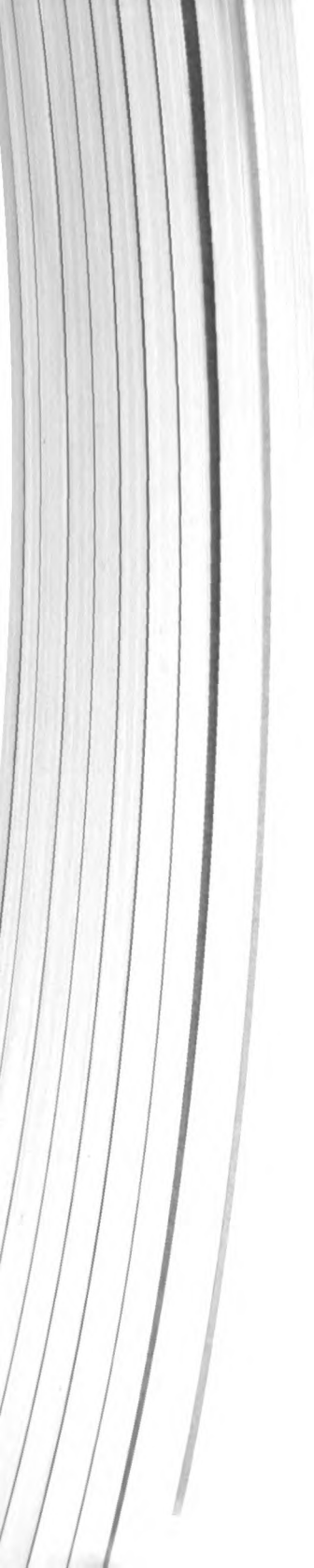
GIDEON LEE, President.

WILLIAM MANDEVILLE, }
THEODORE DWIGHT, Jr. } Secretaries.

Photographed from the *New York Evening Post*
of Saturday, December 15, 1832



FIRST EXHIBITION — DR. RUSS PRESENTS THE WORK OF HIS PUPILS



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I
FIRST EXHIBITION

of the

ACCOMPLISHMENTS OF THE PUPILS
OF THE NEW YORK INSTITUTION
FOR THE BLIND

After Seven Months' Instruction

Thursday evening, December 13, 1832
at the City Hotel



CHARACTERS

HON. GIDEON LEE, Mayor, Chairman, *William H. Waring*
ALDERMAN MANDEVILLE and } Secretaries { *William Wodtke*
THEODORE DWIGHT, JR. } { *George Young*

DR. SAMUEL AKERLY
President of the Institution . . . *Harold W. Wright*

SAMUEL WOOD *Henry Wodtke*
and Others, Managers

DR. JOHN D. RUSS, Teacher . . . *Bassett W. Hough*

JOHN WHITLEY, 14 } Pupils { *Frederic Neumann*
CHARLES O'CONNOR, 12 } { *Eugene Ranieri*
PATRICK LANE, 10 } { *Paul Sauerland*
FRANCIS MONYEA, 10 } { *Jean Dorf*
MICHAEL MCGUIRE, 8 } { *Fred Vieni*

Company of very select Ladies and Gentlemen including

HANNAH EDDY *Miss Gertrude L. Martin*

MOSES ALLEN *Max Helman*

II

FANNY CROSBY, *Poet and Hymnist*

CHARACTERS

FANNY CROSBY in *Serene Old Age*, 1912

Miss Henrietta A. Grosback

REV. S. TREVENA JACKSON, her Biographer, *Seth W. Hoard*

A MEMORY

FANNY CROSBY in *Active Youth*, 1854, *Miss Helena Klein*

GROVER CLEVELAND, the Youthful Secretary,

Clyde L. Downs

STEPHEN BABCOCK, Teacher of Mathematics,

Theodore A. Taferner

III

WILLIAM BELL WAIT, *Educator*

CHARACTERS

WILLIAM BELL WAIT (1872) *Carl Rice*

STEPHEN BABCOCK *Theodore A. Taferner*

HANNAH BABCOCK *Miss Florence L. Pbelan*

THEODORE THOMAS *Bassett W. Hough*

FREDERICK FIELDING *Robert J. Harvey*

A PUPIL *Benzion Wax*

♦

WILLIAM BELL WAIT (1905) *Carl Rice*

IV

BOYS OF TODAY, 1932

A GROUP OF BOYS IN AKERLY HOUSE IN THEIR OWN PERSONS

Oliver Compton, Edwin Jepson, James Chicachee, Frank Smith, Howard Van Duyne, Max Helman, Raphael Macil-laro, Fred Reeve, Howard Strickland, George Young

V

ONWARD TO THE FUTURE

TABLEAU

A TEACHER	<i>Miss Ina McMurray</i>
A PUPIL	<i>Livia Scrobe</i>
A VOICE	<i>Helen Nagy</i>

A REUNION OF
FORMER PUPILS

Thursday afternoon, March 17, 1932

at two-thirty o'clock

Program

SONG OF THE ALUMNI ASSOCIATION . *Our Alma Mater*

ADDRESS: Our Early Training for the Workaday World
WILLIAM G. GORSE, 1893

ADDRESS: The Aims and Ideals of Our School
ROBERT J. HARVEY, 1898

ADDRESS: The Joyous Life
MISS THERESA WOODS, 1906

ADDRESS: Making One's Way in the World
AUGUSTINE F. MASSA, 1919

*Followed by a repetition of the Program of
Wednesday evening*

COMMEMORATION DAY

THE Celebration of the First Centenary of The New York Institute for the Education of the Blind was held at the Engineering Societies Auditorium, on Tuesday evening, March 15, 1932, at nine o'clock, Mr. Howland S. Davis, President of the Board of Managers, presiding.*

PRESIDENT HOWLAND S. DAVIS: Ladies and Gentlemen: You will have already seen from your programs that it was one hundred years ago today on the 15th of March, 1832, that three sightless children from the New York City Almshouse went to a small house on Canal Street to be educated by Dr. Russ. This was the beginning of the public education of sightless children in this country. This was the beginning of the active work of The New York Institute for the Education of the Blind.

Over the past century this work has grown constantly in scope and effectiveness and tonight with pride we can meet to celebrate our one hundredth birthday.

It gives us very great pleasure to welcome you, our birthday party guests. We appreciate your interest in our work. We are honored by your presence here tonight. We are particularly honored by the presence of the distinguished speakers of the evening and by the representatives of our sister schools, Dr. Allen of the Perkins Institution of Massachusetts, and Dr. Burritt of the Overbrook School of Pennsylvania.

We will start our birthday celebration by listening to our

*Verbatim report by American Reporting Service, New York City.

student chorus sing, "The Heavens Are Declaring," by Beethoven.

[The student chorus sang.]

MR. DAVIS: It seems almost presumptuous for me to attempt to introduce to you as the first speaker of the evening a man who is so very well known to you all, a man who is a national figure, a man who has held many offices of honor in the city, state and nation, a man whose varied active interests in so many directions have made him stand out as a type of all that is best in our civic life.

But it is not as a national figure that I wish to introduce him to you. Between the years 1902 and 1909 he was an active, energetic, useful Manager and Trustee of The New York Institute for the Education of the Blind. And in this character I have the pleasure of introducing the Honorable George W. Wickersham. (Applause.)

MR. WICKERSHAM: The completion of a century of the existence of any institution is an event of interest. Especially is this so, when that existence has been one of useful progress and development and the close of the century finds it prosperous, well organized and endowed, and carrying out the purposes of its being with ever-increasing success and usefulness. Such is the happy state of The New York Institute for the Education of the Blind, whose one hundredth birthday we are here to celebrate.

EDUCATING THE BLIND A MODERN MOVEMENT

While some relief was afforded to the blind by the sporadic efforts of early Christians, it was not until the latter part of the 18th Century that any real attempt was made to educate or train those without sight. This modern movement began with the work of Valentin Haüy, justly called "Father and Apostle of the Blind," in establishing the Insti-

tution Nationale des Jeunes Aveugles in Paris in 1784, where he taught blind children to read raised print, a system which he also introduced into Russia, Finland, Poland and Berlin and which was quickly followed in Sweden, Great Britain and Austria. The first institution for the blind in England was founded in Liverpool in 1791 by Edward Rushton, a bookseller, and James Christie, a musician. This was shortly followed by similar establishments in Edinburgh and Dublin. The first school for the blind in the United States was established in Boston, chiefly through the efforts of Dr. John D. Fisher, a young physician. It was incorporated in 1829 under the name of the New England Asylum for the Blind, changed in 1839 to Perkins Institution and Massachusetts Asylum (now School) for the Blind, in honor of T. H. Perkins, who gave his residence to the institution. In 1831, Dr. Samuel G. Howe was appointed Director of the Perkins Institution, a position he held for nearly 44 years.

Captain Ian Fraser, Chairman of the Executive Council of St. Dunstons, writing on Blindness for the fourteenth edition of the Encyclopaedia Britannica, says that the foundation of the Perkins Institute was the direct outcome of a visit paid by an American doctor (evidently meaning Dr. Howe) to the school founded by Valentin Haüy in Paris. He says that Dr. Howe was sent abroad to study methods and returned bringing with him two blind teachers, one from France and one from England. In another part of this article, he says that the first book for the blind produced in the United Kingdom was by John Gall, of Edinburgh, in 1827, which was printed in a triangular modification of the common alphabet, and that five years later the Society of Arts of Scotland offered a prize for the best alphabet for the blind which was awarded to a Dr. Fry of London; that Gall's publication and this prize award attracted much attention and

that overseas visitors, including Dr. Howe, came to Scotland to investigate progress, Dr. Howe returning to Boston to set up a press for the printing of books for the blind.

However that may be, about that time, Louis Braille, a pupil and later an instructor in the Institution des Jeunes Aveugles, at Paris, had adopted the system of printing books for the blind that bears his name from one invented by a young cavalry officer named Charles Barbier, which he published in 1829, and further developed in 1834. These inventions quickened interest in the education of the blind all over the world. In the United States, the first school to begin operations (March 15, 1832) was the New York Institution, which had been incorporated in 1831, the Perkins Institution following in August of the same year. Similar institutions were founded in Pennsylvania in 1833; Ohio in 1837; Virginia in 1839; Kentucky in 1842 and Tennessee in 1844.

THE NEW YORK INSTITUTION

An act of the New York legislature passed April 21, 1831, created a body corporate and politic by the name and style of "The New York Institution for the Blind" for the purpose "of instructing children who have been born blind, or who may have become blind by disease or accident."

The term of this Act was limited to May 1, 1852, but by an Act passed April 16, 1852, it was continued indefinitely, and the managers were authorized to receive from each Senate district of the State four indigent blind persons between 12 and 25 years of age, in like manner and at like expense to the State as is provided for the indigent deaf and dumb, who, during a term of five years, "shall be instructed in literary or school education, and in some trade or employment now or hereafter to be taught and carried on in such institution, which term may be extended two years by said managers

whenever it may be advantageous so to do, the said managers first obtaining for that purpose the approbation of the Superintendent of Public Schools."

Some two or three years after its incorporation in 1831, the institution acquired the property in New York City bounded by Eighth and Ninth Avenues, Thirty-third and Thirty-fourth Streets, which was known as Strawberry Hill, and erected thereon the gray granite building which became and for many years was a familiar landmark, and in which the school was housed during the years I was a member of its Board of Managers, 1902 to 1909.

Four presidents and six principals served the institution between the years 1831 and 1863. In the latter year, William B. Wait, who had begun his service to the Institute in 1859, became Principal and remained in the active discharge of the duties of that office during a period of forty-two years. In 1905 he was retired as Principal Emeritus. He died in 1916. Mr. Wait was one of the really great men in the history of education in this country. As Dr. Graves said at the laying of the corner-stone of the new school building in June, 1923, "More than any other educator he was the great pioneer in working out the problems of the sightless. * * * But his chief glory rests in his uncompromising advocacy of scholastic education rather than merely vocational training, and his insistence that he was conducting a school and not an eleemosynary institution." "Thanks to his efforts," Dr. Graves added, "the training of the blind has for all time been placed upon the same basis as that of our youth possessed of sight."

It is that achievement which constitutes the glory of Dr. Wait's life and which is the supreme achievement of this institution.

BLIND YOUTH TO HAVE ADEQUATE OPPORTUNITIES

The purpose of the Institution as now set forth in its year books is "to provide the best known facilities for blind children to secure an education adapted to their needs. Children who are totally blind or have vision so defective as to render an education by ordinary methods impracticable and who are capable of receiving instruction by the methods pursued in the Institute may be received upon application to the Board of Managers by their legal guardians."

It was a late development in the attitude of society toward the blind to consider it possible that they were susceptible to the same cultural influences as those with sight. Originally only a limited range of purely vocational pursuits was open to them. Not until the invention of printing books which they could read with their fingers did it become apparent to teachers that there were after all very few things the blind could not do, and that the best way to develop their capacities to the full was to treat them as other young people, giving them the same access to cultural influences and in large measure to the same opportunities for athletic exercises and outdoor life as the youth with sight.

In his annual report for 1928, Principal Van Cleve says that a backward glance over the history of the Institute "shows that during its span of life it has been deeply concerned for the intellectual advancement of its pupils. * * * It is interesting to note that, while the chief aim of the founders of the Institute was expressly stated as 'to meliorate the condition of the blind' the teachers seek first a means to bring the children in touch with books." "Throughout the history of the Institute," he says in another report, "it has been so much the custom as to become a tradition that some one or more of its pupils must be found taking courses in institutions of higher learning."

The methods of this school and the other schools for the blind in America are, in another report, asserted by the Principal to be essentially different from those in use in England and other European countries. "In these the program of studies is chiefly literary until the pupil is sixteen years of age." "Quite frankly," he adds, "it is conceded the purpose of these European schools is to turn out artisans. We have in America the purpose to give every child capable of receiving it an education that will go beyond the elementary studies and include the high school. And all the while to give him a well-trained body, an understanding of hand work, some fundamental knowledge and appreciation of that one of the arts in which he may revel."

So, in his last annual report, Principal Van Cleve says: "It may with confidence be affirmed that the person without sight can be given a training in most respects equal to that in which his seeing brother is exercised, for this claim has advanced from the stage of public incredulity to general acceptance. * * * But lives of successful blind scholars remind us that intellectually, there is no difference between the good mind that looks out on the world through imagination and the good mind that contemplates the scene without physical limitation."

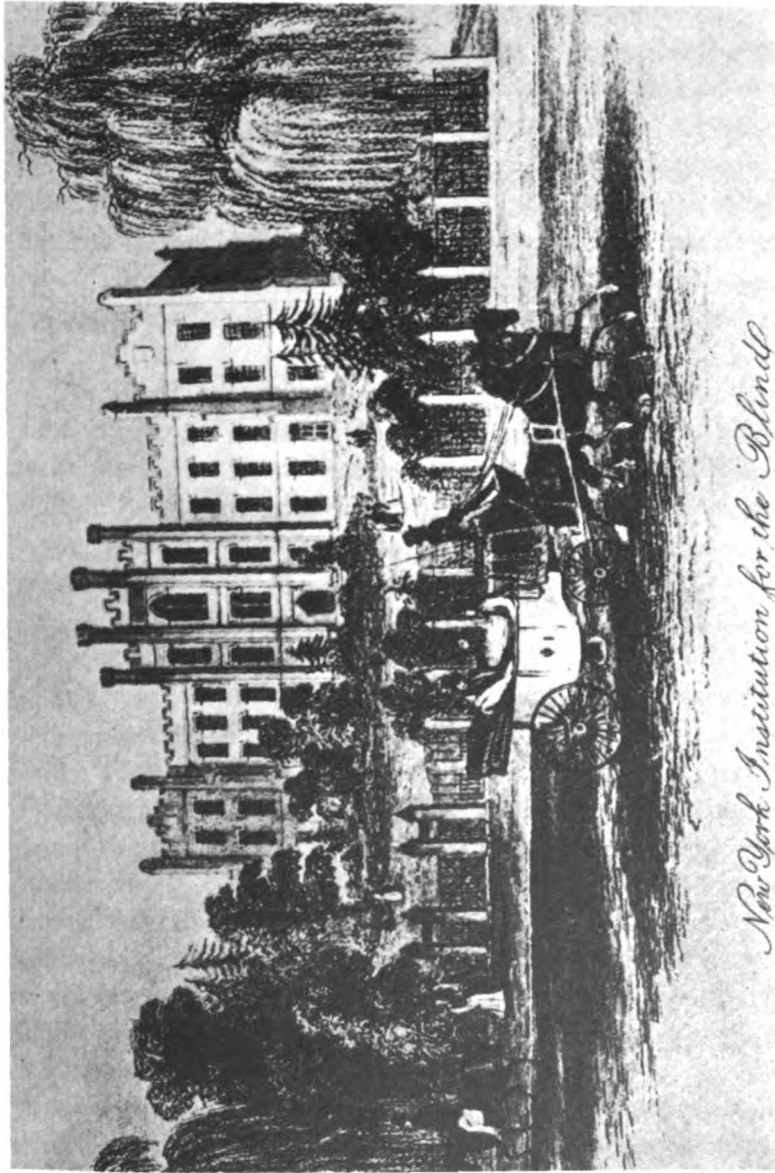
This view is confirmed by Captain Ian Fraser who, writing in 1929 for the fourteenth edition of the Encyclopaedia Britannica, says, "Blind men and women have made positions for themselves in the past in isolated cases, but today there is hardly an avenue of life in which a man or woman without sight is not succeeding. The way has been opened in literature, the arts, the church, law, politics, commerce, trade, agriculture and sport. Even the unemployable blind are not left destitute."

A LARGE PROBLEM

While the number of blind people is said to be diminishing, the census reports show there were 63,489 in the United States in 1930, of whom 4,418 resided in the State of New York. The total number of registered blind in England and Wales in 1927 was 46,822, and in Scotland 6,939. So the problem of educating the sightless, giving them the best physical and intellectual development of which they are capable, is large. The need has been recognized by the legislatures in many of the States, in establishing special schools or appropriating for the instruction of the blind in State schools or in private institutions. Principal Van Cleve speaks of this preponderance of State institutions over private, as "an indication of the trend of public concern as well as intelligence in accepting handicapped persons as deserving the same consideration as others. One hundred years ago," he exclaims, "no one would have dared prophesy such a reversal of general opinion. Skepticism as to the ability and the right of the blind to receive educational training has vanished."

MEN WHO HAVE CARRIED ON

I must not close without saying a word about the men who have carried on the work of this Institute during the century now closed. The Board of Managers number twenty. Looking over the list of the original members chosen in 1831, and their successors, one finds names prominent in the life of this city almost from its foundation, including in the 200 or more such names as Stuyvesant, Bogert, Remsen, Mott, Crosby, Hoyt, Schermerhorn, Suydam, Ogden, Rutherford, Van Rennselaer, Edgar, Lord, Potter, Hoffman, Emmet, Robbins, Schuyler, Kane, King, Peabody, Duer, Rhineland, Davis, Hamilton, Winthrop, Dix, Gallatin, Murray, Gould. Names such as these are the foundation stones upon which



New York Institution for the Blind

A PLACE IN THE COUNTRY — FROM AN ENGRAVING OF 1857

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the City of New York—at least the old city—was built. In every generation, those bearing them have been found serving the higher interests of the community in unselfish labors, in the governing boards of most of the charities and wherever unselfish public service is demanded. Throughout the century they have given their thoughts, their time and attention and their money to carrying on the work of this Institute. Their guiding principle is expressed in the passage from the Prophet Isaiah printed on the title page of the annual reports:

“And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them, and crooked things straight.” The work has prospered. A growing endowment is the evidence of the belief in its usefulness of the passing generations.

CONTINUITY IN MANAGEMENT

The beautiful new buildings on Pelham Parkway are the latest tangible expression of the successful efforts in this field. They were made possible by the munificent gift of F. Augustus Schermerhorn, who for forty years was a member of the Board of Managers and devoted much time and labor to the problems of the Institute. Since 1839, there has been almost always one of that name on the Board. F. Augustus was the fifth. It is pleasant to note another of the same family in the present membership. Frederick W. Rhinelanders served thirty years, from 1874 to 1904, and his son Thomas N. from 1905 to 1928. Howland Davis was a member twenty-six years, from 1894 to 1921, and his son, Howland S., now a member and President of the Institute, succeeded him. Many other members have served ten, fifteen, twenty or more years.

There have been but thirteen Presidents in the 100 years of the Institute's life, and since 1863 only three Principals. It is such continuity of management and direction that has made it possible to work out a consistent policy and to achieve the results which have given the Institute a pre-eminent position in educating the blind. Here, as Dr. Graves said on the occasion of laying the corner-stone of the new school building, here, the work grew and flourished, "and the idea of the training of the blind as a species of public education developed and expanded. The pupils of the Institute demonstrated their ability to master their environment and handicap, and to attain to intellectual achievements on a par with seeing."

With this record of the past: in the new buildings, with improved surroundings and with renewed zeal, the Managers and the officers of this Institution will go forward into the new century confident in their ability to keep abreast with all new developments of science and art which may help them in their high purpose, and to write in this coming hundred years a record as full, as honorable and as satisfactory as that they now look back upon. (Applause.)

MR. DAVIS: The name of our Institute is rather long and there are very few people who can remember it all exactly. But there are two words in it that stand out—"education" and "blind." The second speaker this evening is closely identified with both the words that I have picked from our name. He has held innumerable offices and posts of honor, but I think most of us think of him as a great educator, as a man who for many years was the head of the educational system of this State. He is also at the present time the President of the New York Association for the Blind.

As an educator and as a friend of the sightless, I am very glad to introduce Dr. John H. Finley. (Applause.)

DR. FINLEY: Mr. Chairman, Ladies and Gentlemen: When I was Commissioner of Education, that is, when I was an educator, I visited the School for the Blind out in Batavia and I was introduced in a very complimentary way, so complimentary that I said to those poor, dear, blind children that there were certain advantages in being blind. If they could see the Commissioner of Education they would be greatly disappointed. (Laughter.) Then that school was looked upon as a refuge for the young blind more than as a school. But I am happy to say that those children were transferred to the care of the Department of Education when I was the Commissioner.

I am sorry to come to you with these notes. I wish I could imitate the example of one of my blind friends. (I am glad to see some of them here tonight.) I called upon her at our annual meeting to report for her committee (and the annual meeting of the New York Association for the Blind is the happiest of all the meetings that I have in the course of the year and I have several). When she responded she held her notes behind her and read them with her hands and made an extemporary speech. Mr. Wickersham, I wish that we could learn how to do that.

I was told that I was not to represent the field of education or the Association for the Blind, much as I should like to do both, but that I was to represent the citizenry of New York. I was selected (not elected) to give voice to the centennial congratulations of this city to whose blind this institution first came with a hand to lead them toward the light.

NEW YORK CITY AS HEARD AND SEEN

Last year, in preparing to welcome the workers for the blind from all parts of the world, I turned to the scientist to

ask what New York's distinctive voice was. And you may remember, Dr. Van Cleve, that I was told that it was a "lustly basso" with many baritone, tenor and soprano elements, imposed upon it; this by comparison with Chicago's voice which I was told is just as noisy but a little more light-hearted, her ground tone being E-flat (I don't know what that is; I have no doubt that the chorus yonder does, however); and with that of London, with her low buildings, wood paving blocks and moist atmosphere, which is lowest C—a coherent heavy hum. In repeating this to the blind in the audience I said that though they could not see the sky-scraper heights which first give welcome to the sighted coming up the harbor, the ear was, after all, as Herodotus said long ago, the most direct road to the heart.

But I was wrong in thinking that the blind could not see. Since then, I have had a marvelous letter from Helen Keller in reply to a letter that I wrote her at Christmas time, having seen a picture of her with her teacher up in the observation tower of the Empire State Building. I said, "Helen, what did you see from that lofty place?" Well, I can't tell you all that she said in reply; it was a four-page letter, but I will read just a few sentences and then if any of you wish to see that letter (it was published in one of the daily papers and then put in separate form) I will send you a copy as long as my supply holds out.

She said, in part, "I saw a romantic structure wrought by human brains and hands stand erect and serene in the midst of storm and the tumult of elemental commotion. I heard the hammer of Thor. I saw the unconquerable steel, the flash of testing flames, the sword-like rivets. I heard the steam drills in pandemonium. [Even Helen, though deaf, could hear the steam drills.] I saw countless skilled workers welding together that mighty symmetry. I looked upon the

marvel of frail, yet indomitable hands that lifted the tower to its dominating height."

And then she spoke of the city which I have the honor to represent. "There was the Hudson—more like the flash of a sword-blade than a noble river. The little island of Manhattan, set like a jewel in its nest of rainbow waters, stared up into my face, and the solar system circled about my head. Why, I thought, the sun and the stars are suburbs of New York, and I never knew it! I had a sort of wild desire to invest in a bit of real estate on one of the planets. All sense of hard times and depression vanished, I felt like being frivolous with the stars."

I think this description, which I can't take the time to read in full, wonderful as it is, deserves to be preserved in the iconography of New York along with a letter of Mrs. Trollope. Just one hundred years ago, in 1832, she wrote about New York and I repeat that what Helen has written could very well be put with hers. This is what Mrs. Trollope says:

"My imagination is incapable of conceiving anything of the kind more beautiful than the harbor of New York. I doubt if even the pencil of Turner could do it justice, bright and glorious as it rose upon us. We seemed to enter the harbor of New York upon waves of liquid gold, and as we darted past the green isles which rise from its bosom, like guardian sentinels of the fair city. . . . I must still declare that I think New York one of the finest cities I ever saw, and as much superior to every other in the Union (Philadelphia not excepted) as London to Liverpool, or Paris to Rouen."

It is as a representative of this city, described first of all by Helen Keller, who can neither see nor hear in the literal sense of these words, that I speak for this moment, when the centuries standing guard over this institution change watch.

A REMINISCENCE OF GROVER CLEVELAND

I should like first of all to speak of the connection that Mr. Cleveland, who afterward became President of the United States, had with this institution. (I am glad again, Mr. Wickersham, that you didn't speak of that since it gives me an opportunity to do so.) And we are this week celebrating the ninety-fifth anniversary of the birth of Mr. Cleveland. I read a letter which Judge Rosendale a few weeks ago sent to me telling of Mr. Cleveland's memory of this institution. Mr. Rosendale said:

"It had been arranged that our small card party was to meet at my house on December 31, 1884. (New Year's eve, shortly after his election as President.) Mr. Cleveland came very early, explaining, 'Just as I was leaving the Executive Chamber for the day, a man came in leading a small lad who was blind, and stating that he had promised his boy if I were elected President he would bring him to call on me before I left for Washington. As the poor little fellow turned his face upward, pity for the handsome little chap with his sightless eyes, and memories of my brother Dick (who had recently been lost at sea) and of our teaching days at the Blind Asylum, quite overcome me and I have been feeling so sad and blue that I wanted to get away for a change and a friendly chat.'"

ANCIENT VIEWS CONCERNING THE BLIND

There was an old Greek philosopher, Democritus (he was sometimes called the laughing philosopher), who, as Cicero said, lost his sight in his later years. And Cicero adds this beautiful thing:

"He could not, to be sure, distinguish black from white; but all the same he could distinguish good from bad, just from unjust, honorable from disgraceful, expedient from

inexpedient, great from small, and it was permitted him to live happily without seeing changes of color; it was not permissible to do so without true ideas."

But I suspect that even Cicero did not dream that the blind could ever be taught to read and write and so have access at first hand to the literature of the race and become as blind old Epictetus said, a citizen of the world.

Our attention was called last year at the World Conference to the most advanced and kindly attitude of the ancient world. It was expressed in the commandment in Leviticus:

"Thou shalt put no stumbling-block in the way of the blind."

And in the verse in Deuteronomy:

"Cursed be he that maketh the blind to wander out of the way."

There was no suggestion that a helping hand should be given the blind in their darkness, though there was the figurative prophecy of Isaiah which has just been quoted and which is made a part of your motto—"I will make darkness light before them."

A BETTER DAY FOR SIGHTLESS YOUTH

It was not conceived till a century or two ago that the blind might have practically all the educational advantages of the sighted. So what we celebrate tonight is an epochal event in the history of education. This institution, as a distinguished teacher of the unsighted has said, teaches the blind man to do everything that a sighted man can do except see. He can be taught to observe with the other senses almost as fully; to reason, to fashion things beautiful as well as useful with the hand; to draw music out of the darkness; to speak, without sighted notes, and to play.

The number of blind children, we have just been told, is

said to be diminishing, thanks to the preventive work that is being done. But there will be need for this institution for at least another century. Yet if the beautiful buildings and spacious grounds which have been described could care for more than the blind, it would be a splendid thing to use the methods of teaching the blind for teaching the sighted. The other senses of feeling, hearing, smelling, tasting, touching, could be developed if the children were taught blind-folded and then have their sight restored. We shall have a little later an illustration of how the blind learn geography. If we could use their method with the sighted, blind-folding them, it would be a better way than we have in the sighted schools. I think. And the blind virtues could also be developed in that same way, for justice, charity, courage and love are all blind or said to be.

We have all been thinking of taxes today. You will be interested to know that a modest sum is contributed by the State and by the City also out of their taxes in addition to the splendid private contributions. So we may feel that we are all having a part, however small, in maintaining this wonderful institution. I am sure that the portion of the tax (and you will remember that a tax is derived from a Latin word which means to touch) that touches the eyes of the blind to open them will be gladly paid. To that extent at any rate there will be some happy tax payers, in this city.

There was a Roman goddess named Domiduca whose special function it was to lead children home. We wish that she were here and able to bring home the child in whose return the world is interested. [Referring to the abduction of the child of Charles A. Lindbergh.] Her special wards were the blind children. May she be the continuing guardian of your children, making darkness light before them in the new century! (Applause.)

PRESIDENT DAVIS: For the past nearly twenty years the destinies of our Institute have been largely in the hands of our present Principal. He has carried on and improved the work of former principals and has created as a monument to his administration our present modern, beautiful and efficient plant on Pelham Parkway.

As he has done so well with the Institute, I feel quite confident that he can take care of this birthday party and I am therefore with confidence going to turn over the balance of our celebration to Dr. Edward M. Van Cleve.

MR. VAN CLEVE: We seize this highest eminence in our progress, the peak of our Centenary, to cast a backward glance over the way traversed that there may be realized in some degree what the past has brought of choice fruitage or usefully applied sterility. There have been periods of poor return. The time is one, however, for consideration of the sunlit eminences up to which by toilsome effort we have climbed and from beholding such landmarks of high achievement gain courage for the steepers still to be essayed.

To me has been given the privilege of reviewing the course of one hundred years in this school's life, to name and characterize some of its chief leaders, and to acquaint the present audience with the conditions as they now are manifest in this year of our high achievement. To succeed even moderately in covering such an assignment I must have more time than you or I would tolerate; let me take a leaf from the book of our Congressmen and Senators at Washington and ask permission of my complaisant Board of Managers to extend my remarks in the record (Laughter)—that is, print my historical and other lucubrations in our Year-Book, which in print a half year or more hence our interested friends may read,* if they like, while now I cast

*See page 41, "A Saga of Our Century."

aside manuscript and talk to you in most informal fashion for a brief few minutes.

THE FIRST TEACHER

You must know that on this day of all others we should celebrate Dr. John Dennison Russ, first teacher of an organized class of blind students in America. What a man he was we can only dimly see, for we lack all evidence of his physical proportions—he refused to have any portraiture perpetrated on his generation and left us to imagine how the man looked whose whole body and soul were spent through most of his 80 years in service to his fellows. His work as our first teacher was brilliant, highly intelligent, and quite successful. What he did in less than three years to start us on our way is little short of marvelous. He invented methods and means of teaching the sightless, for he had no one to copy after. His high purpose was a consuming fire in all he undertook.

I wish I might show him to you and how I wish I could show the home of a widow on Canal Street, the place where first he taught.* I hunted long and eagerly but without success for some old print that there might be pictured for you that shrine, or the next place, 47 Mercer Street, as it looked in 1832. But the folk of that day were very inconsiderate of us, for they did not think to photograph the places and to furnish portraits of the people we would now so gladly see. I did discover and now have the privilege of showing you the portrait of our first president, Dr. Samuel Akerly. The miniature from which this is reproduced is somewhere in far California but through the thoughtful kindness of Dr. Akerly's granddaughter, Miss Lucy Dubois Akerly, I have

*Lantern slide illustrations accompanied the remainder of this address.

a copy of a photograph in her possession. Here was a man of unselfish devotion, of unflinching courage, of pure philanthropy. For eleven of the best years of his life he labored to build and foster this school of his founding.

A FOUNDER AND A FRIEND

And along with his, the portrait of Samuel Wood, Quaker, or Friend as they of the sect prefer to be named, whose philanthropic soul was stirred with that of his good friend Akerly's at the plight of the idle and untaught blind children of their day. These two proposed and effected the organization which today we celebrate. Akerly, Wood and Russ—these are our saints. And to them let us join our first good angel, James Boorman. Here's the man whose business skill let him amass a measure of wealth in his day counted great. The story of how he was interested in this school is worth retelling. Morris Ketchum, brother-in-law of Dr. Akerly, set out with a subscription book to ask contributions of \$100 each from a score of his friends. He had some success, so they say. But he approached James Boorman, who said he would not give the \$100 asked but would do something that he thought better. He would rent his country house out in the rural region of 8th Avenue and 34th Street to the Board, charging them one peppercorn a year. The delighted Board refused to accept the stipulation of such rental but used the house and paid \$100 a year for it. So there the school was moved and on the site, at 9th Avenue between 33d and 34th Streets, was built, beginning in 1837, the notable stone structure which in the 1850's was a show place, called "A Place in the Country" (View of old Institute as it was in 1850), and was pictured and described in the prints of that day with much evidence of the civic pride of Manhattanites.

Here were taught many blind youth from all parts of New York State, from New Jersey, even from foreign lands. Here were tried many experiments in the field of education. There were all sorts of ideas and ideals, and chiefest seem to have been those which conceived the "poor blind" as deserving because of their affliction a kind of coddling that in Russ's day and in the later times that we know were believed to do harm, not good.

WAIT AND OTHERS

Then came along a teacher in the late fifties who for two years tried his hand and later came in '63 to be the chief of this institution, devoted servant to the cause of the blind, the master and framer of policies for this school, the stalwart leader in the world of the blind, William Bell Wait. (Portrait of Mr. Wait as a young man.) We see him here (Portrait of Mr. Wait on retirement) at the time of his highest eminence, his work practically completed, great teacher, inventor and promoter of types and devices for the use of the blind, for over forty years the active master of the Institute's affairs, destined to go down in history, as we have heard this evening from the address of Mr. Wickersham, as one of the great educators of this country. For some dozen years as Principal Emeritus he lived to enjoy some of the fruits of his long life of usefulness.

There were others who served here the cause of the blind, Anson G. Phelps and Augustus Schell and the Schermerhorns, William C. and F. Augustus, and Howland Davis père, each a long time president of our board, and among the teachers notably Fanny Crosby, Stephen Babcock, Grover Cleveland, Theodore Thomas, Hannah Babcock, but of them and more you will learn if you will attend one of our three performances of a dramatic presentation

at the Institute tomorrow night, Thursday and Friday afternoons, "Some Scenes in Our First Century."

NEW SURROUNDINGS

We left the old place (Picture of Institute as it was in 1905) which Wait had greatly modified during his superintendency by additions and changes and came in 1924 to Pelham Parkway. (Picture of Institute in 1923.) Ninth Avenue and 34th Street was for long a most unquiet region for academic pursuits. Here on the Parkway (View of Pelham Parkway) on a campus of sixteen acres, with buildings of beauty and unexampled usefulness (Airplane view of Institute), the Institute provides the pupils with room for work and play and there's clean air aplenty. One can best know us by coming to see us—and here's a warm welcome offered to you all to come. Since some can not and you may all be interested to see a bit of life at the Institute, let me quickly put you on our grounds and into some rooms for a few peeps. (Selection of eight or ten views.)

And now let us have the joy of association with these blind children and youth as they interpret for us a bit of their study in singing. For several years the teacher of voice had led the children through folk singing to a better appreciation of simple harmonies and the soul of peoples in other lands. One day it struck us that nearly all the pupils had had this training and were prepared to give a full evening's program of such song. Of that Journey in Folk Music we have made an excerpt and here present a Little Journey for your pleasure. (Applause.)

(Pupils enter singing a song "In Praise of Music.")

As the group of songs should be considered one piece, the audience are requested to refrain from applause until the

conclusion of the singing. This will be followed by the dancing of four English dances.

After the chorus singing and the folk dancing, two boys gave a demonstration of map building, demolishing and then rebuilding a dissected map of the United States.

The chorus then sang the Hallelujah Chorus from the "Messiah" by Handel, with which the program was concluded.

A SAGA OF OUR CENTURY

In what spirit and with what purpose a hundred years ago a group of generous souls began a movement for making the way of the blind full of the light of knowledge we are to judge by what few records are left of their words and acts. That the spirit was truly philanthropic is evidenced by the nature of the men who were responsible for providing a means whereby the blind might develop their mental powers, for they who led the movement were men known in the community for unselfish service. In such pronouncements of their enterprise as are available the profession of their dependence for guidance and for success on divine favor gives color to the statement that this movement began and continued, in the thought of many of its sponsors, as a charity. They were moved by generous sympathy for a small group whose condition excited pity. To meliorate the condition of the blind has been the actuating motive of the kindly disposed in all times.

But the purpose was not only thus to brighten lives and lighten the burden of what appeared a heavy existence, there was also the intelligent effort to find means for schooling of the young blind. It is no wonder that this latter purpose appeared the prime object in the movement when it is remembered that of the three who are properly designated founders of The New York Institution for the Blind one was a man who had for ten years been head of a school for the deaf, another was a publisher of school books. That the third, a physician by profession, proved to be a successful teacher when he turned his powers into educational chan-

nels is the good fortune of the institution. Thus the set of the movement was determined: by personnel as well as by announced purpose its prime intent was educational. That it must depend for existence on contributions of the generous did not constitute it an eleemosynary institution, for it was not founded to bring relief to the poor, but to give light to the blind.

How this distinction has been tenaciously held and how, through the dogged perseverance of one of the school's leaders, contesting even in the courts to prove his case, and by the gradual enlightenment of the general public it is now accepted as natural and desirable will appear in the course of this narrative of the rise and growth of this the first institution, the first school on the continent of America to open its doors for the training of blind children.

THE PHILANTHROPIC URGE

The third decade of the nineteenth century seems to have been here a time for release of generous impulses. America had been an entity for a full generation and, more, had asserted her personality successfully in a war with England, and had settled to the task of finding herself in the scheme of things. And she was prospering. What more natural than that she should look for some channels in which to exhibit her power to assist others as well as to grow herself! On the seaboard cultural elements in the community life had freer course than in the less settled portions of the country. Those who had means, the financially successful merchants and professional men, remained in the east while many whose fortunes were yet to be made set out for the west, a process which has kept repeating itself as long as there remained a frontier in these United States. Philanthropic causes began to interest this public of the more fixed civiliza-



From a miniature

SAMUEL AKERLY, M.D.

FOUNDER: MANAGER 1831-1845, PRESIDENT 1831-1842

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tion of the east. An example that concerns quite closely our present interest was the outpoured generosity of sympathizers with the struggling Greeks. To the relief of these starving people, fighting for their liberation from Turkish oppression, shipload after shipload of food and medicines was sent. It happened that two men who became distinguished in the work of education of the blind were agents of this service to humanity: Russ of New York, Howe of Boston. Young men both and full of the ardor of generous altruism, they typified the growing interest of the new social life developing in America that began looking beyond itself.

In education this interest manifested itself in the beginnings of concern for the underprivileged. In 1807 the first school for the deaf was started. Schools for children whose parents had not the means to provide tuition in those privately operated, and until the second decade of the 19th century practically all schooling was under the control of church organizations, became the object of that philanthropic group forming the Public Free School Society. Far from the thought of those New Yorkers was the idea of the present public school system: these schools of their fostering were for the poor. All up and down the Hudson were schools conducted under church auspices and to these were sent the favored children of the people of refinement and the culture that comes through wealth. In 1826 the Public School Society became a dominant force in education and continued so until in 1853 the State took its belated step toward complete control of general educational training.

But schooling for blind children did not come within the purview of this Society. Like groups social and political of other lands and other parts of America the education of the handicapped was put in the background or became the con-

EDUCATIONAL HISTORY OF THE STATE OF NEW YORK

cern of those having developed in some special way sympathy for their condition.

SAMUEL WOOD

To the intelligent activity of Samuel Akerly and the warm hearted sympathies of Samuel Wood the founding of this school was due. It is probably true that the idea of establishing for blind children an institution where they might be taught and their lives might be formed under more favorable circumstances than usually fell to their lot in the days of the early nineteenth century was formed first in the mind of Samuel Wood. He had seen in the City Almshouse children whose sight had been lost and who were eager to learn and to be occupied. Perhaps he had heard rumors or had had direct information of some movement in the interest of training the blind in Boston. Samuel Wood at this time, 1827 or '28, was in the late sixties, a prominent man of business whose small bookstore, opened in 1804, had developed into a publishing house as well as a concern dealing in books and stationery, both retail and wholesale. Always of a philanthropic turn, he had reached the age when he might leave to his sons the chief labors of their business and he could give himself more fully to matters of public and private charity. He had been a school teacher until forty years of age, hence the plight of uneducated or poorly trained children naturally claimed his interest. It is told of him that in the early years of his business career, finding that reading books for children were few in numbers and these poor in quality, he prepared and printed a primer, "The Young Child's A B C, or First Book," (1806). Such was the beginning of the publishing house, and many of its publications were children's books and school books, some of them prepared by Samuel Wood himself. It is said that he used to

fill his pockets with his books and give them to children whom he met.

SAMUEL AKERLY

How this friend of childhood and of the underprivileged came to know and associate himself with Dr. Samuel Akerly in the project to establish a school for the sightless is not disclosed by any of the records. Akerly was at once superintendent, secretary and attending physician of the New York Institution for the Deaf, a scholar and an author. He had attained reputation as a physician, being associated with his brother-in-law, Samuel Latham Mitchill, one of the most eminent men in the profession of medicine in New York, had studied local geology and published a treatise on the subject, had become an enthusiast in zoology and botany. In 1821 he had been called to manage the new institution and carry on the work for the deaf which had in rather unsuccessful fashion been conducted as a private venture and without proper support since its establishment in 1807. Of this institution, now over eleven years in its second century, he was the first executive and he conducted it efficiently for more than a decade. Always active and enthusiastic, Dr. Akerly took the lead in bringing to a head the suggestions of Samuel Wood and, having interested a group of citizens of New York City in the project, prepared a bill for the incorporation of The New York Institution for the Blind and a petition to the Legislature for its enactment into law, the latter being signed by seventeen citizens; at the head of the list was the name of Samuel Wood. Prompt action was taken and incorporation was effected April 21, 1831, less than one month from the presentation of the petition. Akerly knew the ways of promoting legislation; his was the hand that guided the project through the committees and the houses of the Legis-

lature to enactment. It is to be noted, however, that the bill as proposed by Akerly, Wood, *et al.*, was amended and in a most vital particular. The petitioners named as the purpose of the proposed institution "to improve the moral and intellectual condition of the Blind, and to instruct them in such mechanical employments as are best adapted to persons in such a condition." The Act of Incorporation included in the first section the addition of the following words: "for the purpose of instructing children who have been born blind or who may have become blind by sickness or accident." And Akerly, who had been made president, reported at the first meeting of the Board of Managers held December 14, 1831, "The origin of this last amendment is not satisfactorily ascertained. It confines the operation of the Institution to teaching children only, and is contrary to the intentions expressed in the memorial. This provision may necessarily be the subject of a future application for an alteration." How wise was the then unknown amender,* whether with intent or by accident he set the mold of the institution as a school, later developments proved, as we shall see; for it was the attempt to serve the adult blind which almost wrecked the organization.

JOHN DENNISON RUSS

President Akerly reported at this first meeting of the Managers, at which eight of the twenty designated as the Board were present, that "during the past summer, in company with Dr. Russ, he had visited the Almshouse to see the Blind in that Institution." Thus enters officially into the picture the man who was to become first teacher of the first class of blind children to receive formal instruction in the United States. The story goes that Dr. John D. Russ, who

*Dr. Akerly later announced that Senator Stephen Alben was responsible for the amendment.



SAMUEL WOOD
FOUNDER: MANAGER 1831-1836

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had but recently returned from philanthropic service in Greece and who had proposed on his own account to provide instruction of the blind children in the City Almshouse, was introduced to Dr. Akerly and was made acquainted with the incorporation of an institution with this purpose. Thereupon they agreed to work out together the problem. At the second meeting of the Board of Managers Dr. Russ was elected a member thereof, taking the place of one manager who had refused to serve.

Russ had agreed with Akerly that he would himself teach such children as might be organized into a class for instruction, serving gratuitously; accordingly, on March 15, 1832, permission having been given the Board of Managers by the city authorities, three boys were brought from the Almshouse to the home of a widow on Canal Street, who engaged to care for them, and Dr. Russ began to teach them. About two months later three more boys were added and the school was moved to 47 Mercer Street. It was all experiment. The teacher was a novice, the methods and apparatus especially adapted to instructing the blind had to be discovered or procured; there had come to these pioneers only a little aid through a communication from James Gall, Principal of the Edinburgh school. And there was no substantial amount of money for expenses. But success attended the effort from the start. One can readily believe that the boys who constituted the school were eager to learn and grateful to be removed from the depressing atmosphere of the Almshouse. Some were bright boys, as their later life evidenced. One displayed literary talent of good degree, another became a minister of the gospel and was later superintendent of two southern schools for the blind. Pride in achievement of the five boys of the new school (one had died of cholera in August, 1832) was one reason for arranging a public examina-

tion after some nine months of effort, but it may readily be believed that the insistent need for funds had more to do with the making of a demonstration that would arouse the interest and stimulate the generosity of such philanthropic citizens as might be induced to attend. The examination was held at the City Hotel, December 13, and was a pronounced success both as a proof of the worthiness of the effort to instruct the blind and as a means of raising funds.

EFFORTS TOWARD SECURITY

About the beginnings of most ventures clings an atmosphere of romance. Else at this moment, a century after the events here now recorded, we should not be occupied in recreating the scene and living over in imagination the experiences of those who began to render a service to the blind long since justified in the public view. Into the gratification of the teacher who saw his pupils give evidence of their good training we can enter, with the thrill of satisfaction that men and women of intelligence and generous impulses were giving approval to their enterprise which the Managers experienced as some hundreds of dollars were contributed with promise of continued support we, too, can be stimulated. Referring to this successful public venture of the infant institution to prove its right to exist, the President of the Board of Managers wrote: "From this period a deeper interest was felt in the prosperity of the Institution, and the year 1833 commenced with brighter prospects. By the persevering and indefatigable exertions of Samuel Wood and some others [Dr. Akerly is most modest!], \$579 were raised by subscription and all the expenses incurred to 1st January, 1833, were liquidated and paid. From this time we may date the certain existence of the Institution."

But it was, indeed, an uphill battle those Managers fought.

Indifference of the public and incredulity as to the possibility of teaching the blind persisted. To secure funds for continuance of the institution was the greatest and the constant anxiety of the faithful ones. And these who were deeply enough interested to give their time and energies in support of the three founders, Wood, Akerly and Russ, numbered a scant half dozen of the Managers. It is interesting to note also that Dr. Akerly drafted members of his family to become Managers, two his brothers-in-law, one the husband of his own daughter. And to one of these relatives, Morris Ketchum, husband of Dr. Akerly's sister, fell the honor of attracting the interest of James Boorman, the first benefactor in a long line of generous givers. Mr. Ketchum, it is reported, set out early in 1833 with a blank book to solicit signatures therein for subscriptions, seeking one-hundred-dollar contributors. When he called on Mr. Boorman, a leading merchant of that day, he was met with an offer to do something better than subscribe the modest sum requested. On Ninth Avenue at 34th Street Mr. Boorman stated that he owned a plot of ground on which was a large unoccupied house and this property he proposed to rent to the Managers for a nominal sum with the privilege of purchase if found suitable. In a few years the property was bought from Mr. Boorman at a price far below its real value and thus was the Institution provided with a site and thereon was built, beginning in 1837, the substantial stone structure which for 87 years housed the school and was a famous landmark in that section of the city.

THE EARLY YEARS

Dr. Russ proved to be a teacher of skill and resourcefulness. His instruction ranged the whole field of the usual subjects of schooling in letters and at first he trained his young

charges in hand work as well. The tools of his teaching and the methods he used were for the most part his own invention. What teaching assistance he had is not revealed by the records save in the book of minutes of the Managers we learn that a lady teacher of singing was employed and a blind teacher of hand work was secured from Edinburgh, both in 1833. After being located in Mercer Street for nearly a year a removal to 62 Spring Street was made. Ten pupils, four of them girls, had joined the six beginners. It was a notable event when on October 10, 1833, the large house on the Boorman plot which had been put in order for them received the pupils and others of the household. Dr. Russ had done his work as a teacher and practiced his profession as a doctor of medicine during the time the school was in town, but the removal to so remote a place as the Ninth Avenue at 34th Street obliged him to abandon to a great extent his practice. Up to this time he had served gratuitously. He was now put on salary and was required to live at the Institution.

The fame of the school was enhanced by the successful visit of the Superintendent "to the north and west" (in New York State) in the summer of 1833 with six of his pupils, undertaken to show the public what was possible in the matter of teaching the blind. Probably as the direct result of such advertising the first provision for admission of pupils at expense of the State of New York was made by legislative enactment in May, 1834. Thereafter the State has continued its patronage in some sort year by year.* The enrolment increased, the number of pupils being 26 at the end of 1834; ten of these were State pupils. The Superintendent now had as helpers for instructional purposes one teacher of literary subjects, a foreman of mechanical pursuits, and a

*New Jersey has also patronized the Institute by sending many of its sightless children here for training.



JAMES BOORMAN
LIFE MEMBER 1833-1866

teacher of music. In November, 1834, some disagreement arose between the Managers and Dr. Russ, the latter desiring to live elsewhere than in the Institution and devote only a portion of his time to the school. This proposal was not satisfactory to some of the Managers. Negotiations were carried on for some time in the effort to secure an agreement; these proved futile and with the acceptance of his resignation Dr. Russ's connection with the Institution was severed in February, 1835.

In the brief period of his service Dr. Russ achieved results most remarkable. Besides carrying on instruction of his pupils and conducting the business of the Institution, he invented apparatus for the use of the blind, essayed to discover a means of reducing the size of books for the sightless, proposing a phonetic alphabet with forty characters and representation thereof by dots and lines, adapted and improved the methods used in European schools for representing geographical information. His chief concern seems to have been to open the way and provide the means for the intellectual development of the blind and to this end he gave his enthusiastic and untiring efforts. Into other philanthropic channels his talents were directed through more than two decades after leaving the Institution. In 1858 he retired from active work, and it is interesting to note that his desire to serve the blind inspired him to spend many years of his leisure in studies such as he had begun while the Superintendent of the Institution.

LABORS OF THE MANAGERS

Whoever follows with curious interest or as a student the history of this organization during the course of three decades from its beginning to the 60's will be struck with the remarkable fidelity of certain of the Managers to the task of

conducting the Institution. Chief of these was Dr. Akerly; after him Dr. Isaac Wood,* son of Samuel Wood; George F. Allen and Silas Brown, to cite only a few whose long and devoted service deserves more than the brief mention here accorded. One whose name must always be gratefully remembered for long and intelligent participation in the work of the Institution is Anson G. Phelps, elected a Manager December 30, 1833, made Vice-President 1837 and chosen President in succession to Dr. Akerly 1842, serving from 1843 to 1853. A man of great influence in the community, successful in business, a philanthropist, a man of marked piety.

Acceptance of the responsibility of a manager in those days meant actual attention to the details of administration. The minutes of the Board of Managers reveal that the meetings were concerned with every sort of matter: the employment of superintendent and all the intermediates to assistant gardener, the adjudication of matters of discipline and the reprimanding or dismissal of children who were naughty, the procuring of utensils and of food; for example, here is one quotation:

“The President reports that a contract had been made with a Baker to bake flour furnished by the institution from twelve shillings per barrel and furnish 280 pounds of bread from each barrel.”

The insistent demands of any going concern for the necessary funds also occupied the time and demanded the personal effort of each Manager. It is not surprising to find that many of those chosen Managers served but a short time, a year or two, and that of the first seventy-five who accepted

*Five of this family have been Managers: Samuel Wood, Dr. Isaac Wood, John Wood, Edward Wood and Arnold Wood; the last-named great-grandson of the founder being a present member of the Board.

the office only thirteen endured ten years or more. It was an onerous task and one to be carried on only by truly interested and enthusiastic men.

It was necessary, doubtless, that the detailed management should be thus provided, for the office of Superintendent was filled by a succession of short-term incumbents only one of whom continued as long as nine years. After Russ, in twenty years six persons held each for a short period the superintendency. What impress of personality or educational leadership may have been left by these men, save perhaps one, is not revealed in any available records; it is quite impossible that any one, other than such a genius as was Russ, could in two or three years make any impressive contribution. And until the year 1852 no superintendent had had the opportunity to disclose in a published annual report the theory or the practice of his professional sponsorship.

OFFICIAL ACCOUNTING OF STEWARDSHIP

In fact, no reports were published by the Institution until 1837 when the First Annual Report of the Managers was made to the Legislature in obedience to requirement of law, the new organization having been given State aid in the preceding year. This First Report disclosed the steps by which from 1831 through travail of inadequate financial resources and slowly growing public interest the infant Institution had in five years become established and was able to balance its budget. Each of the succeeding Reports, growing steadily in interest to the general reader as the school grew, and the themes were not always the money subject, reflected the devotion of the Managers; presumably the First to the Fourth inclusive are from the hand of Dr. Samuel Akerly. The literary style of the later Reports, as well as their substance, reveals another mind; whose knowledge of the working of

the establishment and whose spirit are thus disclosed may be best inferred from the perusal of the Tenth Report, which is signed "Anson G. Phelps, President." Thus it is likely that the voice of the Board of Managers was through all this inchoate period of finding the way, of changing leadership in the school itself, the capable, devoted, responsible President. With the Seventeenth Report, that for 1852, Mr. Phelps made his last contribution to our literature, for in November, 1853, his death occurred.

With the Superintendent's Report prepared by T. Colden Cooper for 1852 the student of the history of the New York Institution finds a beginning of a long series of statements revealing the purposes and ideals of the school as evolved in the mind of the educational leader and his record of its achievements. To this writer it appears obvious that with the six years during which James F. Chamberlain was Superintendent a sense of the importance of having a continuing school policy, directed by the Board's agent, had grown in the minds of the Managers. Mr. Cooper was the first exemplar of this development and he was able to carry out his plans through nine years. His successor, Mr. Robert G. Rankin, occupied the post of Superintendent two years and was followed by William Bell Wait.

SOME PERSONS AND PRACTICES OF THE '40'S AND '50'S

Concerning James F. Chamberlain, teacher and Superintendent, it should be said that his influence through the years from 1842 to 1852 was probably the chief cohesive element in the school's life. It was a benign influence, as we learn from the testimony of his successor and from a distinguished pupil and teacher, Fanny Crosby. It is to be regretted that there are not available any writings of his authorship by which to measure him.



From an oil painting by Smedley

F. AUGUSTUS SCHERMERHORN
MANAGER 1870-1910, PRESIDENT 1901-1909

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Through the reports of Mr. Cooper one is given an exposition of the methods of teaching in the classes, the program of studies, the basis in educational theory on which the work proceeded at this stage of progress, the third decade. The writer of these reports reveals himself, particularly in the Seventeenth to the Twenty-second inclusive, as an educator of ability to explore and describe the whole problem. There is a spirit of optimism in his pronouncements, though in the discussion of some difficulties he looks them squarely in the face. In particular, there is the problem of the manufactory which the Board for years in its great desire to benefit the adult blind had fostered. This problem had become so acute through the financial losses that disaster to the whole organization threatened. The Superintendent as an educator rightly viewed this as an excrescence which should be removed. (And later it was removed.) It was early in Mr. Cooper's superintendency that the first convention of instructors of the blind was held and the New York Institution was host.

One of the head teachers of this period was William N. Cleveland, who for two years was connected with the school. His interest was temporary, as he was a student of the Theological Seminary, neighbor to the Institution, preparing for the ministry. His younger brother was through his influence employed first in a clerical capacity and later as both secretary and teacher in the literary department. This was Grover Cleveland. The youth who became President of the United States developed in the period of his service, though less than two years, an interest in the welfare of the sightless that he never lost.

In carrying on the task of instruction there seems to have been not only faithful service by teachers of ability but more, a comradeship of mutual assistance in developing a body of

methods specially adapted to teaching the blind. That some were actuated by deep religious fervor in this work is undoubtedly true. In selection of teachers the Managers were frequently assured by the committees offering candidates that they were "of excellent Christian character." It was natural that a philanthropy conceived in a community dominated by people of three strong Protestant churches should have a care for religion. And some of the pupils became devoutly engaged in things spiritual. The most notable instance of this is the case of Frances Jane Crosby, teacher for many years in the Institution, writer of hymns of wide acceptance and use in the 19th century. Contributing to this phase of the influences under which the pupils of the early decades lived was the employment of George F. Root for years as teacher of vocal music, he who became a noted writer of church music. And a contributor to continuity of instruction and holding of the school to excellence in accomplishment was Anthony J. Reiff, music master for twenty-eight years.

From its beginning the New York Institution was committed to the policy of providing manual instruction for its pupils, so much so that in one of the reports of Superintendent Cooper (1853) occurs the comment: "The schools are thus somewhat on the manual labor plan." Skill in manual arts and the manufacture of articles for sale was encouraged and over and over again the authorities of the school petitioned the Legislature for additional support that adult blind people might be employed under the auspices of the Institution. How this was tried and found impracticable is a part of the history that fashioned the later insistence on much training of the hands for physical and cultural effect rather than for industrial purposes.

MEN OF MARK AS MANAGERS

In attempting to complete the picture of the conditions as they were at the beginning of the Wait regime it is quite important for the narrator to introduce some personalities that were to affect the history of the Institution mightily. The President of the Board of Managers with whom he was to begin his association was Augustus Schell, and as President he was to continue through more than twenty years; he had been a member of the Board since 1849; a man of commanding influence. Another member was Alfred Schermerhorn, whose name at once recalls the long-continued devotion of the family to the interests of the Institution. First of this name to become Manager was Peter Augustus Schermerhorn, beginning his service in 1839. A fourth was William C. Schermerhorn, who from 1866 to 1901 remained a most devoted friend. His nephew, F. Augustus Schermerhorn, entered on a notable career as Manager in 1870 and for forty years, ten of them as President, gave this school generously his time and interest, besides making special gifts of money for particular needs. The Institution was to him like his child, for there was nothing too much for him to do to advance its interests. At his death half his estate became through his munificence the property of the Institute. A cousin, Alfred E. Schermerhorn, carried on later the tradition and his son, seventh of the name on the roster of Managers, serves today to continue an official interest manifested by this family through most of the century since 1832.

The mention in this connection of others who made possible by loyal support the successful progress of Wait's administration would include William Whitewright, who served longest of any of the Treasurers, a quarter century, Peter Marić, John I. Kane, Frederick W. Rhineland, Chandler Robbins. These, with others, gave long and

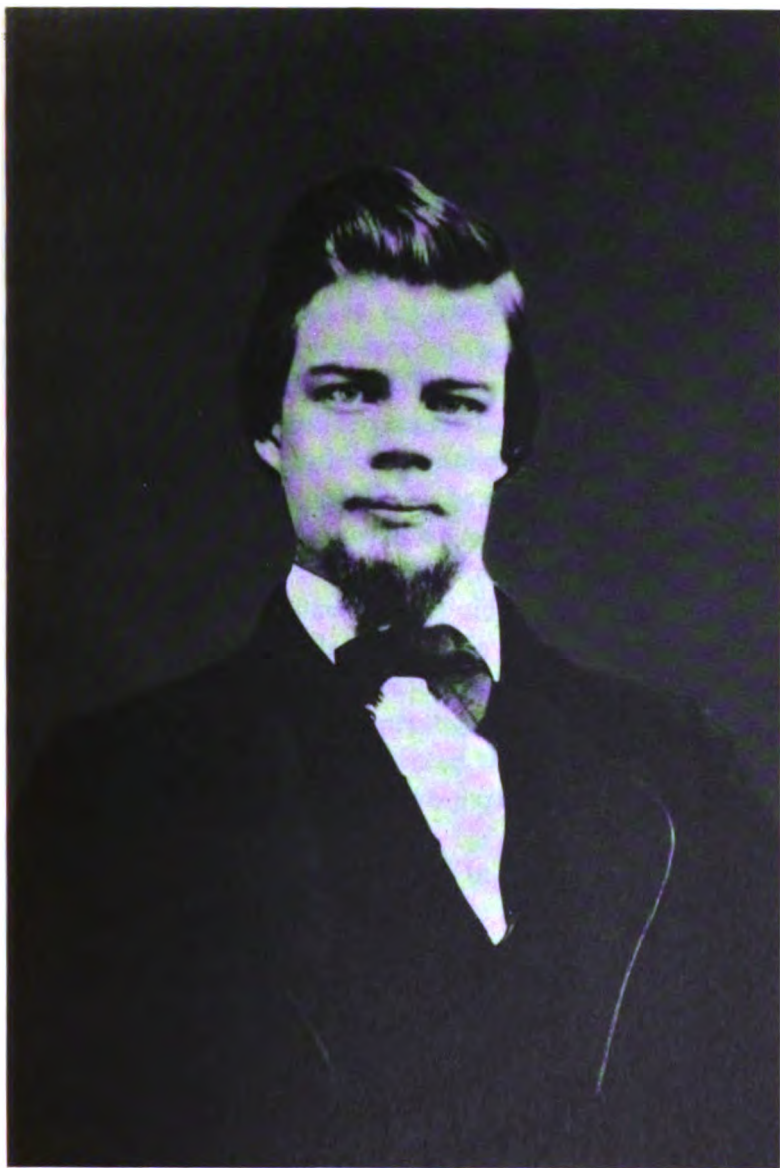
faithful support in the years of the school's development to a commanding position in the field of education of the blind.

WILLIAM BELL WAIT

Graduated in June, 1859, from Albany Normal College, William Bell Wait, at 20 years of age, became that same year a teacher in the literary department of the New York Institution for the Blind. At the end of two years he left to study law and was admitted to the bar in 1862. He then became the superintendent of schools of Kingston, N. Y., but was chosen Superintendent of the New York Institution and began his service here October 1, 1863. He was but 24 years old and before him was a task that might well have daunted a man of experience and tried powers. There was some disorganization in the school, there were financial difficulties to be met, the country was in the darkest time of the Civil War. Undaunted, Mr. Wait took the reins and by his courage, sagacity, knowledge of detail, and indefatigable attention to his duties, he succeeded in securing a firm grip on the discipline of the school, made improvements in the physical property, gained the confidence of the Managers and grew steadily into that superb command of himself and his work for which he became noted. He doubtless had no sense of his true importance at this time; he did not realize that in the affairs of the Institution he was the leader in a new era. Rather, he found a piece of work to be done and he began to do it with all his might.

PROGRAM AND PERFORMANCE

Whoever reads the annual reports of the Superintendent from 1863 to 1904 will come to realize that he is virtually pursuing an inquiry into the history of education of the blind in America. Each year Wait gave evidence of his industry in



From a daguerreotype

WILLIAM BELL WAIT
SUPERINTENDENT—1863

exploring the field and of his intelligence in dealing with the problems presented. Investigation of conditions in the State as respects the blind, consideration of causes of blindness, presentation of the facts—all these prefaced announcements of policy and purpose in shaping the work of training the youth. The contrast between this, the scientific method, and arm-chair philosophizing on what ought to be and therefore is, appears most marked in these progressively valuable papers in the education of the young blind. So the New York Institution became steadily more influential in its proper field. And without faltering the presiding genius went on with his determined course to exalt the intellectual. He saw the value of music as mental discipline as well as for esthetic training. Fortunately as he entered on his work in 1863 there had been employed a young German, Theodore Thomas, as successor to Anthony Reiff in the music department, and this genius gave valued aid in setting high standards and exalting the place of music in the training of the blind. The Institution thus enjoyed for a number of years the services of a man whose prestige grew to be nation- and world-wide; his qualities influenced the setting up of music of highest grade as a distinctive part of the school's program.

The need for definite instruction in physical development, the establishment of a definite course of studies in music as well as in literary subjects, a call for character training in schools, an analysis of qualifications of the teacher—these are some of the subjects which in these Reports are presented and discussed in a most scholarly fashion.

PRINTING FOR THE BLIND

Early in his career Mr. Wait was impressed with the need for improved facilities whereby pupils could both read and

write. In 1866 appeared his scientific analysis of the situation, a world of the blind using variously approved forms of embossed literature, chiefly "raised letters," with a few accepting the dots of Braille; and because the dot system could be used for writing as well as for making books, he gave his influence for general adoption of Braille's system. There was little agreement and his further study led to a proposal for a less cumbersome system, having many advantages over that of Braille, which was called the New York System. These studies and discussions occupied much of the time of the busy Superintendent, who nevertheless was able to carry forward improvements in the buildings and provide for more and more pupils, manage the factory part of the establishment, and progressively relieve the Board of Managers of intimate direction of the minutiae of an institution's affairs. In 1868 were printed the signs used in the system destined to be known as New York Point, and a report of tests carefully conducted with pupils to ascertain its value. In concluding the presentation Mr. Wait acknowledges his indebtedness to Mr. Stephen Babcock, the blind principal teacher, for assistance—the man who through fifty years of service made valuable contributions to the success of the school—and presents the system to the judgment of the world of education of the blind.

It is curious to note the apathy of those responsible for the educational advancement of the blind in America when so notable an announcement was made. Two years later in his Report an urgent request for consideration of the comparative merits of line letter and points was made by Mr. Wait, with only faint evidence of interest. In this connection may be cited the devotion of Dr. Russ, who from 1860 to 1869, in his retirement from active service, carried on experiments with a view to improving on the system of Braille. Year by

year he published and distributed leaflets setting forth the results of his labors, but with some surprise as well as discouragement he gave up his efforts due to lack of response on the part of educators of the blind. The work of Russ and Wait, while done simultaneously and, probably in the nature of the case, with strikingly similar results, was carried on quite independently, as Mr. Wait positively averred. It was the great advantage of Wait that he had the opportunity which the other lacked of trying his "points" with sightless pupils. It was characteristic of Wait that he persevered, developed the system and promulgated it.

THE NEW YORK POINT SYSTEM

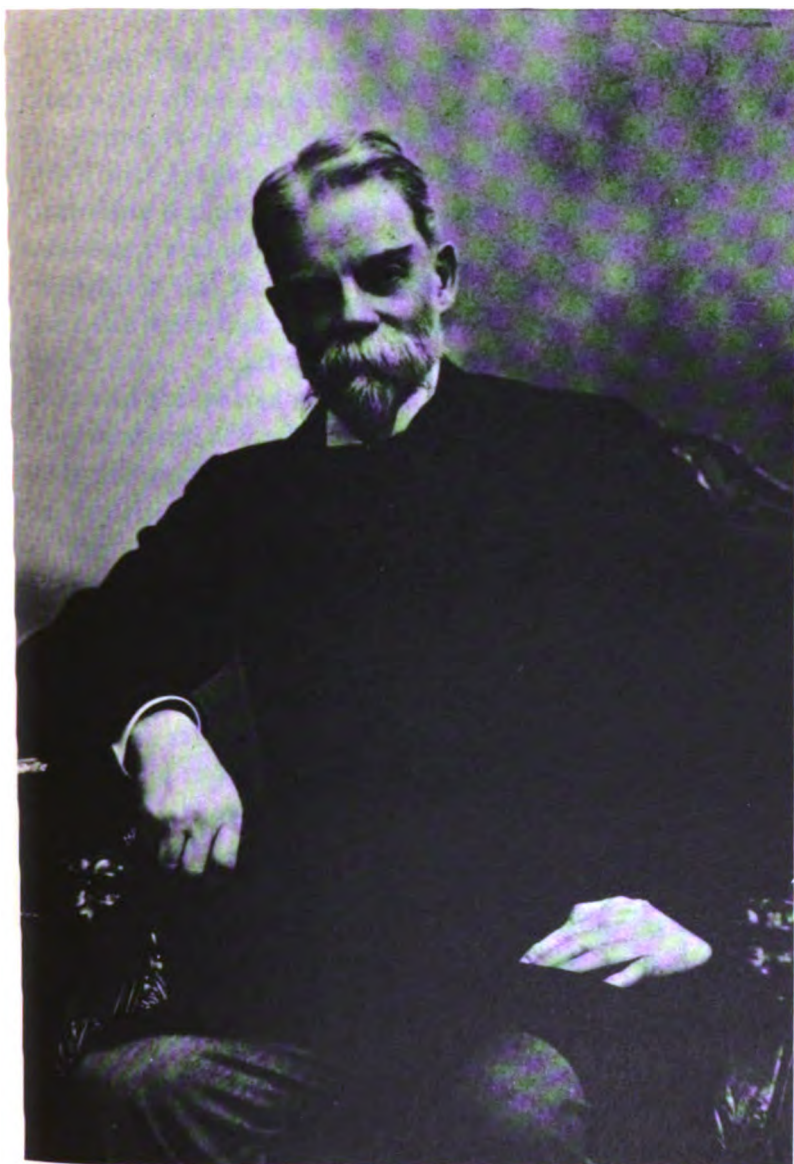
In spite of previous indifference, teachers of the blind convening at Indianapolis* in 1871 adopted a resolution endorsing the New York Point, not without much discussion, however, and only in the spirit of generous compromise on the part of the line letter adherents who were willing to give the newcomer a chance. This result was without doubt due to the masterly presentation of the system by Mr. Wait, whose enthusiasm, as well as expert knowledge of the whole subject, gave his words potency. This was the beginning of the long battle of the types which continued throughout thirty-five years, occupying much of the time of the conventions of the Instructors, and of other organizations as well, at the first, mere mild skirmishing, then war unrestrained, causing bitterness and arousing animosities in the ranks of those whose devotion to the cause of the blind was unquestioned, and organizing the sightless themselves into fiercely contending parties. The New York Point System prevailed mightily for a time; a new system called American Braille was invented and won many adherents, the line letter sys-

*Second Convention of American Instructors of the Blind, 33 persons present, with 18 schools represented.

tems gradually lost their position, but with the coming of the second decade of the twentieth century an end to the controversy was definitely provided through a compromise. By this, adoption for general use of the English-speaking world of the French system of Louis Braille, with slight modifications, was secured.

NOTABLE ACCOMPLISHMENTS

In all the labors and achievements of Mr. Wait as respects the service to the blind both inside and outside the New York Institution the Board of Managers took pride and lent hearty support. For the use of writers in his system Mr. Wait invented the "kleidograph," a sort of typewriter, and for printing books the "stereograph," a machine whereby metal plates could be embossed in "points." These he patented and gave the rights to his patents to the Institution. With others, Mr. Wait approached the Congress of the United States and secured a continuing subsidy for printing books through the American Printing House for the Blind at Louisville, Ky. In the conduct of this organization he had a commanding influence. With it co-operation of a most valuable nature was secured through the services rendered by Miss Hannah Babcock, teacher and later director of the music department in the New York Institution, whose contribution of an organized body of musical literature in New York Point (for Mr. Wait had invented a musical System as well as a literary) gave the country through the Printing House its first authentic course of study in music. As a representative abroad, on occasion, of American education of the blind and as its spokesman in every convention in this country, the Board sent Mr. Wait on missions of inquiry for the benefit of this school and of inspiration and help to others.



WILLIAM BELL WAIT
SUPERINTENDENT AND PRINCIPAL 1863-1905
EMERITUS PRINCIPAL 1905-1916

A SCHOOL OR A CHARITY?

That The New York Institution for the Blind had the character of an institution of learning had been claimed by its sponsors through many years, progressively so since the '70's with gradual curtailing of the efforts spent in the manufacturing department* and the emphasis put increasingly on scholastic attainments of its pupils. With something of consternation the Board of Managers received word in 1896 that the State Board of Charities had assumed control of the Institution. Legal action was taken in resistance to this control and the matter was thoroughly tested in the courts. In this contention the New York Institution was engaged not only for itself alone, so it was felt, but for the other schools of the country whose status as educational or eleemosynary in the public view was quite as much at stake. Indignant protest against classifying pupils of a school for the blind as paupers was made and in the lower courts the contest against supervision by the charities department was won; Mr. Wait had devoted himself and with vigor to the fight and was filled with satisfaction over this outcome; however, the highest court in 1897 reversed the decisions secured and held that the school, though educational in character, is also "charitable," inasmuch as its expenses are not paid by the pupils or their parents. Far-reaching in its effects, this astonishing decision has had repercussions in many states, invariably resulting in legislative action removing the control of such schools as this from the Boards of State Charities and making them subject to the State Departments of Education. In our own case the strictly educational character of the Institute has now been certified by legislative enactment, the State Department of Social Welfare's function being limited to inspection of the provisions for the physical care of the pupils.

*The last vestige of this department was eradicated when in 1916 the mattress repair shop was closed.

In pursuance of the policy of affirming this educational status the Board of Managers in 1912 petitioned the Board of Regents of the University of the State of New York for a change of name. The request was granted and thus was acquired the title, "The New York Institute for the Education of the Blind." Some years before, the chief executive who had always been known as Superintendent was at his own motion thereafter referred to as Principal, a title more fitting the office of head of a school.

CHANGES AND A NEW PROPOSAL

With the Institute occupying a position of commanding influence in its field, the close of his more active participation in its affairs came to Mr. Wait in the action of the Board of Managers which made him from March 1, 1905, Emeritus Principal. In words of high appreciation of his past services, recorded in their minutes, the Managers gave to Mr. Wait an honorary status with certain advisory and representative functions and chose as Principal Mr. Everett B. Tewksbury, who had for three years served as a teacher.

A movement which had seized the imagination of some communities as admirable, the schooling of blind children in classes with sighted children in the public schools, took form in New York City through the agitation of the subject by persons connected with other interests than education. Special classes were organized and promptly some of the pupils of the Institute were infected with the fever to try the new plan for their training. Their withdrawal and other causes reduced the enrolment of the Institute in the years from 1911 to 1914 and caused some concern with reference to its future. A new policy was proposed by the Emeritus Principal whereby the Institute should develop itself into a school of academic standing and gradually abandon primary courses of instruction, inviting not only students from its

natural and immediate territory, New York and New Jersey, but graduates and others of promise from other schools in distant sections of the country and other lands. In making this proposal there was contemplated also a gradual withdrawal from acceptance of money contributions by the States, maintenance to be provided from the Institute's invested funds. This policy was approved by the Board of Managers. It proved, however, to be a counsel of perfection and impossible of fulfilment for various reasons.

THE END OF AN ERA

Under the general supervision and with the advice in large matters of the Emeritus Principal, who continued to reside with his family in the Institute, the affairs of the school were conducted with efficiency by Mr. Tewksbury, whose fine scholarship in literary matters, coupled with a special knowledge and skill in musicianship, rendered him competent to carry on the policies of the Institute's recent past and to prepare for the projected changes. The latter contemplated the embossing in New York Point of a large library of textbooks for a school of secondary grade. Along with his scholarship Mr. Tewksbury had with the pupils a way of making their concerns his and of spending himself in their interests. For nine years, and to September 1, 1914, he served as Principal.

REBUILDING

A new era began with the relinquishment by Mr. Wait in the spring of 1914 of all responsibility and all connection with the Institute save his honorary status and the resignation of Mr. Tewksbury a few months later. It may be called the era of rebuilding. If the first third of the Institute's first century is regarded it will be deemed the time of beginnings and finding the way. There was groping and there were

trials of untrod ways. But the foundations were well laid, the people who were in charge won the confidence of the public and secured the prospect of later financial security. The Wait regime was the era of constructing an edifice of enduring worth. Upon the building he set the seal of an architect of skill in all the phases of the art and of probity as well. No shoddy materials might enter his structure. It was the good fortune of the present Principal to fall heir to a well-conceived and well-organized scheme of educational principles. The announcement of this call to service here was made by the Board as follows :

“To fill the vacancy thus created (by the resignation of Mr. Tewksbury) the Board of Managers invited Mr. Edward M. Van Cleve, of Columbus, Ohio, since 1907 the Superintendent of the Ohio State School for the Blind, to become Principal. His acceptance followed, and on September 1, 1914, he entered upon his duties.

“Rebuilding upon a more acceptable site than the present one, which has been deferred for sufficient reasons, is now to be pushed forward by the Board of Managers with all expedition.”

The inference in the second paragraph of the Board's announcement that the newcomer had received a mandate to assume responsibilities in connection with the provision of a new home for the Institute is quite justified, for the committee of the Board which was charged with the choice of a Principal had set forth in the invitation to him as one of his earliest duties, if it were accepted, to advise the Committee as to an appropriate site and to proceed with plans for suitable buildings.

PROBLEMS AND PLANS

It was under the leadership of Thomas N. Rhinelanders that this committee, denominated the Committee on Plan



HOWLAND DAVIS
MANAGER 1894-1921, PRESIDENT 1909-1919

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and Scope of the Institute, had taken steps to crystallize the determination of the Managers to meet the serious problems they were facing in the spring of 1914. With the wise counsel of Howland Davis, President of the Board, decisions momentous in their implications were made that determined not only the question of rebuilding but other questions as well pertaining to the future of the Institute. Among these were: 1. The influence of the movement for prevention of blindness which was proving so successful in reducing the numbers of the young blind. 2. Whether or not the public school classes of New York City were destined to make a local boarding school unnecessary. 3. If not, where and how large and of what character should reconstruction be? 4. If so, how and in what ways should the funds of the Institute be utilized in the service of the blind? Mr. Davis, twenty-seven years a Manager, during twelve of them Treasurer and through eleven years President, was thoroughly acquainted with the problems and with the needs as well as the resources of the Institute, and to his wise guidance, with the intelligent service of the Committee on Plan and Scope and the cordial co-operation of the Board of Managers, is due the solution of those problems.

That the Institute should rebuild, in a location easily accessible to New York City children, with provision for instruction of pupils in primary as well as secondary classes was the determination made as the result of long and careful study.

But the announcement of proposed rebuilding was met with smiles of incredulity on the faces of many who had heard such announcements before. It was with interest that the writer had seen in 1907 plans for buildings to be erected on the Institute's site on Fort Washington Avenue between 165th and 168th Streets, plans so far advanced that even in plaster of Paris miniature these houses were shown. Seven

years later, when he became Principal, these plans had been abandoned, a site in Bronxville had been chosen and this, too, had been disposed of, another site had been chosen, in Yonkers, and much effort had been expended on its preparation, with new and elaborate plans for building thereon; that, too, had been given up. These abortive efforts were the most advanced, however, in a long series of proposals, for a careful reading of the minute-book of the Board of Managers reveals many references to rebuilding, the first one being couched in these terms:

“On motion, Resolved, that a Committee of three be appointed to select a suitable site on New York Island for the Institution.”

The date of this action was May 4, 1859!

CONSUMMATION

Curiously enough even the most advanced plan of all, that of 1914, met with an obstacle which even the foresight of a Davis and a Rhinelander could not envisage—the coming on of the World War. After consideration of several sites that were found available, one had been acquired in 1917 which was believed to be in all respects most suitable, a portion of a farm owned by Vincent Astor and located on the City Map between Bronxwood Avenue and Williamsbridge Road on the Bronx and Pelham Parkway. To the north of the plot the map showed a proposed street, Astor Avenue. There were eighteen acres of well lying land; an extension of the principal subway system was about to be made and this, when completed, would make possible the reaching of the school from much the larger part of Greater New York by expenditure of only one fare, a matter to be considered when pupils, many of them conducted by members of the family, would regularly go to their homes for the week-end each recurring Friday; for situation the piece of land was

delightful, for before its fifteen-hundred-foot frontage stretched a parkway four hundred feet wide, already improved. Here was the place. A leading firm of architects was employed, tentative plans were drawn. And the United States Congress declared this country at war. This put an end to any immediate construction activities. War over and the country trying to get back on a peace-time basis found the prices of labor and material still on the high stage to which they had been boosted by war requirements. Two revisions of the plans were made with the hope of lessening construction costs, but these costs were felt to be prohibitive.

Thus went the years in prolonged postponement. But in 1922, encouraged by the receipt of advance payments from the estate of F. Augustus Schermerhorn, through the generous relinquishment of her rights by Mrs. Ellen Schermerhorn Auchmuty, the Managers authorized the construction of a group of buildings on the site chosen and on April 5, 1923, "ground was broken officially by Mr. J. Lawrence Aspinwall, Chairman of the Building Committee, and on June 12, 1923, the corner-stone of the school building, the largest of the group, was laid by the President of the Board of Managers, Mr. Paul Tuckerman," to quote from the Year-Book for 1923. Construction of the first seven of the ten or more buildings which the complete plan contemplated was so far advanced that on November 3, 1924, school work was begun in the new quarters.

Thus came to fruition at long last the hope and purpose expressed sixty-five years before.

Soon increasing enrolment made necessary the building of another unit of the general plan and a completely equipped and self-contained school for younger pupils, known as the Lower School, was provided and in the last of our one hundred years was occupied.

SPIRIT AND PURPOSE

Of the rebuilding process, however, if more than the brick and the stone and the slate and the lumber and the brass and the iron are conceived of as entering into the fabric of a school, there is never an end, never a full consummation. Material comforts and the means or apparatus of schooling may be provided by the expenditure of money and the skill of administrators. But the making of programs to meet the advancing needs, the securing of competent personnel to serve the requirements in fashioning youth for adult life after school, the forming of ideals of always better living and striving to realize them are part of the never-ending process of spiritual rebuilding that goes on while life lasts.

Of the Institute's development and growth in matters above the outward physical signs of increasing usefulness and beauty, observed by every one who visits its place, of what spirit and what purpose its organized staff of devoted workers are, of how well the ideals sought are being realized, it is needful that the historian of our next century shall speak. It is to be hoped that he will find us to have abated not one jot the insistence on maintaining high standards of scholarship which has been one of the Institute's distinguished characteristics; to have fostered a mutuality of interest among all the members of the school, pupils, teachers and staff, with a growing encouragement of the altruistic spirit; to have lost none of the genuineness of that piety which marked the early days. What may be said with all truth and modesty is that today, as when first it was used in 1858, the motto of the Institute expresses the wish, the purpose, the high aim of those who are responsible for its work, the intention to make the Institute servant of the Most High in bringing to pass the words put into His mouth by the prophet Isaiah: "And I will bring the blind by a way that they knew not; I will lead them in paths that they have not known; I will make darkness light before them."



CHORUS

THE HISTORY OF THE

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ANNIVERSARY EXERCISES

So great was the demand for tickets of admission for the three performances of "Some Scenes in Our First Century" that a preliminary performance (at dress rehearsal) was arranged for Monday evening, March 14, at which an interested audience was present. At each of the four presentations the program as announced was carried out with completeness. The following is the text of the dramatic representation, prepared by a committee of the faculty.* Some liberty has been taken in the matter of absolute historical accuracy; the anachronisms are to be excused by dramatic necessity.

SOME SCENES IN OUR FIRST CENTURY

The interpreter, CHORUS (in the Shakespearean manner) appears before the undrawn curtain:

CHORUS: Gentles all, we greet you here as friends, as dear companions, yea, as kin come now to signalize this birthday chiefest in our circle's life. A hundred years have passed since on these shores a teacher first essayed the task to train the sightless and remove a little group of boys, deemed helpless, from their thrall of ignorance and unchance. Great, eager soul! the youthful Russ, whose whole life long we trow was given to selfless thought of others' good, began that far March day a work whose fruitage we enjoy as thousands, also sightless, have enjoyed all these ten decades past. With him we celebrate physician kind, wise Akerly, and gentle great-souled Wood, old Friend, our founders all.

*See page 8.

We ask you then to look and listen as we shall re-enact some few events that well reveal how light and learning have made clear the road to happiness and worth of many hundred pupils in our century of life.

And now, old TIME [appearing to left of stage and manipulating the hands of a colossal clock dial], turn backward your swift passing years to that December night in '32 when first, at City Hostelry, before His Honor Gideon Lee and that distinguished group of New York City's social chiefs, inspired Russ made show of his few pupils' skill. (Chorus retires.)

FIRST EXHIBITION OF THE PUPILS' ACCOMPLISHMENTS*

(The curtain is drawn disclosing stage set for an assembly in the parlor of City Hotel. A central chandelier with candles and wall sconces with candles. A small table at which two secretaries sit, a large chair in which Chairman Lee sits, the five pupils at the front on one side with Dr. Russ, the audience arranged on the stage in advantageous position.)

(Applause at appearance of Chairman Lee.)

CHAIRMAN LEE: Ladies and Gentlemen: We are assembled at the invitation of the Managers of a new venture in behalf of the blind in our great city and I call upon the President of The New York Institution for the Blind to state the objects of the meeting.

DR. SAMUEL AKERLY: Your Honor and Fellow Citizens: Through your agreeableness and philanthropic spirit we have present this large and very notable company to observe what intelligent teaching may accomplish with blind children. That such are incapable of benefiting by instruction has been widely held. Seven months ago these five boys were inmates of the City Almshouse, the victims of the late

*For cast of characters, see page 15.

ophthalmia. Friend Samuel Wood joined me in requesting of the authorities the privilege of having them taught and Dr. Russ received them into his own house after some trial elsewhere and gave them instruction, to what good purpose you now may judge. I present Dr. Russ.

DR. RUSS: Ladies and Gentlemen: With the blind particularly, the hands perform the most important offices. Their eyes are as it were transferred to the tips of their fingers, and the principle on which their education must be conducted is to adapt the apparatus used in their education to this new kind of sight. Their reading must be conducted with books unwieldy as you see because of the necessity of using embossed type. However, the blind *can* read. I call upon Master McGuire, our youngest student, to give an example of his powers.

(Master McGuire reads from a large volume a passage of Scripture. Audience intent, show amazement and look at each other with incredulous expressions.)

DR. RUSS: There is no branch of instruction which seems so peculiarly adapted to the capacities of the blind as mathematics. I will first display the abilities of the whole class in mental arithmetic. Attention: (Here give two brief examples of mental gymnastics.) Now, Master O'Connor, I will propound to you this question: To eighty, add the half of my age, twice my age and one-seventh of my age and the sum will be 265—How old am I?

MASTER O'CONNOR: Your age must be 70, sir. For if one-half and one-seventh must be put together, they being $\frac{1}{2}$ and $\frac{1}{7}$, with twice your age $2\frac{8}{14}$, a total of $3\frac{7}{14}$, and these with 80 years make 265 years, they will themselves equal 185 years or $2,590\frac{70}{14}$, and since 37 is contained in 2,590 70 times, that number, sir, represents your age in years.

DR. RUSS: Quite right, Master O'Connor. Now, Master Lane will you show the use of the mathematics frame in solving problems?

(MASTER LANE—describes T V and L O type and frame.)

DR. RUSS: Master Monyea, you have in your hand a map of New England. Will you show the company how you read its chief features?

(MASTER MONYEA complies, to the wonder of all present.)

DR. RUSS: Now, Master Whitley, begin the display of articles made by the class—and the others will each show a piece of his handiwork.

MASTER WHITLEY: We have all been doing some hand-work and trying to make things of practical use. Michael, let us see what you have.

MASTER MCGUIRE: This plaited straw is to be used in making hats.

MASTER WHITLEY: And yours, Charles?

MASTER O'CONNOR: I have covered this bottle with wicker and made a handle that it may be carried.

MASTER WHITLEY: What have you, Patrick?

MASTER LANE: I have made this basket.

MASTER WHITLEY: This rug is made of strips of cotton cloth woven together on a hand loom. We submit these articles for your inspection and hope that you will find them satisfactorily made.

CHAIRMAN LEE: You have seen, Ladies and Gentlemen, with what success the labors of our enthusiastic teacher of these blind children have been crowned. Will Samuel Wood now address the company in the interests of the Institution?

SAMUEL WOOD: Friends, we see plainly that the work we are doing is successful. It merits cordial support. I ask all who feel the worthiness of this effort to meliorate the



FANNY CROSBY RECOUNTS HER SCHOOL LIFE TO HER BIOGRAPHER

BUCKLE UP, AMERICA!

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condition of the blind to come forward with contributions or subscriptions.

A WOMAN'S VOICE FROM THE ASSEMBLY: I subscribe \$25.

SAMUEL WOOD: I thank thee, Hannah Eddy.

MOSES ALLEN: I will give \$100.

SAMUEL WOOD: A generous gift and thee shall be made a life member. Are there others? For the successful conduct of so important . . .

(While he is speaking the lights are dimmed and the curtain is drawn.)

CHORUS: Success! the task begun goes bravely on, though not without some anxious hours when needed means were lacking, and children came flocking to the fount of knowledge newly opened here. Among them one whose singing heart made verses of rare beauty, and, grown to womanhood and filled with power divine became the noted writer of sweet hymns of Christian faith. (TIME shifts dial pointer to 1912.) The whole world round the fame of Fanny Crosby ran, the echo of her rev'rent songs awakened in ten million hearts. (Voices in the distance sing one stanza of "Rescue the Perishing.") Behold her now, the aged saint, her life span nearly run, awaiting soon the call to mansions she has sung.

FANNY CROSBY, POET AND HYMNIST*

Place—Fanny Crosby's Sitting Room.

(Furniture, an easy chair, rocker, and one straight chair; a table or desk with a drawer; a fireplace.)

FANNY: (Alone, reading Milton's "Sonnet on His Blindness." She repeats slowly the last line—)

"They also serve who only stand and wait."

*For cast, see page 16.

Ah, yes! And the great Milton sightless, he, too, knew the meaning of that precious word patience—patience—patience! (A knock on the door.) Come in! (Enter Dr. Jackson.)

DR. JACKSON: Good evening, Aunt Fanny, how are you?

FANNY: Just fine, Doctor; and you?

DR. JACKSON: The same, thank you. I ought never to complain with such a fine field to work in, good health, and friends aplenty. And among them you who are a true inspiration to us all. (He hesitates a moment.) Aunt Fanny, I have come to ask of you a great favor.

FANNY: Indeed, I am surprised. I have never yet heard you ask for anything.

DR. JACKSON: Well, the best of men are selfish, now and then.

FANNY: I am indeed curious to hear what it can be you are after.

DR. JACKSON: Well, I'll tell you. I want to write your biography.

FANNY: Bless me! What an idea!

DR. JACKSON: A *good* idea, Aunt Fanny. Your name is a household word throughout the world. Your songs, your life have been the Star of Hope to thousands.

FANNY: Dear me! How you *do* talk. And even were it so, dear Doctor, it is because I have learnt from others the bitter sweet lesson of patience. I have learnt it from a host of dear departed and still living souls—from the old Book, from Milton, from Bryant, from the strong pilots of our great nation, whom it was my privilege to have known, from Henry Clay, from Abraham Lincoln, from good old Dr. Russ, yes, from all those dear old friends of school days.

DR. JACKSON: Now, Aunt Fanny, you are coming to the point. I want you to tell me the story of your school days

when you were at The New York Institution for the Blind.

FANNY: And that I will do, gladly. Where shall I begin? I'll tell you! Just look in that drawer, Doctor. You will see a letter bearing the seal of the President of the United States. (He searching, finds it.) Now read it to me, Doctor. (He reads the letter.)

"My Dear Friend:

"It is more than fifty years ago that our acquaintance and friendship began; and ever since that time I have watched your continuous and disinterested labor in uplifting humanity, and pointing out the way to an appreciation of God's goodness and mercy.

"Though those labors have, I know, brought you abundant rewards in your consciousness of good accomplished, those who have known of your works and sympathized with your noble purposes owe it to themselves that you are apprized of their remembrance of these things. I am, therefore, exceedingly gratified to learn that your eighty-fifth birthday is to be celebrated with demonstration of this remembrance. As one proud to call you an old friend, I desire to be early in congratulating you on your long life of usefulness, and wishing you in the years yet to be added to you the peace and comfort born of the love of God.

"Yours very sincerely,

"GROVER CLEVELAND."

DR. JACKSON: Why, Aunt Fanny! I never knew you were a friend of President Cleveland's.

FANNY: Yes, that was back in 1854, when Mr. Cleveland was a secretary in the office of the Institution. It seems a long, long while ago to you, Doctor, doesn't it; but, as they say, it seems but yesterday to me. I see the office where I so often spent such inspiring hours—

(While she speaks the scene changes at once to "A Memory." The sitting room scene is darkened and the lights turn to the other part of the stage.)

A MEMORY

Time—1854.

Place—The New York Institution for the Blind.

Characters—Fanny Crosby at 34 years, Grover Cleveland at 18 years, Stephen Babcock, the Masterful Teacher.

CLEVELAND (working on a report): I *should* be writing my monthly report—but Heaven help me, how can a man write reports when Stephen Douglas and Abe Lincoln are stumping the West and Civil War is heard on every lip, when any young man—

(A knock.)

FANNY (without): Mr. Cleveland!

CLEVELAND (rises and opens door): Why, good evening, Miss Crosby, come in!

FANNY: Thank you. You must not let me take too much of your time, Mr. Cleveland. Only I have some verses I'd like to have you hear. May I bother you?

CLEVELAND: You may not. You never do. Especially when you come bringing your poems. Perhaps you have something you would like me to write for you?

FANNY: Be careful what you say, Mr. Cleveland. You know, I have been admonished not to indulge in such vain pursuits as verse writing. You have heard that before from high authority in this institution.

CLEVELAND: Well, let's pretend I didn't hear that. I am certain you have a song in mind, so let's have it.

(He gets pen and ink—she dictates):

Oh! 'tis a glorious morn, the golden sun
Just peeping from his orient chambers, calls
On Nature to rejoice, and banish sleep.
Up! cast the drapery of thy couch aside,
Nor waste in slumber precious hours like these:
To the blue sky above thee lift thine eyes,
Lovely as when its Maker's voice divine,



FANNY CROSBY, GROVER CLEVELAND AND SAMUEL BARCOCK

HOW TO USE THE NEW EDITION

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(A knock at the door; business of Fanny being much perturbed; Cleveland opens door and Mr. Babcock enters.)

CLEVELAND: It's Mr. Babcock, Miss Crosby.

FANNY: (Oh, how relieved I am! 'Tis not that old—)
Good evening, Mr. Babcock.

MR. BABCOCK: Good evening, Miss Crosby! Doing arithmetic?

FANNY: Arithmetic! I loathe, abhor, it makes me sick,
To hear the word arithmetic! (Laughter.)

CLEVELAND: No, Mr. Babcock, Miss Crosby was dictating a poem.

MR. BABCOCK: And may I hear it?

FANNY: Surely. I had just begun. Let me start again.

Oh! 'tis a glorious morn, the golden sun
Just peeping from his orient chambers, calls
On Nature to rejoice, and banish sleep.
Up! cast the drapery of thy couch aside,
Nor waste in slumber precious hours like these:
To the blue sky above thee lift thine eyes,
Lovely as when its Maker's voice divine
Did first its birth proclaim, and the bright stars,
In heavenly concert, swell'd their notes of praise.
Go forth where Nature's bounteous hand hath strewn
Her choicest beauties; her luxuriant flowers,
Wet with the tears that night hath o'er them wept;—
Woo'd by the sporting zephyr's mild caress,
They rear their blushing heads, and smiling greet
In silent eloquence the fair young morn.

MR. BABCOCK: It's very beautiful, very beautiful, indeed. Miss Crosby, I wish you were as good a mathematician as you are a poet.

FANNY: I loathe, abhor, it makes me sick—

MR. BABCOCK (interrupts): Yes, Miss Crosby, I know it does, but as a mathematician I must say your dislike of

the science of numbers tends to lessen your mental grasp. To tell the truth, I feel our school needs more of such work. Indeed, I am terribly discouraged. I ask myself so often, "Are we a school?" (He becomes exceedingly agitated.) *No!* we are *not*. What are we? Well, owing to the act of 1848 we are (1) a school for the education of blind children in the usual school branches, in music and in trades; (2) a school for the instruction of adult blind persons in trades; (3) a factory to afford work for the adult blind in shops; (4) a boarding house or residence for such employees, male and female; (5) an asylum for adult blind men and women. Frankly, I do not believe things can go on this way. What is your opinion, Mr. Cleveland?

CLEVELAND: Well, with my limited knowledge, I hesitate—

FANNY (rises): Really, gentlemen, I must be going. Perhaps, Mr. Babcock, some Moses will arise to lead us out of this Egypt you describe.

(The lights are dimmed and the scene changes back to the sitting room where Miss Crosby sits alone in reverie. TIME has changed the dial hand back to 1912. A solo voice sings softly in the background, "Some day the silver cord—")

CURTAIN

CHORUS: Join with me now to sound the praise of one who half the century's span gave talent, energy and skill to raise this school to first rank in its field. No weakling he, but stalwart, strong and brave; firm his convictions, mightily upheld. The soul of William Wait is strongly wrought into the web and woof of our true life. His standards high he set and faltered not to make the better best. We see him now his body in its prime, his spirit forward urging, his great lieutenants, Babcock and young Thomas and the rest,

quick to catch his lead. Babcock the wise, good friend to all his sightless boys and girls but wielder of firm discipline, keen minded, quick and strong; and in the field of music Thomas, now a youth, but soon to master fame until from coast to coast the name of Theodore Thomas is on all sides known, his leadership secure. Come let us hear how these converse. The time is 1872 or thereabout [TIME sets the hands of the clock dial], and in the Board Room Wait has met his aides.

WILLIAM BELL WAIT, EDUCATOR*

MR. WAIT (speaking as the curtain opens): I do not need to waste time telling you that so long as I am alive, I shall strive to make this Institution what it was originally intended to be—a SCHOOL—a place for the training of the intellect of the sightless young.

MR. BABCOCK (Aside): I think we are starting out of Egypt! (Aloud.) In that endeavor, Mr. Wait, you have my warm support. For years the thought that in the public mind we are not an educational but an eleemosynary institution has rankled in my breast and I would labor long and earnestly to let it be known that we blind men can think and act as well as eat.

MR. WAIT: Just so.—My purpose in calling you together today is to demonstrate a new system for the printing of our texts. I am certain it is an improvement over the raised line type. I have here a passage from "Washington's Rules of Conduct." I shall call in a pupil who has been trained in our Point System, but who has never seen this selection. I shall have him read it. You will judge for yourselves.

(Miss Babcock goes to the door and conducts a pupil who has been waiting to the table. Mr. Wait hands him the passage.)

*For cast, see page 16.

Ben, will you read that? (The pupil reads.)

MISS BABCOCK: That is splendid. Can it be applied to musical notation as well?

MR. WAIT: I believe it can. There is a most important task here for you, Miss Babcock. (To Ben.) Thank you, son, for your fine demonstration. (Ben leaves.) Our present method of training in music is tedious, time-consuming. The teacher must dictate every bar, the pupil learn it then and there; if he forgets it must be all done over and perhaps again and again. Why may we not through our music point system render every learner independent of dictation and let the teacher be free from the drudgery of the needful but uninspiring task, free to teach and pass on his enthusiasm unrestrained?

MISS BABCOCK: What a fine prospect! I conceive the building of a course in music from the earliest steps through every stage until the blind shall have every needed help—a great library of music with which to work.

MR. THOMAS: That is marvelous. I see no reason why, with such a system, we can not bring the work of the most exalted composers to our students—Beethoven, Liszt, Schubert, Wagner. Our department, however, is sadly disorganized. Every one is working his own little garden. That work should be correlated.

MR. WAIT: Correlate it! To you I give that task. We have been greatly pleased, Mr. Thomas, to observe how your fame has been growing in these brief years since you have come among us. You have had to struggle hard to gain the recognition now accorded you. I prophesy the day is not far when you will be known the nation over for the great orchestra leader that you are. That way is clear and now we ask your time and the exercise of your genius to give our school's work in music better standing—indeed, it must be *best*.



MR. WAIT PROFOUNDS HIS SYSTEM

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MR. THOMAS: I thank you for your kind words and also for the privilege to set our house in order, Mr. Wait. We shall strive to elevate our standards, to organize our forces and give you cause for pride in the work of the music department.

MR. WAIT: Mr. Fielding, what of the tuning department? That is *most* important. It is one field in which our graduates may excel.

MR. FIELDING: I am happy to say, Mr. Wait, that we have already placed three men with the Steinway firm, and I am confident there is a future for our boys in private tuning.

MR. WAIT: Yes, there is. And by the way, Mr. Fielding, impress upon the boys that when they go to a private house to tune an instrument they dress neatly, speak soberly. These things count. And, now, I will wish you good-day. There is much yet to do.

(They all depart—bowing.)

MR. WAIT (Alone. He picks up the text the boy has read and looks at it): It is a step. I shall not rest in peace until the benefits of our system are at the disposal of every student in the land. What a mint of money that will take! (Walks up and down meditating.) Well, I'll go to the mint! I'll go to Washington—to the Senate! (Increasingly enthusiastic.) I'll plead for the funds. It *shall* be done. (More calm.) And, that too, shall be but a step. This school must not only be a school—it must be the equal of any in the State—I shall not rest till the New York Institution is a member of the University of the State of New York. I say, that *too* shall be done. And *that* will be but a step. Why stop there? Let them go on—let our boys and girls, if they have the merit, let them enter college—let them enter the professions. Why not?

Why not? (Very calm.) And then, perhaps, when these things shall have come to pass, I shall be an old man— (slowly) an old man—who was not afraid to dream— (pause) or to fight.

CURTAIN.

CHORUS: Now, Time, I bid you set that hand upon a date to be remembered for an honor giv'n, indeed, an honor won. In 1905, his work at full high tide, a gen'rous Board relieved the honored Wait and named him Principal Emeritus. His hair grown white, his body now without that vigor which he gladly spent, but yet with spirit strong, he reads the missive just received that bids him rest from labors too robust and taste unwonted ease. Let us now observe how mem'ry travels through the great events that marked some stages in his way. And I, your Chorus, in this brief but glorious history, will be the Voice to name his triumphs o'er.

Place—A sitting room. A table, two chairs.

Character—Mr. Wait, alone.

MR. WAIT (Standing, reading the letter appointing him Principal Emeritus. He slowly lays the paper on the table): The end of the trail! So much to do, so little done! (He sinks into a chair, in reverie.)

VOICE: William Wait, the span of man's life is short at best, yet in the field wherein you labored what a harvest! Not in pride but in the love of achieving have you spent your days. And many shall rise up to call you blessed.

Yours was the firm resolve to exalt always intellectual achievement. In the year 1891 The New York Institution for the Blind was admitted to the University of the State of New York and the first Regents examination in this school was given.

(A curtain at rear of stage is partly drawn and spotlight falls on a student and deputy at the typewriter.)

VOICE: Through your encouragement a host of sightless youths attained in these twenty years or more the distinction of the State's academic diploma and not a few were drawn to college halls.

(Curtain drawn further and spotlight shows group of four boys in cap and gown holding banners of Cornell, Columbia, Syracuse, City College.)

VOICE: Not only in the promulgation of the New York Point System of Tangible Writing but through the invention of machines for transcription you won both fame and the gratitude of the blind. For your invention of the kleidograph you were in the year 1900 awarded the Scott Medal by the Franklin Institute.

(Curtain drawn still further and spotlight falls on pupil writing on the kleidograph.)

VOICE: An intellectual first, yet there was in your soul always a love for music and in this field of culture you directed many a talented boy and helped him strive for highest attainments therein. To you is due the credit for establishing the College of Musicians and for bringing to pass the membership of your students by examination in the American Guild of Organists.

(Spotlight is turned on organ where pupil plays a passage.)

CURTAIN

CHORUS: Oh, what a brave career! No words of ours can even barely trace the many elements in the great design of his long life of usefulness. We shall in all ways strive to honor him by keeping his high standards ours.

Now, friendly TIME, come raise your hand once more and set the date of 1932. Our life's grown brighter and from city's din we now have ventured forth into the Bronx. Wide, spacious acres have now fallen to our lot where youth may sport and grow in body while the mind is trained. New buildings are our home and how we much enjoy them we make known. Are boys the better than in days long gone? Ah, who can tell! Or happier they? Some spirit great must give reply. Let's now look in upon them at their hour of ease, the daily labors done and now foregathered in their school home's living room, and mark what gives them cheer.

BOYS OF TODAY*

Scene—Akerly House living room.

(Before the scene actually opens, voices are heard in the distance singing the popular "Drinking Song" from "The Student Prince," indicating that the boys have left the study room in the school building and are out on the camps on their way to Akerly House.)

(As the curtain is drawn, Oliver and Edwin are in the midst of a game of checkers.)

EDWIN: Your move, Oliver.

OLIVER: Yes; and if you don't mind, I'll dethrone your little king.

EDWIN (inspecting the board nervously): Just my luck to leave him unguarded! Queer thing that all our troubles seem to come wrapped in cellophane nowadays, and our good luck, if any, in thick brown paper.

OLIVER: Oh, don't take it too seriously; the game's young yet.

(As he is uttering his last word, enter James and Frank carrying their Latin books. The other two boys continue to play their game.)

*For cast, see page 17.



MR. WAIT REVIEWS SOME OF HIS ACHIEVEMENTS

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JAMES: We'd better finish this Latin before we tackle anything else.

FRANK: I second the motion. There's only a short paragraph left.

(They seat themselves in easy chairs and proceed to open their books.)

FRANK (reading aloud, while James follows): *Id hoc facilius eis persuasit, quod undique loci natura Helvetii continentur: una ex parte flumine Rheno latissimo atque altissimo, qui agrum Helvetium a Germanis dividit.*

JAMES: Whatever that means!

FRANK: Well, *Persuasit eis facilius id hoc.* (They translate together.) He persuaded them the more easily of this—

JAMES: But what about the "hoc"?

OLIVER (turning in their direction): That isn't a Latin word, is it?

FRANK: Sure; and can't it mean "on this account?"—He persuaded them the more easily of this on this account—

JAMES: I don't like the two "thises."

FRANK (reading a little farther): *quod undique loci natura Helvetii continentur:* (Translating together) Because the Helvetians were held in on all sides—(and Frank alone says) *natura, natura*—(pondering) the topography?

JAMES: Topography! Can't you find a bigger word? (While James is speaking, enter Howard Van Duyne, whistling.)

HOWARD: What's going on? Looks as if you need a little excitement around here. (Going over to Frank.) Couldn't you make Caesar conquer Gaul during the study period, old sedentary bookworm? How about a little music? (Walks across the room and turns on the radio.)

(Returns to where Frank is seated, moving in time with the music.) "I got rhythm!" (Grasping Frank by the shoulders and giving him an enthusiastic shake.)

FRANK: Quit it! We've struck a snag and have to dig it out.

JAMES (jumping up and turning off the radio): No use trying to study Latin here. I wish I was back at the old "jug" on 34th Street where a fellow didn't have so many distractions if he wanted to do a little extra work.

HOWARD: "Jug" is right! With the nice high stone wall all around it and the iron bars on the windows to keep the convicts from escaping. And where would you find the nice easy chairs in which you are now reclining, and the many other comforts and luxuries with which you are surrounded? (Making a sweeping gesture about the room with his hand.) Have you so soon forgotten the old dressing room with its two hard benches and its lockers lined up like sentinels on all sides, and its dingy, curtainless windows, and—

FRANK: I'll not have you slander the old place. It's where we passed our early youth, breaking all the "laws of the Medes and Persians." And the wall and bars were there merely to keep intruders out, get me?

HOWARD: Oh, yeah! Can't call a man an intruder in his own living room, wisecracker. And how many laws could we break down at the old place, surrounded as we were by the "Medes and Persians" always ready to pounce upon us! Think what a relief it is to have the majority of them cooped up in a teachers' house on our present spacious campus! But why waste time arguing with a standpatter? Where's the rest of the gang?

JAMES: Over in the gym where we all ought to be if we expect to lick the Perkins team when we go to Watertown for the big athletic meet in May.

EDWIN (turning aside from his game momentarily to interpolate a remark): That's another thing hanging over us like the sword of Damocles. And I bet they'll give us a good licking, too.

HOWARD (going over to Edwin): Keep still, old pessimist—you just stick to checkers, do you hear? Maybe we would make fools of ourselves at Watertown if we had to depend on an old cheesebox of a gym and a two-by-four court for a training ground such as we had down on Ninth Avenue! But look at the grand gymnasium and athletic field we have up here! So up to date they can't be beat!

FRANK: Stop slamming the old place, I tell you!

OLIVER: What are you trying to do, break up this game now?

EDWIN: I don't mind if he does; I'm having tough luck at the thing!

HOWARD: No; but I want Jepson to get this thing straight about our licking Perkins.

(As he is saying this, voices are heard gradually drawing nearer, and the five athletes enter dressed in their gym suits, carrying Fred Reeve on their shoulders and finishing one of their cheers.

JAMES: What's the big noise?

STRICKLAND (setting Fred down on the floor, while the other boys arrange themselves naturally around the room): Behold our little Freddie, the conquering hero who's going to make Perkins bite the dust! He made 30 feet 2 inches in the three consecutive jumps tonight!

(The others utter sounds of approval.)

FRED: What about yourself, Strick, with your shot put of 35 feet?

GEORGE: And Helman's broad jump of 9 feet 11.

MAX: What did you make on the hop, step and jump, George?

GEORGE: 28 feet, I think.

STRICKLAND: Now make your little speech, Ralph; tell the gentlemen about the high jump.

RALPH: 4 feet 9. One inch higher than last time.

(All but Edwin express wonder and satisfaction.)

EDWIN: Sounds like a pretty big stretch of the imagination to me.

OLIVER: Why didn't you keep going if you were accomplishing such miracles?

FRED: Couldn't; it's time to turn in; they put the lights out.

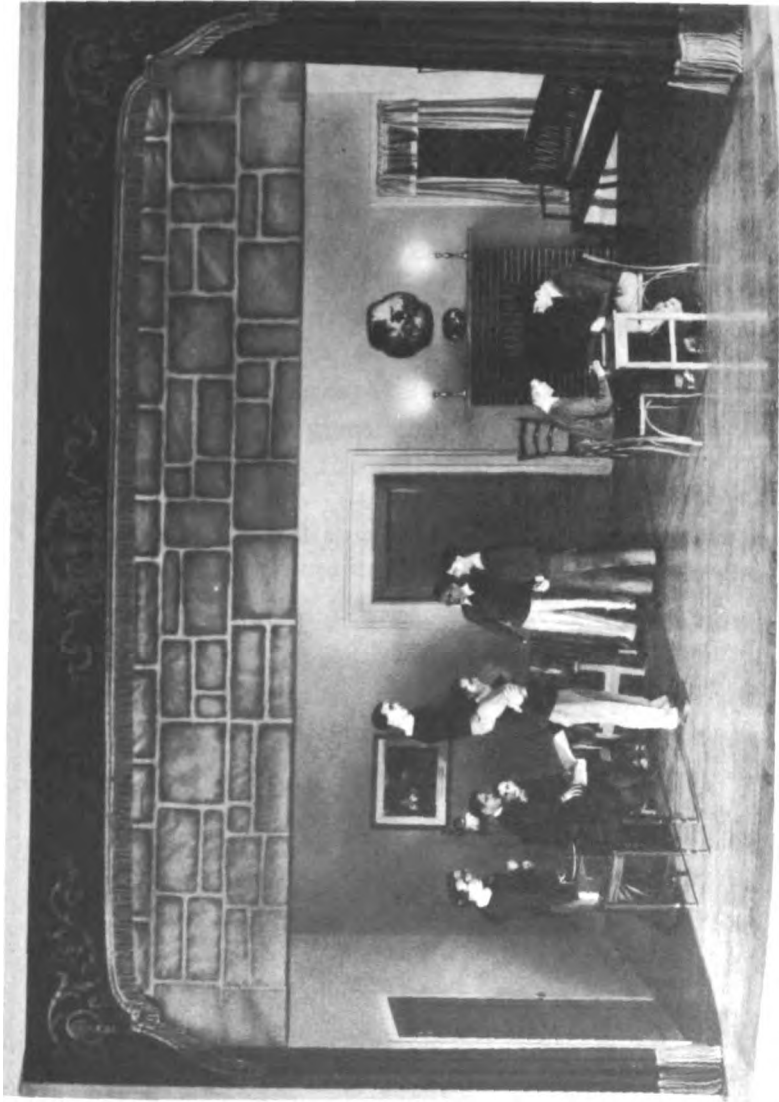
(As he is saying this, the clock strikes ten.)

FRANK: Sure enough; there goes our curfew. Guess we'll have to finish this Latin after we go to bed. (Prepares to rise and leave.)

HOWARD (going over to Edwin): And as for you, "doubting Thomas," you're going to give us words of encouragement from now on, see? Or out you go. For, what says the old song?—(Starts to sing and all the others join in as they leave the stage while the lights are fading.) "We want a victory, we want a victory, for the good old N. Y. I."

CURTAIN.

CHORUS: Our story's all but told. Content you now to ponder o'er the past, contrast the present if you will, but give in some degree a thought to what shall be. Our future's coming sure and who shall make it good? Can you not in your mental eye behold the marching children who shall here imbibe the spirit of a noble past, a lively present and with hearts high lifted sing their way into a gracious time to come?



BOYS OF TODAY — AKERLY HOUSE LIVING ROOM

EDUCATION IN INDIA

ONWARD TO THE FUTURE*

(Stage dark, curtain partly drawn; a chorus sings)

God of our fathers, whose almighty hand
Leads forth in beauty all the starry band
Of shining worlds in splendor through the skies,
Our grateful songs before thy throne arise.

(Spotlight discloses at right of stage a figure.)

A VOICE:

Thy love divine hath led us in the past,
In this free land by thee our lot is cast;
Be thou our ruler, guardian, guide, and stay,
Thy word our law, thy paths our chosen way.

(Chorus sings third stanza; at second line, "Lead us from night," spotlight falls upon a statue representing a teacher leading and directing a pupil.†)

Refresh thy people on their toilsome way,
Lead us from night to never-ending day;
Fill all our lives with love and grace divine,
And glory, laud, and praise be ever thine.

CURTAIN.

*For cast, see page 17. †See frontispiece.

ALUMNI DAY

On the afternoon of Thursday, March 17, a reunion of former pupils of the school, both men and women, was held with a program of addresses by representative persons.* This was held at the suggestion of the association of former pupils because they felt that they would like on so important an occasion to have an opportunity in some fashion to honor their alma mater. After the singing of the song of the Alumni Association the following addresses were made:

OUR EARLY TRAINING FOR THE WORKADAY WORLD

MR. CHAIRMAN: I approach the task of opening this reunion of former pupils with a deal of joy and exultation. We as a school are a whole century old and many of us as individuals are forty, fifty, and even sixty or seventy years old. How important the school was to us in the eighties and nineties and how important to the school we were at that time is now realized by us in retrospect. A body of sightless girls and boys has been marching steadily these ten decades in and out of the halls and classrooms touched, shaped and molded by the persons and forces so vividly depicted in the historic sketches prepared and executed by Mr. Van Cleve and his able faculty. It has been my great privilege to be in close touch with our alma mater for more than fifty years, for eleven as student, then as frequent attendant on its activities and later as first president of the boys' Alumni Association.

Now this school started with a prayer of promise from the Holy Bible. And I suggest another Scripture verse on

*For Program, see page 18.

this commemoration. It is drawn from the pioneer days of Israel. After harassing wars against the Philistines the prophet Samuel brought Israel out to a period of peace and prosperity. It is related that he took a pillar and set it up between Mizpah and Shen and he called it Ebenezer, for he said, "Hitherto hath the Lord blessed us." Thus we now seek that blessing of Providence on our school that maketh rich and addeth no sorrow with it.

The particular task assigned me by Principal Van Cleve is to dwell at this time upon the boys and girls of the eighties and nineties. How did they make a livelihood? How many successful tuners, news-dealers, musicians, house-keepers? To catalogue all this at this time and to lay bare their struggles and victories is not suitable here. Leave that all for another time and place. Today we are raising our "Ebenezer" of thanksgiving and we say, "Yes, yes, we made a living, but most of all, we made a life, each of us." We developed some character, imbued with the spirit of Robert Browning when he wrote,

"A life to live and such a life;
A world to learn one's lifetime in!
And such a world."

Now think with me briefly of how our school life helped to fix in us habits and qualities that have aided us all these years. First, remember, old schoolmates, how we were forced to live a regular life. Recall, if you will, the bells. Bells! bells! bells! Meals on time, classes on time. Bells to rise by, to bed by, to eat by! The two-minute bell, demanding promptness at table or desk; the chapel bell, impressing reverence for God and respect for authority. These bells roused and developed conscience, irksome sometimes, beneficent always. They were always ringing, "You

ought to, you ought to," and they have echoed all these years in our hearts when we would have faltered or failed, calling us back to our life's tasks.

If time permitted I would fain recall with you those lessons in Shakespeare, Tennyson, Dickens, Cooper, Longfellow and Bryant. Then we would think of our arduous journeys in the world of Bach and Beethoven and our romances with Chopin and Mendelssohn, crowning all our study of literature with the twice a day reading in chapel of the Holy Scripture. These roots of culture planted in those early days have flowered into beautiful characters through the passing years. And let us not forget the brain agility gained by Professor Babcock's mental exercises reeled off as fast as his tongue could utter the words. Finally, let us recall the inspiration we received by occasional visits from distinguished men and women. Grover Cleveland when governor-elect of this State; Sir Francis Campbell thrilling us with the account of his ascent of the Alps mountains, and crowning all, the coming of our beloved Fanny J. Crosby, our sweet writer and singer of hymns.

Passing out of this stimulating school atmosphere we boys and girls of the early days were thrown almost entirely on our own. To help us there were no Commissions, no Associations, no helpful social centers, no Foundation for the Blind. Trained readers as now exist and goodly scholarships were unheard of. We carved out our own roads and though often footsore have arrived at many goals. Were there time I would draw from our memories a sketch of some outstanding men and women from our own ranks. Think, for example, of Henry Baumann, Edward L. Mann and Albert H. Setz. The last named was my beloved life-time chum. Leaving school with his kit of tools he established himself in his own town of Mount Vernon. There



"SOME DAY THE SILVER CORD WILL BREAK"

See page 80

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for forty years he took the jangles out of innumerable pianos and the while, through his cheery spirit and manly life, helped to harmonize a multitude of discords in individual lives.

School days were not all hard work nor yet all uplift. We had fun, too, and plenty of it. This is March 17, St. Patrick's Day. I remember another St. Patrick's Day when I took my turn at the organ to play the hymn for Chapel. Instead of the proper music I played "The Wearing of the Green," having accepted the dare of one of my companions. It turned out all right, as it happened, for that day Mr. Wait did not attend the exercises and whoever had charge did not take me too roughly to task for my infringement of the proprieties. I wonder if I would have gotten off so easily if Mr. Van Cleve had been Principal at the time!

In conclusion, my fellow Alumni, let me call up to your minds our happy walks in Central Park. There on the Mall we were brought into the presence of Bobby Burns, Ludwig van Beethoven and William Cullen Bryant. The latter has always inspired my life, for, though being intently practical, as evidenced by his editorship of the *New York Evening Post* for forty-four years, with his feet on the ground, his head was always in the clouds. Witness his superb translation of Homer's Iliad during that period. Those words of his, found in our Eighth Reader, have been well learned by me and have furnished a guiding note to my life, and I now recall them for you:

"So live, that when thy summons comes to join
The innumerable caravan that moves
To the pale realms of shade, where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry-slave at night,

Scourged to his dungeon, but, sustained and soothed
By an unfaltering trust, approach thy grave
Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams."

WILLIAM G. GORSE.

THE AIMS AND IDEALS OF OUR SCHOOL

We are commemorating, this week, the completion of a century in the life of our school. A hundred years have passed since Dr. Russ began the instruction of three blind boys in his own home. As we pause and look back to those bygone days, we are inclined to feel that, after all, the people of that far-off time had little in common with us, that life for them was so much simpler that their problems could not be compared with ours.

Living was simpler in many ways, it is true. There were none of the accessories of modern life which we have come to look upon as necessities; no telephones or telegraph, no flashing electric lights in our homes and our streets, no automobiles, no radios, no subways, and but few railroads of any kind. And yet, I fancy, men and women were not greatly different; the essentials of life were the same.

In reading the early annual reports of our school it is almost startling to discover how quickly the vital problems of our work took shape and confronted those first instructors. Dr. Russ soon demonstrated, conclusively, that by his methods he could give these boys and girls without sight a schooling equivalent to that received by sighted children, but this was only the first step in the solution of the problem.

In a few brief years schooldays were over, and the young man or woman must take up the battle of life and find a place in the world. Then, as now, the strong triumphed over all obstacles and won in the conflict, while the weaker

were forced to give ground. The one who could think and plan, whose judgment was sound, who could perceive opportunities, and grasp them, was the one who succeeded, and in the end won the confidence and esteem of those about him.

It is the aim of our school to teach our boys and girls to think, and to think rightly; to know themselves, and to know the better things of life, and to do their part with courage and intelligence, whatever that part may be. It is the endeavor of the Alumni to aid, by the experience of those who have won success, others who are seeking a foothold on the first rung of the ladder.

More is demanded today, in way of preparation, from any young man or woman beginning life than ever before. Competition is keener, technical standards are higher, and every activity is more thoroughly organized.

It has been said that if Thomas Edison could return to us, and were to start life anew as an unknown young man with the same equipment he possessed when he began his career some seventy years ago, he would meet with but a cold reception even in the field which he himself developed more than any other one man, that of electrical research.

If he were to apply at the office of the General Electric Company, for example, for a position in its research department, he would be asked at once, "From what college or university did you receive your degree of B.S.?" Edison would reply, "I have no degree. I never went to college."

"Indeed, you have your high school diploma, of course."

"No," Edison would say, "I never attended high school, in fact, I had to leave school when I finished the grades."

"I am sorry," the manager would say, "we cannot employ you here. We require a high school diploma from our office boys."

And this picture is not greatly overdrawn. While it is

not likely that any of our young men will wish to make electrical research their profession, a sound education is the best preparation for any field which they may enter. Even in music, which has long been looked upon as one of great promise for our students, more is now required from either teachers or performers than even a generation ago. This means that those of our young people who hope to make music their profession must have in addition to talent the most thorough training that can be given.

In earlier years some of our most gifted young men were attracted to the ministry. Among these, Adam McClellan won distinction as a preacher and also as a teacher. Later, interest seemed to center in music, and a number of our students became successful music teachers and organists. During the first quarter of the present century the piano business offered greater opportunities to a larger number of our boys than any other field open to them, both as employed and independent tuners, and as dealers in pianos and other musical instruments. There are indications that the coming era may belong to the lawyers, masseurs, and salesmen, and to the directors of various commercial enterprises.

While the technical training for any of the professions must be secured in special schools or colleges, the foundation for that training may be laid right here, and has been laid. Business experience can, of course, be gained only in business. The greatest lesson we can teach our pupils is how to learn in the school of life. Some may apply this knowledge in facing one set of conditions, others may be called upon to solve problems entirely different. While the school is ever ready and glad to aid in the solution of these problems, in many cases the solution must come through other channels.

For many years this school was the only agency for the

blind of all ages and conditions throughout the State, and its directors strove heroically to meet the needs of all. They realized at last that this was impossible, and to accomplish the greatest good they must concentrate their thought and resources upon the education of the boys and girls of school age committed to their care.

Today there are, in addition to the State School at Batavia, and numerous private schools, associations working in the interest of the blind in every important city of our State, beside a State Commission, appointed and financed by the State. There is also the American Foundation, which co-operates with all of these organizations. And yet the goal is still ahead.

It may be that when the Alumni come to celebrate their hundredth anniversary the problems which perplex us will have found their solution, and no element of uncertainty will remain. Meanwhile, the school will continue to strive for better and still better things for its students, pressing ever forward to the light of a more perfect day.

ROBERT J. HARVEY.

THE JOYOUS LIFE

MR. VAN CLEVE, TEACHERS, STUDENTS, FRIENDS:

It gives me real pleasure to be here this afternoon to say a few words on the subject, "The Joyous Life." One great joy in my life is that I was educated in The New York Institute. The training and instruction I received have laid the foundation for my life work and made possible any achievement I may have attained.

Work is a real joy: it brings us diversion, gives us employment, provides us with a means of support. It drives the fear of idleness out of our lives; it teaches us to assume responsibilities and makes us realize the importance of put-

ting our best into the task at hand. We must not recognize the existence of the word failure. If we do not reach a certain point of perfection we redouble our efforts and try again. Oh, what joy we know when success is ours! Study teaches us to appreciate the nice things of life; it enlightens us and nourishes our minds. Through it we understand beautiful music, enjoy good books, and develop culturally. It keeps us well informed on the subjects of interest to us.

Service smooths out the high places on the road of life; it eases the burdens of others and creates sympathetic understanding, sometimes bringing a gleam of happiness to a very sorrowful soul. Edgar Guest's poem "Service" gives us a beautiful thought. I shall use a portion of it.

"Why should we keep our talents hidden,
Or think we favor men
Because we use the gifts that God has given?"

"The robins never ask applause,
Nor count themselves remarkable,
Nor strut in a superior way,
Because their music sweeter is
Than that God gave unto the jay.

"Only a man conceited grows
As he makes use of talents fine,
Forgetting that he merely does
The working of the will divine."

Recreation develops our appreciation of fun and play; it teaches the spirit of fellowship and inspires us with good feelings toward our associates. Playing games, the movies, the theatre, a good brisk walk or a hike, all increase our en-

EDUCATIONAL LIBRARY

joyment. Recreation keeps us bright and cheerful. You know that cheerfulness is contagious; we should never stray on the gloomy side of life, for it is not healthy there. The right exercise, wholesome food, and a certain amount of recreation makes us healthy, happy people.

Friendships bring us joy in every sense of the word. How much our friends mean to us! They make us thrill to sweet happy companionship. Friendship teaches us the meaning of sincerity and loyalty.

Modern communications have done much toward solving our problems. Braille is the medium of communication used by us. It gives us the best books for our enlightenment and pleasure, about fifty periodicals to keep us abreast of the times. A number of these periodicals are embossed in other languages besides English. The typewriter is the medium used between us and our sighted friends. It is one of the spans across the ever narrowing gulf between us and the world of sight. May this gulf vanish entirely not so many years hence! The telephone puts us into immediate contact with friends; it summons aid; it sends a telegram; it assures us of protection and safety. The radio is so wonderful that we have a feeling of awe in its presence. It has become our newspaper, giving last minute news flashes on current events. It has opened the theatre to us, the concert hall, the Metropolitan Opera House. It conveys to us the lovely music performed by symphony orchestras. Think of just by turning a dial we have the joy of receiving the entertainment desired. We know how much the radio means to us and how much joy it brings.

The drama offers exceptional training for sightless people. It develops our sense of direction; it gives us poise; it forces us to concentrate intensely and makes us develop self-control and excellent memories. We know when the cur-

tain rises that we must depend entirely upon ourselves and that mistakes are unforgivable. It keeps us on the alert to inspire the public with confidence in our ability. It has taken many years to create this trust in us, and it is only by untiring effort on our part that this confidence will grow stronger and will gain a normal standard for our work. In the early days of organized work for the blind questions like these were asked, "Can you find your mouth? Can you dress yourself? How do you know when it is time to get up in the morning? Can you taste colors? Can you feel the denomination on bills?" This brings to my mind the story of a friend of mine who was traveling from New York to Philadelphia by rail. She asked the conductor to call a porter for her. When the train reached its destination she waited a few moments and then she heard, "All right, Miss, we are ready for you." She discovered that the conductor had brought a wheel-chair for her convenience. She placed the suitcase on the chair and said, "You ride that off, while I prove to the spectators how blind people can walk." Drama teaches us gesture, or the sign language, which is used by our seeing friends from infancy. It makes us think constantly of our facial expression, which is not so easy for some of us.

Here is a story which shows what dramatic training means to us and how it develops our stage presence. One night we were giving a play in the Empire Theatre in New York. The stage hands set the stage, but by mistake placed the table too close to the curtain. The table upset when the curtain was taken up, and the two girls in the scene were totally blind. Every effort was made to inform the girl who was about to enter on the stage what had happened, but she was on before the word could be given her. She came across the stage with a tray of dishes in her hand, singing

merrily. She came to where the table should be, touched the legs, discovered what had happened, righted the table, set it, never hesitating for a moment in her part or showing any signs of embarrassment. The audience applauded heartily.

This outline I have given is my idea of a joyous life. I only hope that all prosperity and success will be the portion of the blind people to follow us on the road of life where we have tried to smooth the way for them.

May I read this poem in closing, which was published in one of the New York papers a few months ago?

Can WE Blind See?

“ Do you think the blind are deprived of all sight,
If so, then you don't know, and I'll put you right.
Not to the optics alone is vision allowed,
For nature has the brain with many gifts endowed.

“ Many and varied are the methods we find
To convey the impressions of sight to the mind;
By touch we distinguish the objects around,
And to the mind come myriads of sights made by sound.

“ The taste and smell in unstinted measure
Aids the mind's eye with the acme of pleasure;
The sense of smell oftentimes leads the footsteps aright,
When seeking the way without mortal sight.

“ Yes, you are right! It is tough to be blind,
But as happiness is the state of the mind
We jolly and with song joke and smile,
And brighten the world every once in a while.

**" 'Tis better to be blind and look at things right
Than to see them wrong with a perfect sight.
The eye of the mind scans the soul of a thing,
While optic delusions leave only a sting."**

THERESA WOODS.

MAKING ONE'S WAY IN THE WORLD

**MR. VAN CLEVE, LADIES AND GENTLEMEN,
AND FELLOW ALUMNI MEMBERS:**

It is indeed a pleasure for me to be here today to speak regarding the success of our blind alumni who attended this school since Mr. Van Cleve became Principal.

There seems to be a spirit of happiness pervading this atmosphere; and, in fact, all the previous speakers have certainly spoken of optimism. I am certainly glad that we have had the address from Mr. Gorse. We can always depend upon him to do his part. I noted that he said that when he went to school in the eighties he once played the "Wearing of the Green" on St. Patrick's Day because some student dared him to do it. He stated, further, that he didn't know what might have happened if Mr. Van Cleve had been Principal at the time; perhaps it might have gone harder with him. I want to say that Mr. Van Cleve would have treated him nicely because he would have understood the spirit of the occasion.

This school is the greatest help to the man who has to make his way in the world. I want to report that I have obtained much from this school. I received my foundation here; and the teacher who gave me the most while I was at school was Miss Schoonmaker. We have all had from her and from this school the training for thoroughness that made it possible to prepare for college. And dur-

ing these last two decades there have been more students who continued their higher education than for a long time before. I am sure that when I am through you will agree with me that Mr. Van Cleve is interested in college training. Mr. Van Cleve himself graduated from a college in Ohio in 1886. He immediately went into the field of education, but it was not until 1907 that he embarked on work for the blind. You know that Mr. Van Cleve is blind, figuratively speaking, and like him, I became blind the same year. From 1907 to 1914 Mr. Van Cleve was the Principal of the Ohio State School for the Blind, located at Columbus. The Board of Trustees of this school recognizing his ability, imported him here where he has been ever since. Now let us call the roll of the college-trained fellows of these recent years.

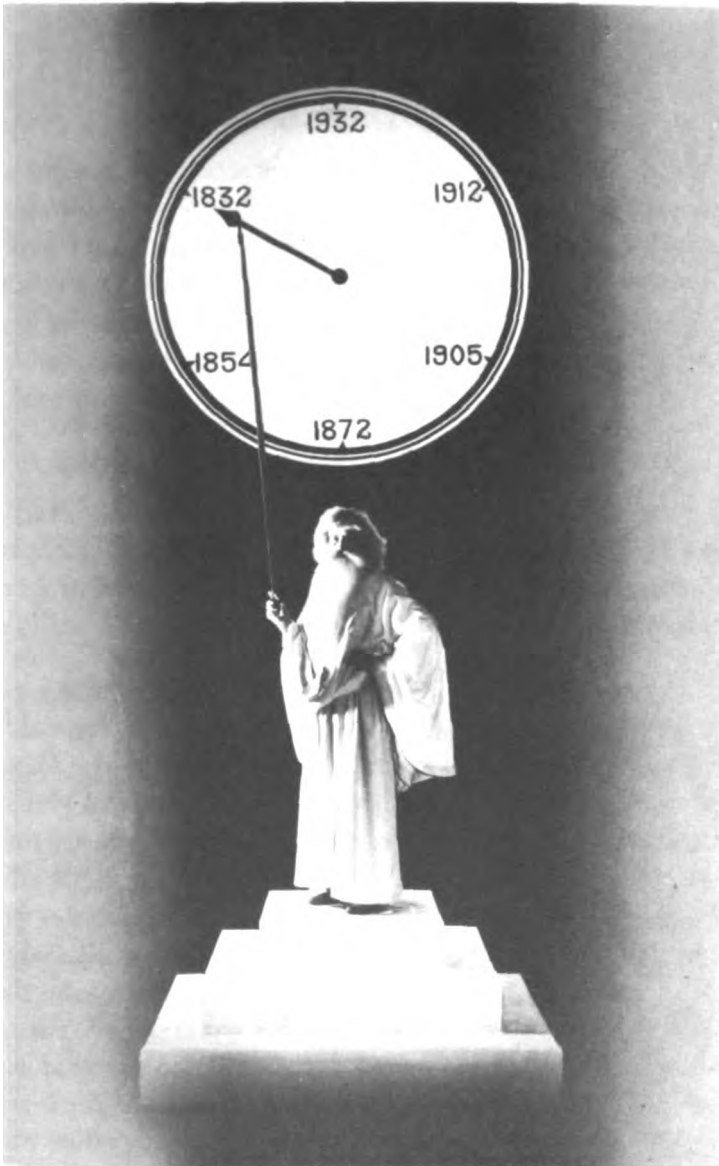
George Keane has received a Bachelor of Arts degree from Columbia College and is now at the head of the Brooklyn Industrial Home. Theodore Taferner has received a Bachelor of Arts degree and a Master of Arts degree from Columbia College and is now a music teacher at our school. Anthony Luppino obtained a Bachelor of Arts degree and a Bachelor of Law degree from Columbia University, and is now practicing law. Olaf Larsen has received a Bachelor of Arts degree from Columbia College and is now doing graduate work at Columbia. At the present time there are two members from this school at Columbia. They are Warren Germain and Morris Cohen. Edward Campbell received a Bachelor of Arts degree from Cornell and is now teaching in a private school which is preparatory to Cornell University. I myself have received a Bachelor of Arts degree and a Bachelor of Law degree from Columbia and am now practicing law. John E. Halpin has obtained a diploma from the Swedish Institute of Massage and has graduated from the New York School of Chiropractic recently; and out of two

hundred graduates he ranked seventh in his class. There are other students from this school who have followed the course in massage and chiropractic. They are Paul Zeffaro, Harry Farrar, and Thomas Manzi. From this list of achievements you can readily see that my brief on behalf of Mr. Van Cleve as an encourager of higher education would be sustained in the Court of Appeals.

It is through education that one is able to make his way in the world. And this is particularly true of the man without sight.

Let us continue this good work; let us always keep the flag of progress waving; let us always keep the torch of light burning; and dying, let us transmit all our glory to our posterity.

AUGUSTINE F. MASSA.



TIME

EDUCATION IN THE STATE OF TEXAS

BROADCASTS

An interesting feature of the celebration was the broadcasting of a program of piano selections by one of the pupils followed by an address by a former pupil of the Institute. This was arranged by Olaf Leonard Larsen, a graduate of Columbia College, who himself made the address. On two occasions, from two of the leading stations in New York City, the program was given.

RADIO PROGRAM BY RUTH JOHNSON, PIANISTE

The Lark (from the song by Glinka) *Balakireff*
Capriccio in B minor *Brahms*
Scherzo in E minor *Mendelssohn*
Seguidillas *Albeniz*

Mr. Larsen then spoke as follows:

This week the City of New York is the scene of a four-day celebration on the part of a number of people who might popularly be supposed to possess rather less cause for jubilation than others. This group is The New York Institute for the Education of the Blind, and the occasion is the centenary of its founding. Last night the opening program was given with addresses by distinguished men and a musical and dramatic entertainment by the pupils of the school. Tonight the Anniversary Exercises will be held, and occasion will be taken to pause and look back upon one hundred years of heroic achievement in one of the most difficult fields of human endeavor, and to look forward to the years of continued struggle and effort that lie ahead.

The work of this school has been notable. It has shed its

influence and example not only upon similar schools in the United States, but throughout the world. It was the first school in this country to make a systematic and ordered attempt to equip the blind with such training as would enable them to face life upon as equal footing as possible with the sighted, and to live useful, independent and self-supporting lives. Its progress in this undertaking has been outstanding, and tomorrow afternoon at the reunion of former pupils there will be present many men and women who have coped with life's problems against heavy odds and have emerged victorious.

By what methods have these splendid results been achieved? The visitor to the Institute's educational "plant" at Pelham Parkway and Williamsbridge Road will find much to engage his intense interest and admiration, and to dispel the misconceptions that arise in the average mind at the words "institution" and "blind." Here he will find blind boys and girls engaged in a round of normal activities in a school which is the last word in expert institutional planning, living in cottages which accommodate twenty pupils with a housemother and teacher. Housing and instructional facilities are separated so as to provide the nearest approach to normal family living conditions. The nucleus of the school is Schermerhorn Hall, in which all instruction except that given to the very young children, who have a building of their own, is given. The first floor is devoted to manual training, the second to the work of the literary classes, the third to music instruction, and the fourth to piano tuning and repairing. A well-equipped gymnasium is located in the basement.

Upon entering the manual training department the visitor comes at once upon a scene of pleasant activity. Beautiful and useful articles are being made in the process of training the hand and mind to work together, a training of inestimable

value to all children, but especially to those for whom the hands must do the work of the eyes. This training extends to basketry, weaving, carpentry, caning, domestic science for girls, piano tuning, the latter being a highly important and successful field for the blind. These subjects are but a continuation of kindergarten training for the very young children.

However, the Institute is not a training school for artisans. The course of instruction takes the pupil through the elementary grades and high school, preparing him for college entrance, and is subject to, and in no way favored by the Board of Regents. The Institute aims to develop the child into a well-rounded individual, giving him the same training mentally, morally and spiritually, as his more fortunate brother, and leaving, as is the case with the sighted child, specialized training in a chosen field to those institutions that are best prepared to give it. This point of view was fostered by Mr. William Bell Wait, Principal of the school for forty-two years, and an ardent advocate of scholastic education for the blind with college training for those qualified.

Not only academic, but musical training is open to all pupils, and the instruction given is the best of its kind. Many of its pupils are Associates of the American Guild of Organists, and the young lady whom you have just heard at the piano is the only sightless woman to become a Fellow of this Guild.

Nor is the physical development of the children neglected; both indoor and outdoor sports are engaged in, and the boys compete, and successfully compete, with teams from regular high schools. A normal social life, with activities such as dances, clubs, Boy and Girl Scout groups, is engaged and developed.

It is hoped that this short description of the school and the work it is doing will bring a better understanding to the minds of many who, in the stress of a busy normal life, may not have realized the existence in their midst of large numbers of people to whom life's problems are so like, and yet so unlike their own. It is further hoped that their active interest in these people may be enlisted.

Without great effort, self-sacrifice and devotion to the cause, the work that is being done today would not be possible. One of the greatest problems of our civilization is the elimination of personal hardship and social waste involved in the struggle of the handicapped to meet the demands of normal living. This is precisely the service this Institute is performing and too much credit cannot be given to the men and women who are giving themselves so unstintingly to this great undertaking, nor to those whose generous contributions have made the work possible, for neither could function without the other.

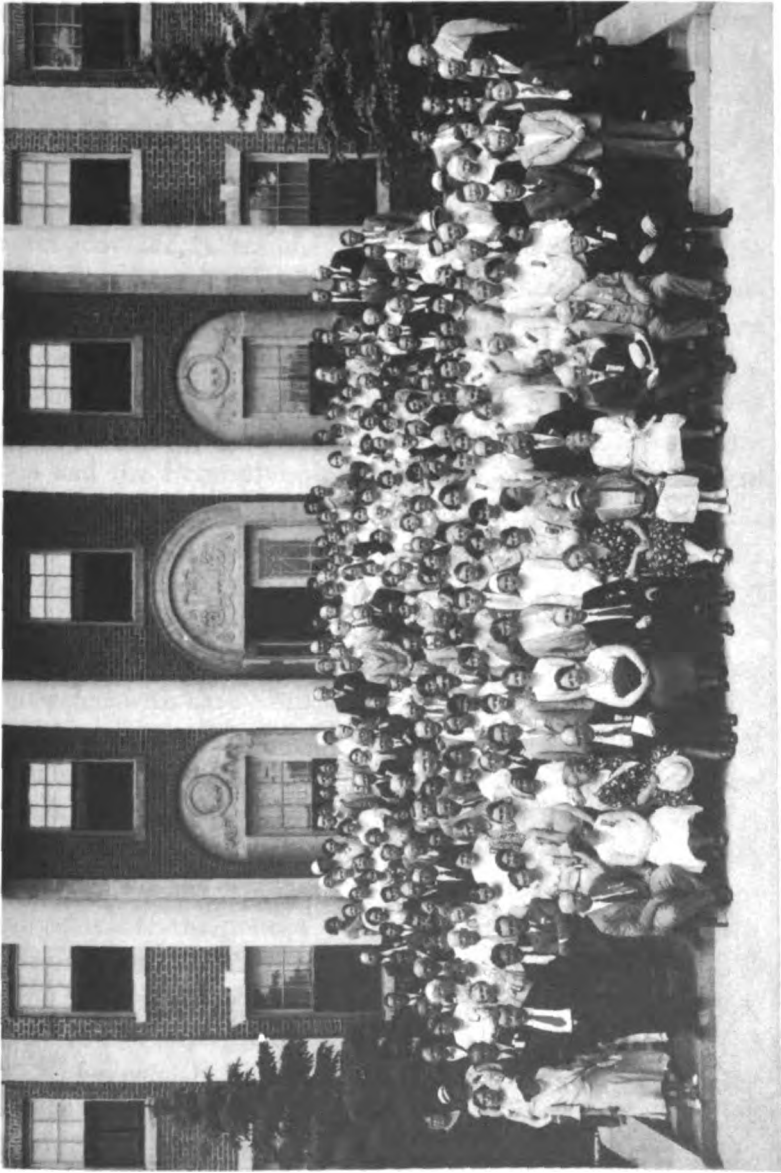
May this magnificent project grow and prosper in the future as it has done in the past!

OLAF LEONARD LARSEN.

Broadcast March 16, 1932.

MEETING OF THE AMERICAN INSTRUCTORS

The crowning event of the one hundredth year was the entertainment at the Institute of the American Association of Instructors of the Blind for its thirty-first biennial convention. This was held June 27th to July 1st. Our new home was an attraction, for many of those engaged in the work of teaching the sightless had had no opportunity to see it. And the program, featuring the centenary of the teaching of the blind in the United States, was interesting. There was recorded the largest attendance in the history of the Associa-



THIRTY-FIRST BIENNIAL CONVENTION
AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND
JUNE, 1932

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tion, 309; of these there were 26 Superintendent Delegates, four Director Delegates, 53 Teacher Delegates, three Supervisor Delegates and three Library Delegates. Of the others present nearly all were actively engaged in the work of teaching the blind.

For the entertainment of the visitors the Board of Managers provided excursions by automobile to interesting places in or near New York City. And after the close of the sessions those who cared to remain for a longer visit and more sight-seeing were invited to do so.

Three schools for the blind were the pioneers in this work of education, the New York Institute, the Perkins Institution and the Pennsylvania Institution. These began their course almost simultaneously. A whole day of the Association's program was devoted to celebrating the history and the contributions of these three schools. Each first presented its history in a short sketch and this was followed by four thumb-nail sketches of men and women of light and leading connected with that history.

When each of these pioneer schools had presented itself thus, an estimate of what they had contributed to the cause of education of the blind was made by the Superintendent of one of the newer schools, Gordon Hicks of Connecticut. Then came a presentation of contributions made by noted individuals to the general cause, and as a final résumé of the One Hundred Years of Progress in the Education of the Blind three notable addresses were made: "From the Standpoint of the Educator of the Blind in Active Service," Dr. R. S. French, Principal, California State School for the Blind; "From the Standpoint of the Student and Historian," Lewis H. Carris, New York; "From the Standpoint of the Educationist in the General Field," Dr. William O. Thompson, President Emeritus, Ohio State University.

THE INSTITUTE'S CONTRIBUTIONS

In presenting for the Association the work of this Institute the Principal first gave a historical sketch; this was followed by four addresses which it is appropriate should be printed in this issue of the Year-Book. The historical sketch above referred to is not reproduced here since its matter (and much more) is contained in *A Saga of Our Century*.*

FRANCES JANE CROSBY, TEACHER, POET,
HYMNIST

RUSSELL POPE

Teacher, New York Institute for the Education of the Blind

WE are to discuss, in five minutes, the life of a very remarkable lady—a life which extended over a period of 95 years (1820-1915), in the course of which Fanny Crosby wrote literally thousands of hymns. Let us say, at the outset, that she was not a musician as is popularly supposed, but wrote words to tunes already existing or for which melodies were composed by others.

What is the significance of this woman's career? Thomas Carlyle, in his "Biography of Burns," gives as the purpose of biography—to discover what was the effect of society upon a given character, and what the character's effect upon society.

With this end in view let us examine dispassionately the career of Fanny Crosby, asking first, "What was the complexion of the intellectual and religious horizon between the middle of the nineteenth century and the Great War?"

*See page 41.

A few dates will most efficaciously present the dramatic intensity of those years.

The orthodox world of Protestantism had been shocked in 1859 by the publication of Darwin's "Origin of Species." "Monkey damnification of mankind!" shouted the vitriolic Carlyle, who, we are told, used to cross the street at the approach of Huxley!

One must perhaps read something of the letters or more intimate writings of such people as Darwin, Huxley, Herbert Spencer, George Eliot, to thoroughly sense the profound cleavage which the "new" science effected in the society of these years.

Where amidst this turmoil did Fanny Crosby stand? Again, a few dates:

In 1868, two years before Darwin's "Descent of Man," we have from her pen such a hymn as "Pass me not, O gentle Saviour," and much later, in 1891 (she then being 71 years of age), the famous "Some Day the Silver Cord Will Break."

In a word, there is but little or no trace, so far as our rather superficial knowledge of her career can discern, of any deep mental disturbance because of the onslaughts which Science had delivered against Religion.

But, on the other hand, it is assuredly the truth that the hymns of Fanny Crosby do represent the deep-seated emotional values of the great mass of orthodox Protestantism of that day, and all said and done, of the present.

She was the last great singer of hymns. It may well be that for the future historian, recording the second half of the nineteenth century, Fanny Crosby will stand forth as the blind and lonely minstrel of a once powerful religion. Can that which does not sing, live?

STEPHEN BABCOCK, PRINCIPAL TEACHER

MISS MARY B. SCHOONMAKER

Teacher, New York Institute for the Education of the Blind

THIS is a most fitting time and place to eulogize Mr. Stephen Babcock.

For sixteen years, he served as Treasurer of the American Association of Instructors of the Blind; and he was vitally interested in all its efforts to improve the educational methods for the instruction of the sightless and to promote the general welfare of the blind.

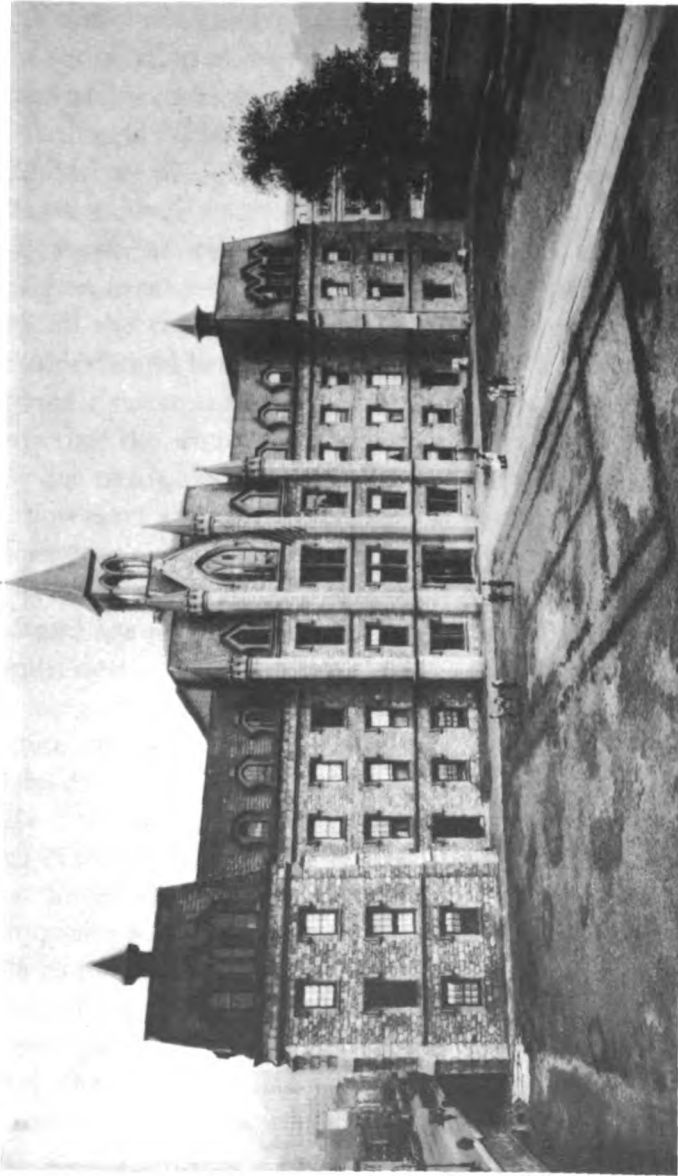
Mr. Babcock was born in Potter Hill, Rhode Island, December, 1832; therefore this year is the hundredth anniversary of his birth. Fifty-one of those one hundred years were spent in connection with this school.

At the age of sixteen his sight was impaired by an accident and at the age of nineteen he became totally blind.

Mr. Babcock entered the New York School for the Blind in 1853, two years later he began to teach in this school, and from 1857 until he retired in 1904, he held the position of principal teacher. Twice during that period when the then Superintendent was leaving and had lost his interest, Mr. Babcock held the organization together and maintained the discipline of the school.

Mr. Babcock was always loyal to the school and co-operated with the Principal to uphold its standards and to work for its advancement. Mr. Wait said of him in his Annual Report of 1904, "Mr. Babcock will be remembered as an indefatigable worker, a painstaking and impressive teacher, and a good disciplinarian."

One of the outstanding contributions made by Mr. Babcock to this school and other schools of the United States and of Europe, was the dissected raised maps, the first of



THE INSTITUTE — NINTH AVENUE AT THIRTY-FOURTH STREET

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which was constructed under his direction. His style of map is still the standard used in most schools for the blind.

Another of his ideas was to stress mental work, particularly in arithmetic. His method was and is featured at the public exhibitions of our work, and is used in all the arithmetic classes today.

Mr. Babcock, as well as being the official disciplinarian and a teacher, arranged the curriculum; thus he came in contact with all the teachers and pupils. The teachers found him considerate and helpful and always held him in high esteem. From a statement by one of the alumni of this school, it appears that the students stood in awe of him. This was probably due to his aloofness, vitality and bass voice. That he had, however, a deep feeling for them is manifested by these closing words in a letter to the Board of Managers in 1904, "With affection for the hundreds of blind who have received and are receiving the benefits of this Institution." The pupils, despite their feeling of awe, respected him as a man of integrity, courage and justice, and they remember his practical business talks instilling the ideas of thrift.

This leads me to say something of Mr. Babcock's personal life. His management of his own affairs was an example of New England thrift. At the time of his marriage in 1878, he purchased a four-story brick house on 33rd Street opposite the old school. By renting a part of it, he was able to live in the heart of Manhattan for many years without spending one cent for shelter. He invested his savings in mortgages on Western lands when they were paying interest at the rate of 10 and 11 per cent. Consequently he was financially independent when he retired in 1904. He and Mrs. Babcock traveled for a year through the West and to the Pacific Coast. On his return he purchased an attractive residence in Yonkers.

As well as carrying on his school work most faithfully, Mr. Babcock found time for other activities. He wrote a *Genealogy of the Babcock Family*, a work of some magnitude, a copy of which is in the Genealogy Room of the New York Public Library at 42nd Street.

For many years he was Trustee and Treasurer of the Seventh Day Baptist Church of New York City, of which he was a member. He was first Vice-President of the American Tract Society and Trustee of the Seventh Day Baptist Memorial Board.

In 1902 he received from Alfred University the honorary degree of M.A.

Mr. Babcock died at his home in Yonkers in his 84th year. His remains were taken in a private car to be laid to rest in his native State of Rhode Island. But the memory of the man and his work will still live on for many years in the New York School for the Blind.

HANNAH BABCOCK, DIRECTOR OF MUSIC

WILLIAM G. GORSE

*Graduate, New York Institute for the Education
of the Blind.*

HANNAH ALMY BABCOCK was admitted to the teaching staff of The New York Institute for the Education of the Blind in early womanhood and soon rose by her innate qualities and accomplishments to be with her two uncles, William B. Wait and Stephen Babcock, the Triumvirate of our school, training and developing the student body for thirty years beginning about 1880.

Her New England ancestry gave ample credentials for her membership in the Daughters of the Revolution, Colonial Dames, and Mayflower Society, but most of all that an-

cestry gave her a sturdy physique as well as qualities of mind and heart that well endowed her for a life work among the blind. She was far from sickly and seldom sick. Mentally very alert; always dignified, not austere; friendly, not intimate; correcting a fault but never nagging a pupil. Hers was a quiet serenity and confident poise which made us want to acquire that same power.

She had an instinctive insight into the feelings of her pupil which saved her from wounding one's spirit. No matter how many times she might have occasion to pass by those promenading in the hall, she never failed to make her identity known with some cheery word of salutation.

When in 1881 I was enroled in the piano department of our school, there began a side-by-side relation with Miss Babcock, wholly platonic in its nature, which grew steadily for ten years. From the piano room we often transferred to her study to write out by hand some Mendelssohn "Song Without Words" or other choice bit. In that same study she spent innumerable hours creating the large music library in New York Point, which furnished material for eager fingers over the United States and Canada.

When teaching at the piano she was without exception cheerful and thorough; never hurried or flurried; patient and painstaking.

To love and prize a teacher is a precious thing, but how much more precious it is to live long enough to appraise her true worth. This is now my unusual privilege fifty years after my first acquaintance with her.

Miss Babcock's instruction at the organ comprehended not only handling of manuals and pedals but familiarity with the mechanism and careful training in tonal shading and occasional climax. I am reminded of what was said of Mark Hopkins, the early President of Williams College. It was

said that, with Mark Hopkins at one end of a log and a student at the other, you would have a college. So with Hannah A. Babcock on the organ bench and a student beside her, there would be a complete school of the organ.

In preparing the big body of tactile music, Cousin Hannah—for so we called her affectionately out of school hours—was assisted by four pupils, two girls, Helen Dorris and Nellie G. Henry; and two boys, Frederick H. Tschudi and William G. Gorse. We wrote out at her dictation many gems for piano, organ and violin. She proof-read them and dispatched them on to the American Printing House for the Blind soon to be circulated among the waiting schools.

Our group of four constituted the first set to prepare for special examinations in music. These courses gave rise to a longing for textbooks on harmony, counterpoint, music history, etc., and our teacher, together with Mr. Wait, labored arduously building up this material. Though these books have been superseded by other books and symbols, this work will always stand a monument of marvelous achievement.

Our teacher's heart was made glad by seeing diplomas placed in our hands for successful accomplishment of the work in the American College of Musicians. Would that Professor Tschudi, late head of the organ department of our New York School, were here today to laud her with me!

Miss Babcock's expansive spirit reached out beyond her routine work to outside activities. These have been ably set forth by Principal Van Cleve in the historic sketch in his Year-Book. She was all her life interested in children's educational temperance work, woman's suffrage and patriotic movements. During our school days we received stimulating reactions from her outside interests. One which has been overlooked was her continued support of her aunt, Dr.



SCHERMERHORN HALL — THE SCHOOL BUILDING

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Phoebe Babcock Wait, in firmly establishing the Woman's Hospital in New York, an institution for the sick poor.

Her worth to our school and to all schools was great. When Marcus Aurelius was approaching the end of his brilliant career as a Roman Consul and empire builder, he acknowledged a great debt owed to his teacher by saying he was taught three essential things, namely: to endure hardness, to work with his hands, and to mind his own business. These qualities our director of music had and daily enforced upon us by precept and example. Standing up against difficulties has been a valuable asset through life. The co-ordination of brain and hand gained many years ago find fine scope in the deft handling of papers and magazines in my present business. As to minding one's own business, never did I hear our teacher breathe an unkind word about a fellow teacher or speak in depreciation of one pupil to another pupil.

The wise man in the book of Proverbs eulogized an outstanding woman of his day. Let me apply his words to our friend and teacher, Hannah Almy Babcock: "Many have done excellently among women, but thou excellest them all."

F. AUGUSTUS SCHERMERHORN, MANAGER AND SUPPORTER

EDWARD J. HANCY

*Member of Board of Managers, New York Institute
for the Education of the Blind*

THROUGHOUT almost the entire history of The New York Institute for the Education of the Blind, some member of the Schermerhorn family has been a member of its Board of Trustees, beginning with Peter Augustus Schermerhorn in 1839.

F. Augustus Schermerhorn, his son, was elected a Trustee in 1869 and served as such until November, 1910. From November 5, 1884, until November, 1901, he was Recording Secretary; and from the latter date until his resignation, in 1910, he was President of the Institute. Mr. Schermerhorn was one of the old-fashioned type of citizen who devoted his life to civic betterment and gave his time, his efforts and his money to good works. He never married, and the interest, care and devotion which might have been directed to family concerns were given by him to the various forms of social service with which he identified himself. Of these, the affairs of this Institute were easily first. When he became connected with it, the education of the blind was almost in its infancy. He was the guiding spirit in the Board during many periods of stress. There was for a time a serious contest with the Board of Charities to secure freedom from its control. There was a long struggle to secure the elevation of the school to a recognized educational status. There were attacks made upon the management of the Institute which threatened its existence. Through all of these, the counsel and guidance of Mr. Schermerhorn were potent in preserving the life and usefulness of the Institute. He interested himself in the development of musical instruction and gave an organ to the school in 1906. During the long period in which the selection of a new site for the school was a troublesome problem and purchases of land were made only to be abandoned, until the final choice of the present location on Pelham Parkway was made, Mr. Schermerhorn's was probably the most important influence in averting decisions that we now know would have been disastrous and in the final happy selection of our present home.

It is not only because he served longer than any other Trustee in our history, but that he set an example of faithful

devotion to the duties of his office and completely identified himself with the interests of the Institute, that we rejoice to honor his memory. Not only did he bestow his thoughts, his labors and his abilities to the Institute in his lifetime, but he made it the residuary legatee in his will, thus endowing it in the princely amount of \$1,125,000, which made possible the construction of the beautiful new buildings wherein its activities are now conducted. Very fittingly, therefore, the main administration building bears his name, and his portrait, painted by William T. Smedley, hangs in the lobby of that hall. It is pleasant to linger a moment over the memory of a man who, inheriting what at the time was great wealth, might have given himself to ease and the pursuit of pleasure, but who chose instead the vexatious task of serving his fellow men. Perhaps this choice was the result of his service to his country in the Civil War. He began his adult life with self-sacrifice, and his whole career was the result of that experience. We honor his memory as that of a man who chose the better part; who chose rather to serve than to enjoy and whose memory doth

“Smell sweet and blossom in the dust.”

CONCLUSION

With the presentation of these notable papers by the persons best qualified to prepare them and on an occasion most significant in the history of the education of the blind, the public celebration of our one-hundredth year was brought to a close. At the public meeting on March 15, in the depicting

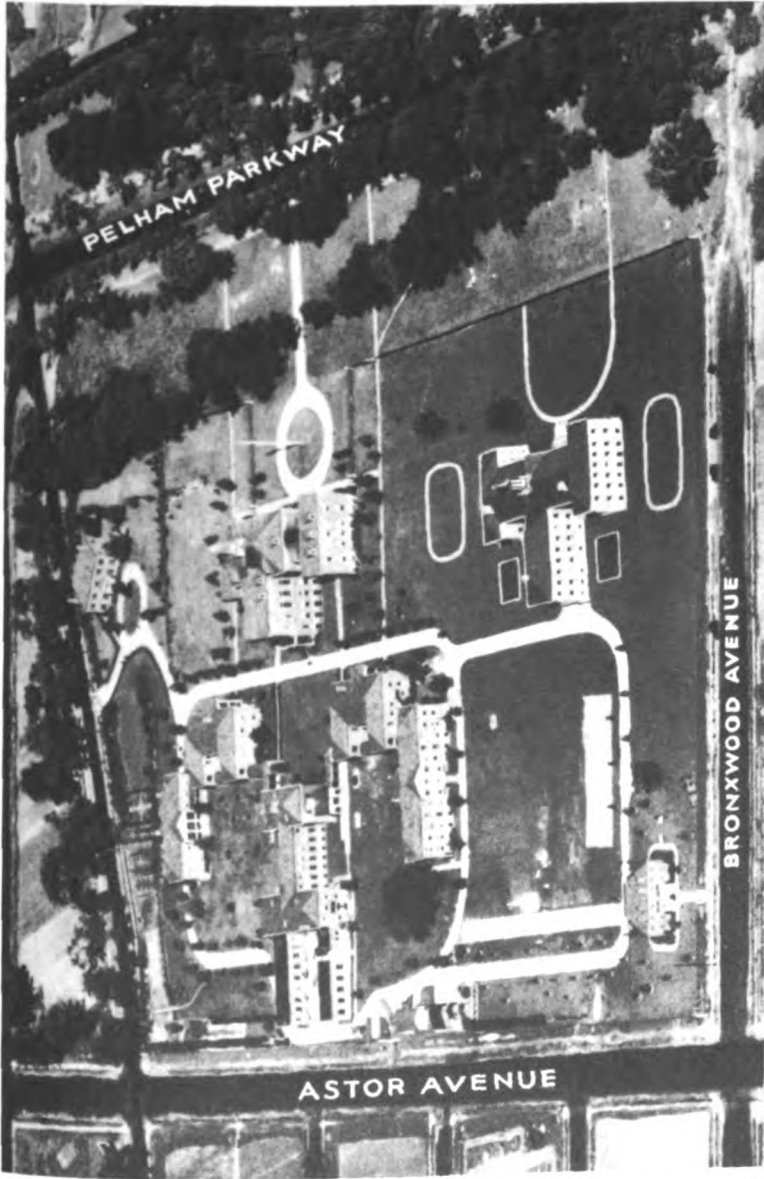
of "Some Scenes in Our First Century" on the three succeeding days, at the reunion of former pupils, and, finally, in contribution to the program of the Association of Instructors, distinguished guests and speakers, members of our Board of Managers, representatives of the staff, pupils and others generously lent their aid to make the celebration memorable.

It is gratifying to all concerned that this milestone on the road of our progress has received recognition commensurate with its most important character. We look forward to the future with confidence in the Providence who has been our leader, with reliance on the good-will and faith of our public, with courage born of that faith, with hope that the years to come may find the Institute still serving to bring to the blind children who will come within its influence the light of knowledge and the spur to high endeavor.

Respectfully submitted,

EDWARD M. VAN CLEVE,
Principal.

October 19, 1932.



Fairchild Aerial Surveys, Inc.

AIRPLANE VIEW OF THE INSTITUTE'S BUILDINGS AND GROUNDS

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STATISTICAL REPORT OF THE PRINCIPAL

To the Board of Managers:

GENTLEMEN—I beg to submit the following report for the school year ended June 30, 1932:

Number of pupils June 30, 1931.....	132
Admitted during the year.....	42
	174
Total	174
Reductions	19
	155
Number remaining.....	155
Total enrolment	164

The school curriculum provides for complete primary and secondary courses, based on the syllabuses of the University of the State of New York, and includes music, manual training and physical training. The daily schedules may be found on pages 127 to 129.

In the high school there are now classes in the following subjects:

English 1.	French 1.
English 2.	French 3.
English 3.	History A.
English 4.	American History.
Elementary Algebra.	Civics.
Geometry.	Physical Geography.
Latin 2.	Dictaphone.
Latin 3.	Comprehensive Reading.
German 3.	

The following is a list of the music subjects and the number of pupils in each:

	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Beginning music	50	23	73
Piano	37	31	68
Organ	2	3	5

	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Elementary Harmony and Theory.....	7	3	10
Music History.....	2	4	6
Tuning	19	—	19
Voice	3	6	9
Voice Lectures.....	3	6	9
Solfeggio	28	24	52
Chorus Work	38	36	74

The following is a list of the subjects in which examinations were taken during the year, with the number of pupils passing in each :

Silent Reading	9
Spelling	8
Writing	3
Elementary English	6
Arithmetic	5
Geography	5
English, three years	6
English, four years.....	3
Latin, two years.....	6
Latin, three years.....	2
French 2	1
French, three years	7
German, two years	4
German, three years.....	1
Elementary Algebra.....	9
Geometry	1
Elementary United States History with Civics.....	7
American History.....	5
History A.....	1
History B.....	8
Physical Geography.....	6
Elementary Biology.....	12
Spanish, three years.....	1
Comprehensive Music, three years.....	7
Typewriting 1	1
Shorthand 2.....	1

And the record of the Regents' examinations for the past year is as follows:

Number of examination days.....	10
Pupils examined.....	67
Subjects covered.....	24
Answer papers written.....	162
Answer papers claimed.....	136
Papers allowed by the Regents.....	125

The following table gives the results of the examinations held from 1916 to 1932:

	<i>No.</i> <i>examined.</i>	<i>No.</i> <i>claimed.</i>	<i>No.</i> <i>allowed.</i>	<i>Per cent.</i> <i>claimed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>examined.</i>	<i>Per cent.</i> <i>allowed</i> <i>of No.</i> <i>claimed.</i>
1917.....	107	98	91	91.57	85.04	92.85
1918.....	110	103	99	92.81	90.00	96.11
1919.....	115	94	91	81.73	79.13	96.80
1920.....	89	74	72	83.14	80.89	97.29
1921.....	119	104	97	87.39	81.51	93.26
1922.....	127	103	101	81.10	79.54	98.05
1923.....	121	108	101	89.25	83.47	93.51
1924.....	144	120	111	83.33	77.08	92.50
1925.....	143	99	93	69.23	65.03	93.93
1926.....	160	122	121	76.25	75.62	99.18
1927.....	149	115	113	77.18	76.83	98.26
1928.....	132	104	104	78.78	78.78	100.00
1929.....	130	109	108	80.76	80.30	99.08
1930.....	169	138	131	81.65	77.51	94.93
1931.....	140	121	120	86.42	85.71	99.18
1932.....	162	136	125	83.95	77.16	91.91

The following is a list of pupils present during the year 1931-1932, who have earned Regents' certificates or their equivalent:

PRELIMINARY CERTIFICATES

Walter Barrett	Elmer Mahlone	Fred Reeve
Marjorie Bennett	Margaret Malfetti	Elizabeth Rehm
Charles Biesel	Catherine Masset	Carlos Rodriguez
Frank Cataldo	Gladys Menter	Beatrice Saladino
James Chicachee	Samuel Mittentag	Harry Sbar
Oliver Compton	Gertrude Musier	Frank Smith
John Dorschak	Helen Nagy	Howard Strickland
Janice Douglas	Frank Napolitano	Walter Suchalski
Robert Duke	Frederic Neumann	Jarmilla Tetter
Lillian Grosser	Julia O'Connor	Alfred Torio
Max Helman	Richard O'Connor	Howard Van Duyne
Margaret Hoffmire	Anna Petersen	Edna Vingoe
Edwin Jepson	Charles Quaglia	Benzion Wax
Ruth Johnson	John Quinn	George Young
Kenneth Katz	Eugene Raniere	Stella Zawilaska
Ralph Macillaro		

SEVEN UNITS TOWARD ACADEMIC DIPLOMA

Marjorie Bennett	Samuel Mittentag	Beatrice Saladino
James Chicachee	Gertrude Musier	Frank Smith
Oliver Compton	Helen Nagy	Howard Strickland
Robert Duke	Frank Napolitano	Howard Van Duyne
Max Helman	Elizabeth Rehm	Benzion Wax
Ruth Johnson	Carlos Rodriguez	Stella Zawilaska

TEN UNITS TOWARD ACADEMIC DIPLOMA

Marjorie Bennett	Frank Napolitano	Frank Smith
Oliver Compton	Elizabeth Rehm	Howard Strickland
Ruth Johnson	Carlos Rodriguez	Howard Van Duyne
Gertrude Musier	Beatrice Saladino	Stella Zawilaska

FIFTEEN UNITS REQUIRED FOR ACADEMIC DIPLOMA

Oliver Compton	Carlos Rodriguez	Howard Van Duyne
Ruth Johnson	Beatrice Saladino	Stella Zawilaska
Elizabeth Rehm	Frank Smith	

Respectfully submitted,

EDWARD M. VAN CLEVE,
Principal.

September 19, 1932.



THE LOWER SCHOOL

MANUAL TRAINING
MANUAL TRAINING

MANUAL TRAINING
MORNING PERIODS—LOWER SCHOOL

DAILY SCHEDULE

MORNING PERIODS—LOWER SCHOOL

MORNING ASSEMBLY.		LITERARY DEPARTMENT.		MUSIC DEPARTMENT.		MANUAL TRAINING. PHYSICAL TRAINING.	
8:00-8:10					Singing Class.		
8:10-8:40							
8:40-9:15		Language, Grades 1, 2, 3.					
9:15-9:50		Reading, Grades 1, 2, 3.					
9:50-10:05		Recess.					
10:05-10:35		Number Work, Grades 1, 2, 3.					
10:35-10:55		Spelling and Braille Writing, Grades 2, 3. Reading 1.					
10:55-11:30		Geography 1.	Beginning Science.	Nature Study.			
11:30-11:40		RECESS.					
11:40-12:15		Reading, Grade 3.	Braille Writing, Grade 2.				Handwork, Grade 1.

AFTERNOON PERIODS

1:10-1:45	Phonetics, Grade 1.				Handwork, Grades 2, 3.
1:45-2:30			Music and Eurhythmics 3.		Physical training.
2:30-2:45	RECESS.				
2:45-3:35			Music and Eurhythmics 2.		Physical training.
3:35-4:35			Piano, Music and Eurhythmics 1.		Physical training.
4:35-5:15			Piano.		Physical training.

DAILY SCHEDULE

MORNING PERIODS—UPPER SCHOOL

MORNING ASSEMBLY.		LITERARY DEPARTMENT.			MUSIC DEPARTMENT.		MANUAL TRAINING. PHYSICAL TRAINING.
8:15—8:35							
8:35—9:00	Spelling and Writing, Grades 4, 5, 6, Special Class.	Arithmetic, Grades 7 and 8.	Elementary Algebra, Typewriting 2.	Civics, English 4.	Piano.	Organ.	
9:00—9:35	Reading, Grades 4, 5, 6, Special Class.	Arithmetic, Grades 7 and 8.	Elementary Algebra, Typewriting 3.	German 3, Geometry.	Piano.	Organ.	Tuning.
9:35—10:10	Language, Grades 4, 5, 6, 7, Special Class.	English 1, 2, 3 Years.			Piano.	Organ.	Tuning.
10:10—10:15	RECESS.						
10:15—10:55	Arithmetic, Grades 4, 5, 6, Special Class.	French 3, Physical Geography.	Dictaphone.		Piano.		Tuning.
10:55—11:30	History A, French 1.	Geography, Grade 1, Latin 3.	French 1, U. S. History with Civics 2, U. S. History with Civics 1.		Piano.	Organ.	Tuning.
11:30—11:35	RECESS.						
11:35—12:15	Elementary English, Latin 2.	Geography, Grades 2, 3, 4.	American History.		Piano.	Voice, Music History.	Caring, Physical training.
12:15—1:10	DINNER HOUR.						

AFTERNOON PERIODS—UPPER SCHOOL

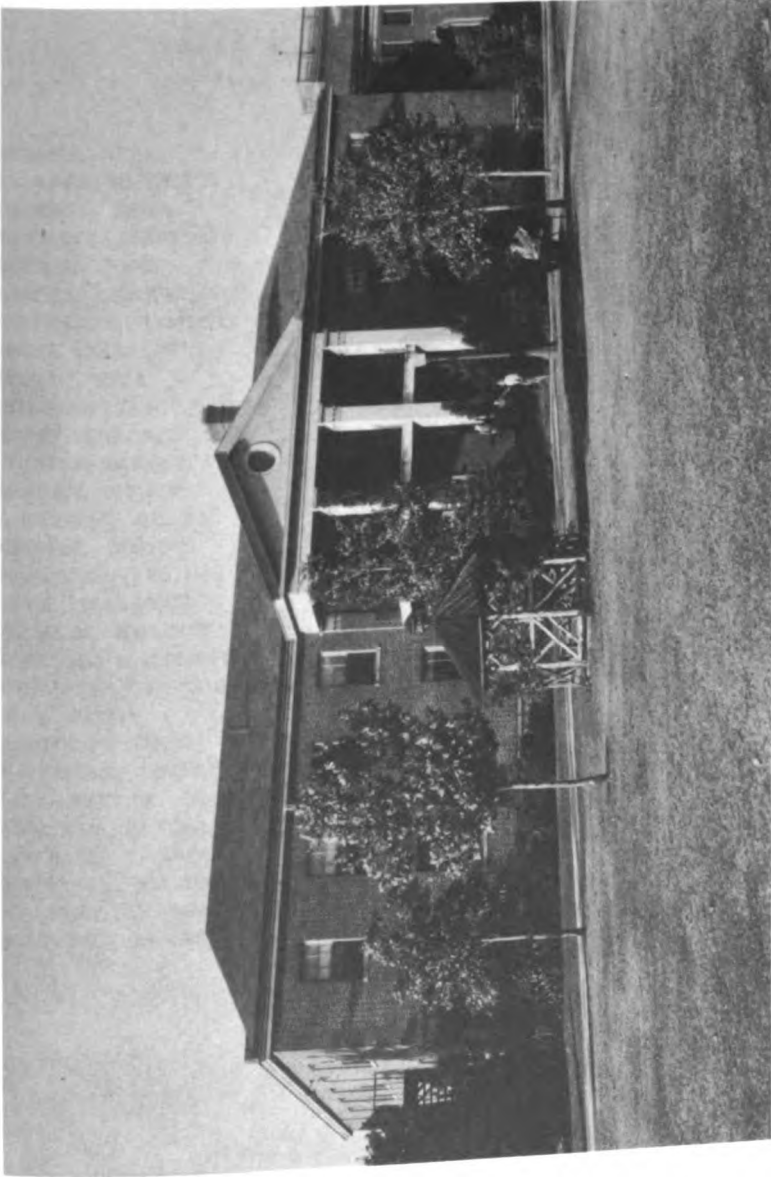
	LITERARY DEPARTMENT.	MANUAL TRAINING.	MUSIC DEPARTMENT.	PHYSICAL TRAINING, MANUAL TRAINING.
1:10-1:35	Comprehensive Reading Classes 1, 2, 3, 4. Library Work. Typewriting 1.		Piano. Music Class 4. Eurhythmics 4. Voice.	*Manual training. Woodwork. Caning.
1:35-2:05	Geography, Grade 5.		Piano. Tuning. Elementary Harmony and Theory. Junior Chorus.	*Manual training. Woodwork. Caning. Physical training.
2:05-2:35			Piano. Senior Chorus. Tuning.	*Manual training. Woodwork. Weaving. Physical training.
2:35-3:05			Piano. Voice Lectures. Solfeggio. Tuning.	*Manual training. Woodwork. Weaving. Physical training. Poultry raising, 2nd year.
3:05-3:15	Recess			
3:15-3:45	Dictaphone and Braille Shorthand.	Elementary Algebra.	Piano. Tuning.	*Manual training. Woodwork. Weaving. Physical training. Poultry raising, 1st year.
3:45-4:15		Elementary Algebra.	Piano. Voice. Tuning.	*Manual training. Woodwork. Weaving. Caning. Physical training.
4:15-4:45	Dictaphone and Braille Shorthand.	Domestic Science.	Music Class 2. Piano. Eurhythmics 2.	*Manual training. Basketry. Woodwork. Physical training.
4:45-5:15		Domestic Science.	Piano. Music and Eurhythmics 5.	*Manual training. Basketry. Woodwork. Physical training.

*Machine sewing, knitting, crocheting, hand sewing.
Study period 7:45 to 8:45, unless otherwise assigned.

LIST OF PUPILS 1931-1932

BOYS

ACKERMAN, ANTHONY
ADAMS, JOSEPH
ALIVERTI, ANTHONY
ARGONDIZZA, ENRICO
BARLETTA, JAMES
BARRETT, WALTER
BECK, BRUNO
BELL, WALTER
BERKOWITZ, IRVING
BIESEL, CHARLES
BRIDGES, FREDERICK
CAMPANELLA, JOHN
CAMPANELLA, JOSEPH
CARTER, RICHARD
CASTAGNA, ANGELO
CASTRIGNO, FRANK
CATALDO, FRANK
CHAPMAN, LESLIE
CHICACHEE, JAMES
CICCARELLO, JAMES
CLARK, MERRITT
COADY, CLIFFORD
COMPTON, OLIVER
CRETELLI, WILLIAM
DE SICCO, JAMES
DI BIASE, JAMES
DIXON, EDMUND
DOBBIN, GLEN
DORF, JEAN
DORSCHAK, JOHN
DUKE, ROBERT
FALLER, HENRY
FERRERI, LEONARD
GEYER, SIDNEY
GILBERT, LEONARD
GILL, LEROY
GOULDNER, CLARENCE
GREENAN, JOHN
GRIMES, GEORGE
GUIDO, TONY
GUNDERSON, ROBERT
HAGELSTEIN, ANDREW
HARCOURT, REECE
HELMAN, MAX
HENDRICKSON, LA RUE
HENRIQUEZ, ANGEL
HENRY, EDWARD
HUERSTEL, GEORGE
JEPSON, EDWIN
JOHNSON, RAYMOND
KARSCH, ANTHONY
KATZ, KENNETH
KOVAK, NICK
KRAMER, ARTHUR
LANE, HOWARD
LISCH, EDWARD
LO CICERO, MICHAEL
LONGHINI, ERNEST
MACILLARO, RAPHAEL
MAHLONE, ELMER
MANZO, MARIO
MARAFITO, GIRALOMO
METZLER, HOWARD
MITTENTAG, SAMUEL
MORRIS, JOHN
NAPOLITANO, FRANK
NAPUTANO, TONY
NEUMANN, FREDERIC
NOGA, JOSEPH
O'CONNOR, RICHARD
OPITZ, PETER
OTIS, DUVAL
PARRINELLO, JOSEPH
PASHCHAK, JOHN
PASNOSKY, PETER
PENNELLA, CHARLES
PRICE, ROBERT
QUAGLIA, CHARLES
QUINN, JOHN
RANIERE, EUGENE
REACH, ARTHUR
REEVE, FRED
RETHIER, HAROLD
RIDGWAY, KENNETH
RODRIGUEZ, CARLOS
ROGERS, GUION
ROSSITER, ROBERT
RUSSELL, ROBERT
RUSSO, JOSEPH
RUZZO, NUNZIO
SAUERLAND, PAUL
SEAR, HARRY
SHEEHAN, WILLIAM
SIMON, GEORGE
SMITH, FRANK
STRICKLAND, HOWARD
SUCHALSKI, WALTER
TOMORI, FRANK
TORIO, ALFRED
VAN DUYNE, HOWARD
VIENI, FRED
WAITHE, CHARLES
WAX, BENZION
WICE, THEODORE
YOUNG, GEORGE
ZAKOR, STEPHEN
ZENKER, JOHN



ONE OF THE DORMITORY BUILDINGS

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LIST OF PUPILS

GIRLS

AVERNA, RITA
BALLARD, FLOSSIE
BARBERA, LENA
BENNETT, MARJORIE
BOURNE, ENID
BRACEY, GENEVA
CHADWICK, DAMICKA
CROSS, CHARLOTTE
DILLON, RITA
DOUGLAS, JANICE
EBERT, MILDRED
ELLIOTT, DOROTHY
GARREN, HELEN
GINZBURG, SELVIA
GROSSER, LILLIAN
HAGLUND, JEANNE
HALL, MARJORIE
HAMLIN, HARRIET
HANLON, KATHERINE
HOFFMIRE, MARGARET
IRBY, OLIVIA
JOHNSON, RUTH
KAUFMAN, LOTTIE
LA CARRUBBA, SARAH
LANZARO, ALBINA
LOMBARD, THERESA
MAHONEY, MARGARET
MALFETTI, MARGARET
MARROW, VERNABELLE

MASSET, CATHERINE
MENTER, ELAINE
MENTER, GLADYS
MULLINS, LILLIAN
MUSIER, GERTRUDE
MC HUGH, ARLENE
NAGY, HELEN
O'BRIEN, EILEEN
O'CONNOR, JULIA
OSTENDORFF, MARGARET
PETERSEN, ANNA
PETERSON, DOROTHY
PIRETTI, MARY
REHM, ELIZABETH
ROMAN, LENA
SALADINO, BEATRICE
SALADINO, LUCIA
SCOTTI, IDA
SCROBE, LIVIA
SHEEHAN, MARIE
SMITH, PAULINE
SPINNER, FRANCES
TETTER, JARMILLA
TUCKER, WINIFRED
VANDERBILT, RITA
VINGOE, EDNA
VISIT, MARY
ZAWILSKA, STELLA

PIANO RECITAL

BY

EUNICE HOWARD

ASSISTING ARTIST

RUDOLPH GRUEN

AT

SCHERMERHORN HALL

Friday afternoon, October 9th, 1931, at two-thirty o'clock

•

PROGRAM

I.

CONCERTO IN D MINOR *Mozart*
Allegro
Romanzo
Rondo

MISS HOWARD ASSISTED BY MR. GRUEN

II.

WEDDING CAKE (Valze) *Saint Saens*
ALLEGRO APPASSIONATO *Saint Saens*

MISS HOWARD
MR. GRUEN

III.

ARABESKE *Schumann*
LIEBESTRAUM *Liszt*
A LA BIEN AIMEE *Schutt*

MISS HOWARD

IV.

CONCERTO A MINOR *Grieg*
Allegro Moderato
Adagio
Allegro Marcato

MISS HOWARD
MR. GRUEN

132

ORGAN RECITAL

BY

THEODORE A. TAFERNER, F. A. G. O.

ASSISTED BY

CHARLOTTE TAFERNER McDERMOTT,

LYRIC SOPRANO

ARTHUR H. RICHMOND, ACCOMPANIST

AT

SCHERMERHORN HALL

Thursday evening, November 12, 1931, at eight-thirty o'clock

•

PROGRAM

I.

- FUGUE IN D MAJOR *Bach*
NONE BUT THE LONELY HEART (Arranged by Mr. Taferner) *Tschaikowsky*
AIR FOR THE G STRING *Bach*
TRIUMPHAL MARCH *Archer*

II.

- HARK! HARK! THE LARK *Schubert*
THE GARDENER *Wolf*
THE BLACKSMITH *Brahms*
Mrs. McDERMOTT

III.

- MARCHE RUSSE *Schminke*
BERCEUSE *Kinder*
ALLEGRETTO IN B MINOR *Guilmant*

IV.

- THE LASS WITH THE DELICATE AIR *Arne*
VENETIAN VISION *Broggi*
OUT SEAWARD *Sadero*
Mrs. McDERMOTT

V.

- GRAND CHORUS IN B FLAT *Dubois*

CHRISTMAS ENTERTAINMENT

AT

SCHERMERHORN HALL

Friday afternoon, December 18, 1931, at two o'clock



PROGRAM

CHRISTMAS CAROLS . . . *Everyone Is Invited to Join the Singing*

THE LIGHTS ON THE CHRISTMAS TREE

ROBERT RUSSELL

FOR THEM

ANTHONY ACKERMAN

WAITING FOR SANTA CLAUS

LIVIA SCROBE

FOUR FOLK TUNES

TOY ORCHESTRA

WHEN FATHER CHRISTMAS WAS ILL

GUION ROGERS

DANCE OF THE DOLLS

DOROTHY PETERSEN

EILEEN O'BRIEN

ROBERT RUSSELL

JAMES DI BIASE AND

HAROLD RETHIER *at the Piano*

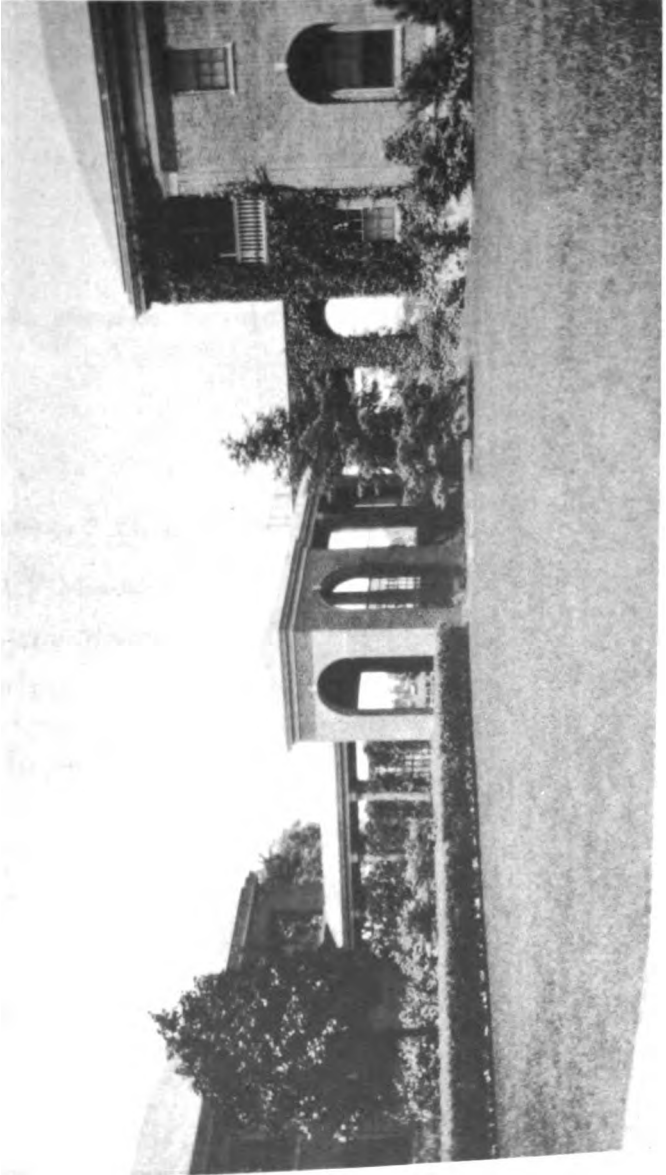
IF I WERE SANTA CLAUS

ROBERT ROSSITER

GLORIA, FROM TWELFTH MASS *Mozart*

SENIOR CHORUS

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BOYS' CLOISTER

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PIANO RECITAL

BY

JOSEF LHEVINNE

AT

SCHERMERHORN HALL

Friday afternoon, February 26th, 1932, at two-thirty o'clock

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PROGRAM

- INTERMEZZO E FLAT MAJOR, OP. 116 *Brahms*
- SONATA F MINOR *Brahms*
- Allegro Maestoso
- Andante
- "The twilight dims, the moonbeams rise
 In love that never dies,
 Two hearts in union blest"
- Scherzo
- Intermezzo
- Finale
- FEUX FOLLET *Liszt*
- HARK, HARK, THE LARK *Schubert-Liszt*
- SPRING NIGHT *Schumann-Liszt*
- ISLAMEY (Oriental Fantasy) *Balakireff*

ORGAN RECITAL

BY

DR. WILL C. MACFARLANE, A. G. O.

AT

SCHERMERHORN HALL

Friday afternoon, April 15th, 1932, at two-thirty o'clock



PROGRAM

1. CAPRICE HÉROÏQUE *Bonnet*
2. THE MAGIC HARP (Pedal Study) *Meale*
3. PRELUDE AND FUGUE IN A MINOR *Bach*
4. a. ADORATION
b. MINUET
c. CHANSON JOYEUSE } *Macfarlane*
5. SONATA IN C MINOR (94th Psalm) *Reubke*
"O Lord God, to Whom vengeance
belongeth, show Thyself."

RECITAL
OF MUSIC FOR TWO PIANOS

BY

FRANCES HALL AND RUDOLPH GRUEN

AT

SCHERMERHORN HALL

Tuesday evening, May 3rd, 1932, at eight-thirty o'clock



PROGRAM

I.

MINUET AND GAVOTTE *Saint-Saens*

VARIATIONS ON A THEME BY BEETHOVEN *Saint-Saens*

II.

SONATA IN D MAJOR *Mozart*

Allegro con spirito

Andante

Allegro molto

III.

PRELUDE (from Suite for two pianos) *Rudolph Gruen*

SCHERZO (from Suite for two pianos) *Rudolph Gruen*

WALZE, OP. 15 *Arensky*

RITMO—DANSE ANDALOUSE *Manuel Infante*

PIANO RECITAL

BY

MALCOLM CONEY

AT

SCHERMERHORN HALL

Friday afternoon, May 13th, 1932, at two-thirty o'clock

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PROGRAM

I.

CAPRICE FROM BALLET ALCESTE . . . *Gluck—Saint-Saens*

II.

IMPROMPTU, G FLAT *Chopin*

THREE ETUDES *Chopin*

G flat, Op. 25

E major, Op. 10

C minor, Op. 25

BARCAROLLE, F SHARP MAJOR *Chopin*

III.

JE UX D'EAU (The play of Waters) *Ravel*

IV.

CARNAVAL *Schumann*

1 Preambule

2 Pierrot

3 Arlequin

4 Valse Noble

5 Eusebius

6 Florestan

7 Coquette

8 Replique

9 Pappillons

10 A.S.C.H.-S.C.H.A.
(*Lettres dansantes*)

11 Chiarina

12 Chopin

13 Estrella

14 Reconnaissance

15 Pantalon et Colombine

16 Valse Allemande
(with *Intermezzo Paganini*)

17 Aveu

18 Promenade

19 Pause

20 Marche des Davidbundler
contre les Philistins



ROSES IN JUNE



A BIT OF THE ROCK GARDEN

ORGAN

PIANO S

CHORUS

(a)

(b)

TOY O

Tri

Sarah La

Sylvia C

Winifred

Cymba

George s

Guion R

PIANO

VOCAL

ORGAN

TOY C

Tr

Sarah L

Ida Sco

Henry

Carta

Eileen C

Mario

SOPRA

Prat

PIANO

CHOR

PUPILS' RECITAL

AT

SCHERMERHORN HALL

Friday afternoon, June 17th, 1932, at two o'clock

PROGRAM

- ORGAN SOLO (Fugue in C minor) *Bach*
 JARMILLA TETTER
- PIANO SOLO (Concert Etude in D flat) *Liszt*
 FRANK SMITH
- CHORUS—
- (a) WHO IS SYLVIA? *Schubert*
 (b) FEAR NO DANGER TO ENSUE *Purcell*
 (from "Dido and Aeneas")
- TOY ORCHESTRA (Allegro) *Haydn*
- | | | |
|-------------------|-------------------|------------------|
| <i>Triangle</i> | <i>Tambourine</i> | <i>Xylophone</i> |
| Sarah La Carrubba | Irving Berkowitz | Robert Price |
| Sylvia Ginzburg | Henry Argondizza | <i>Piano</i> |
| Winifred Tucker | <i>Drum</i> | Harold Rethier |
| <i>Cymbals</i> | Dorothy Peterson | <i>Conductor</i> |
| George Simon | Mario Manzo | Eileen O'Brien |
| Guion Rogers | Leonard Ferreri | <i>Sibelius</i> |
- PIANO SOLO (Romance)
 RAYMOND JOHNSON
- VOCAL TRIO (Lo, Morn Is Breaking) *Cherubini*
 RUTH JOHNSON :: BEATRICE SALADINO :: MARIE SHEEHAN
Macfarlane
- ORGAN SOLO (Adoration)
 RUTH JOHNSON
- TOY ORCHESTRA (Curious Story) *Schumann*
- | | | |
|-------------------|-------------------|-----------------------|
| <i>Triangle</i> | <i>Tambourine</i> | <i>Drum</i> |
| Sarah La Carrubba | George Simon | Guion Rogers |
| Ida Scotti | <i>Bells</i> | Sylvia Ginzburg |
| Henry Argondizza | Dorothy Peterson | <i>Piano</i> |
| <i>Castanets</i> | Winifred Tucker | Rita Averna |
| Eileen O'Brien | <i>Cymbals</i> | <i>Conductor</i> |
| Mario Manzo | Irving Berkowitz | Robert Price |
| | | <i>A. H. Richmond</i> |
- SOPRANO SOLO (with Male Quartet)
 Prairie Slumber Song RUTH JOHNSON
Male Quartet
- | | |
|------------------|-------------------|
| Fred Reeve | George Young |
| Howard Van Duyne | Howard Strickland |
- PIANO SOLO (Polonaise in A flat) *Chopin*
 GLENN DOBBIN
- CHORUS (Pilgrims' Chorus, from "Tannhaeuser") *Wagner*

FORM OF BEQUEST

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