

them all capable of sustaining creditably all the relations of a social and moral life—but rather to give to dormant faculties the greatest possible development and to apply these awakened faculties to a useful purpose under the control of an aroused and disciplined will.

At the base of all our efforts lies the principle that, as a rule, none of the faculties is absolutely wanting, but dormant, undeveloped and imperfect.

I would like to call your attention to the early history of the pioneer state institutions in this work. They were practically all begun as tentative experiments in the face of considerable public distrust and doubt as to the value of the results to be obtained. Nearly all these early public institutions were opened near the capitals of their various states in order that the members of the legislature might closely watch their operations and personally see their need and the results of the instruction and training of the children.

Gentlemen, no institution has ever been abandoned or given up after being established.

The essentially educational character of the earlier institutions has and should be maintained, but the relations of the different parts of instruction should be better understood. The strictly school exercises, in the early days the most prominent feature, still perform their necessary and proper functions, but now in harmony with but subsidiary to the more practical objects of the institution. Education as applied to the development of these feeble-minded children is now understood in the broadest sense, not as mere intellectual training, but as uniform cultivation of the whole being, physically, mentally and morally. The end and aim of all teaching and training is to make the child helpful to himself and useful to others.

Sir W. Mitchell well says: "It is of very little use to be able to read words of two or three letters, but is of great use to teach an imbecile to put his clothes on, to take them off, to be of cleanly habits, to eat tidily, to control his temper, to avoid hurting others, to act with politeness, to be truthful, to know something of numbers, to go with messages, to tell the hour by the clock, to know something of the value of coins, and a hundred other such things."

The Institution should be broadly divided into two departments: the school or educational, and the custodial. In the school department the children will be instructed in the ordinary branches of the common Schools, as compared with the education of normal children, the difference is one of degree and not of kind—the progressive games and occupation of the kindergarten, object teaching, educational gymnastics, manual training, and the other graphic and attractive methods now so