

259. The pensions should not be given quarterly in lump sums, as they are liable to be wasted and misused, either by the blind or by those who accompany them to the distributor of the money, but they should, as a rule, be paid weekly or monthly through the agency of either a local magistrate, medical practitioner, or of the parochial clergy, or minister, who might from time to time report on the conduct and deserts of the pensioners.

Saxon System.

260. The Saxon system should be adopted as far as possible by all institutions. But any subvention under this system to the adult blind who have left institutions should not be given out of the Imperial Exchequer.

261. It is desirable that the institutions for the blind should start a system of supervision of the pupils who have been trained in their workshops, and should raise funds for their assistance after leaving the institutions, and for providing them with materials and obtaining a sale for their industrial work, and it would be quite practicable for some of the larger institutions to start this at once with their existing machinery. We think that this would be preferable to its being undertaken by the direct aid of the State. We think that it should be the duty of the inspectors of blind institutions to ascertain what supervision is exercised over the ex-pupils, and to report accordingly, this being one of the regulations which might be imposed by the Education Department as a general condition of the grant.

Higher or Secondary School.

262. We think that the State might fairly be called upon to assist a secondary school for the blind, which should prepare the most intelligent for an University career, but we do not think that a large number would avail themselves of it, and the object might be obtained through scholarships, as the Fawcett scholarship, or grants such as have been given by the Gardner trustees.

Blind in Workhouses.

263. We think that when the industrious and well conducted blind are unable to work, and have to fall back on the assistance of the Poor Law, the workhouse test should not be applied, and we recommend that there should be a liberal out-door relief (which should not subject them to any legal disqualification) given to those who have friends to live with, and that the blind be not forced to go into the workhouse; and in the case of those who are admitted into the house, the workhouse selected for the purpose should be in a town where an institution or association for the blind already exists; the blind inmates, moreover, ought to be treated in a more generous way than the ordinary paupers, and power should be given to the guardians in London or elsewhere to set apart a separate ward or home for the reception of the aged pauper blind, or to combine with other boards in providing a separate home for them. In the case of women, it might be expedient to place them in a cottage home.

Teachers.

We recommend—
264. That blind teachers should be placed under the same regulations as the seeing teachers in elementary schools before being allowed to teach, and in all cases should have such sighted assistance as may be necessary to insure the efficiency of their teaching.

Statistics.

265. That for the purpose of the census there should be a uniform schedule of inquiry for the blind throughout the United Kingdom, including causes and extent of blindness. Every school or institution for the blind should have their pupils on admission examined by an oculist or medical man, and a record kept of the causes and extent of the blindness, which should be furnished to the Government inspector as well as a register of all pupils who have passed through the institution, and their subsequent career, whether successful or unsuccessful.

Miscellaneous Suggestions.

266. Besides such of the recommendations as would require the sanction of the Legislature, there are many improvements on the existing system which can be secured for the blind without any legislation or the intervention of the State, and we think that there is a disposition among the friends of the blind and the institutions for the blind throughout the country to welcome any suggestion which we may make to promote their welfare and which can be carried out.

We recommend—

(1.) That greater attention should be paid generally to physical exercises and healthy out-door sports, and gymnasia and covered play sheds should be attached to all schools for the blind. Para. 212.

(2.) That the supervision of the blind at night should be obtained by a sighted officer sleeping in a cubicle in the same room, or in one with a window looking directly into the dormitory. We attach great importance to this. See Reports of visits to institutions,

(3.) That there should be some sighted supervision of workshops. Para. 107.

(4.) That except in special cases, or where music is selected as a profession, or where a pupil is being prepared for one of the liberal professions, every one not physically disqualified should receive manual training. Para. 76.

(5.) That boys up to 16 should not be employed in workshops with the adult blind. Para. 59.

(6.) That the management of industrial work should be placed on a strictly commercial basis, and if it be found necessary to give any bonus it should be clearly shown in the books of the institution. Para. 110.

(7.) We think—

That the industrial work taught in many of the institutions is not sufficiently practical, and that, generally speaking, the manual dexterity is not sufficiently developed when the pupils are young. Para. 192.

(8.) That there should be greater solidarity among the institutions and interchange of information and opinion between them, so that they should work harmoniously together, and in the management of the workshops each endeavour to take up some one branch of work, and purchase from other institutions anything they may themselves have orders for, and that this policy should be reciprocal. Para. 112. 3967-70, Lester. 5495, Clarke.

We recommend—

(9.) That the intermarriage of the blind should be strongly discouraged. 1801, &c. Johns, 13,955, Martin.

(10.) That information respecting the treatment of purulent ophthalmia should be circulated by the sanitary authority, or through the Post Office. Para. 25.

(11.) That children with defective sight in elementary schools should be periodically examined by a medical officer, and the use of glasses, &c. ordered so as to preserve their sight as much as possible. Para. 28.

(12.) That greater attention to ophthalmic surgery should be encouraged among general practitioners. Para. 29.

THE DEAF AND DUMB.

Census.

267. According to the census of 1851 the deaf and dumb in the United Kingdom were 17,300; in 1861 (in which decade additional care was taken), 19,588; in 1871, 18,150; and in 1881, 19,518. The increase in the second decade (of 1861) was not owing to a real increase in the deaf and dumb population, but to the obvious blunders in the enumeration in 1851. Some of these have been eliminated in the later census. From a comparison of the returns in the last four decades the census appears to be less inaccurate in 1881 than on previous occasions. 9,187 and S. Buxton, and Article on "Deaf and Dumb," in "Chambers' Encyclopaedia."

268. During the last two decades the proportions of the deaf and dumb to the general population, have decreased from 1 in every 1,484 in 1861, to 1 in every 1,742 in 1871, and again to 1 in every 1,794 in 1881.

269. The census of the deaf and dumb in England and Wales is very incomplete, and it is obviously open to causes of inaccuracy which do not occur in the case

6,717. Dalby. of the blind, as there are so many infants excluded; it is very difficult to obtain an accurate return of the deaf in their early years, as the parents are naturally unwilling to return a child as deaf and dumb till he is, at the least, five years old; the deafness, therefore, of children under that age cannot be accurately known, and is, therefore, probably understated.

9,321. Buxton. 270. The statistical inquiries in Ireland are more complete and accurate.

9,335. Buxton. 271. The Census Commissioners in Ireland have an agency of verification which does not exist in any other part of the kingdom; the Irish Constabulary is at their disposal, and they send back the documents for further investigation if they find anything in them which strikes them as requiring explanation.

See also letter from Dr. Ogle in Appendix 27.

272. We think that fuller and more accurate returns for the United Kingdom should be required in the next census, and we shall deal with them in greater detail later on.

(See *infra* paras. 572 to 577 and Appendix 21).

273. Of the misleading character of the statistics of the deaf, which are sometimes returned to the Census Commissioners, an amusing instance may be given.

9,335. Buxton. "In a district in Ireland the number of the 'deaf and dumb' returned to the Census Commissioners was so wildly at variance with the ordinary proportion that the official documents were sent back again for a further investigation. It was then found that the sapient enumerator had returned as 'deaf and dumb' not only those inhabitants who were old enough for their condition to be properly ascertained, but every infant child in the district too young to be able to speak."

13,105. Gallaudet. 274. The accuracy of the census in the United States has been questioned.

21,487. Bell. 275. Mr. Graham Bell gives the corrected census of the deaf and dumb in the United States thus:—

DEAF and DUMB of the UNITED STATES (1880).

		<i>Where found.</i>	
At home or in private families	- - - - -	- - - - -	27,867
In schools (including day schools)	- - - - -	- - - - -	5,393
In almshouses	- - - - -	- - - - -	511
In benevolent institutions	- - - - -	- - - - -	79
In hospitals or asylums for the insane	- - - - -	- - - - -	24
In prisons	- - - - -	- - - - -	4
			33,878
		<i>Sexes.</i>	
Males	- - - - -	- - - - -	18,567
Females	- - - - -	- - - - -	15,311
			33,878
		<i>Ages.</i>	
Under 6 years of age	- - - - -	- - - - -	1,437
6 to 16 ditto	- - - - -	- - - - -	10,046
16 to 21 ditto	- - - - -	- - - - -	5,013
21 years of age and over	- - - - -	- - - - -	17,382
Total			33,878

13,105. Gallaudet. 276. In the opinion of Dr. Gallaudet, President of the National Deaf Mute College at Washington, who has given very important and valuable evidence regarding the combined schools in the United States, the ratio of the deaf to the whole population in the United States has not increased materially over the figures of previous censuses, and he considers 1 in 1,800 as very nearly the proportion of deaf mutes at the present time, 1886.

277. Mr. Graham Bell considers that the census of 1880 in America is in the main accurate, and that instead of the numbers of the deaf and dumb being over estimated in the 1880 census, they were under estimated, and that the number should have been given as 35,000.

21,357-8. Bell.

278. He thinks it is of the greatest importance in the census returns to study the subject of the inheritance of deafness, and that to that end we should obtain not merely a census of those whom we may term deaf mutes, but that we should have a census of the deaf; we should know the adults who are afflicted with deafness as well as children, and if we ascertain the amount of deafness, and the age at which the deafness occurred, we can separate those that belong to the class deaf and dumb from the others. From the point of view of the study of heredity it is important that we should know those who become deaf in adult life. He has no doubt that we shall find in numerous cases of which we have no records that the parents or other relations had become deaf in comparatively early life.

21,974. Bell.

279. We think that this knowledge, if it could be obtained, would be of great value.

280. It used to be estimated that one-sixth of the deaf and dumb population should be at school. The Elementary Education Act of 1870, however, fixed the same proportion for the whole population. Owing to the shorter average term of life of the deaf, it follows that a larger proportion must be of right school age. In Italy the proportion is estimated at one-fifth, *i.e.*, between the ages of 9 and 18. It is still more in the United States, if the census returns of that country be correct.

By Mr. Baker of Doncaster. See pages 82 and 362 of Appendix.

281. The actual number of the deaf and dumb at school in the United Kingdom is, so far as we can ascertain, 3,138. According to the foregoing estimate the number should be over 4,000, and considering the omissions in the census returns, probably 4,500 would not be an excessive number for whom school accommodation should be provided, (*i.e.*, those between the ages of 5 and 13, inclusive), and even more if the longer term of education so desirable for the deaf be decided upon.

See Appendix 24.

282. The number of school age (*i.e.* of children between 5 and 15) stated as 5,129 in the last census, is a mere estimate arrived at roughly on the basis of the proportion between the deaf and dumb and the whole population.

9,189. Buxton.

Classification of the Deaf.

283. Various systems of classification have been laid before us by witnesses. Mr. Van Praagh has suggested that the deaf and dumb may be divided into two classes; (1) those who are congenitally deaf, (2) those who have become deaf after birth. Then they may be divided according to their degree of deficiency, even including those who are hard of hearing.

7,380. Van Praagh.

"(1) Those who perceive the human voice when it is used close to the ear, without being able, however, to distinguish the separate sounds; (2) those who can distinguish the vowels when they are loudly pronounced in the ear; (3) those who understand, but with difficulty, some words that are clearly pronounced in the ear; (4) those who without effort understand all that is clearly pronounced in their ear; (5) those who can hear a raised voice."

284. Roughly speaking, any child, unless he can hear an ordinary voice at a distance, of two or three feet from the ear, is unable to acquire language by the ordinary method. He should be classified as a deaf-mute, and could not be taught in an ordinary hearing school.

285. Dr. Gallaudet has divided the deaf into the following classes:—

13,417. Gallaudet.

"(1) The '*speaking deaf*' would include a child who has learnt to speak and has lost his hearing after he was five or six or seven years old. (2) Then the '*semi-speaking deaf*' is one who has lost his hearing, we might say, at, perhaps, two or three years of age, who retains the power of uttering disconnected words, but has not the power of expressing himself in connected language. (3) Then we come to the '*speaking semi-deaf*,' comprising cases where from disease a child might lose his hearing partially and still have the power of speech, who was so deaf as not to be able to enter an ordinary school, but who could hear enough to be taught on the aural method. (4) '*Mute semi-deaf*,' one who has an amount of hearing sufficient to be able to be taught on the aural method. (5) The '*hearing mute*' would comprise such children as hear perfectly well, but do not speak; such are almost invariably idiots."

286. It seems to us that there are really three classes of the deaf—

1. Those who are congenitally deaf.
2. Those who have become deaf after birth, these may be subdivided into—
 - (a.) Those who became deaf before acquiring speech;
 - (b.) Those who became deaf after having acquired some speech.
3. Those who possess some hearing power.

287. We will deal with the last-mentioned class first. Of this class, there should be a careful and frequent inspection so as to test the amount of hearing power which, from time to time they may possess. An endeavour should be made, if not to treat them entirely by the aid of ear trumpets or other mechanical means, to use their amount of hearing as far as possible, for the purposes of correcting their pronunciation and intonation, and of endeavouring by the frequent use of the ear to improve the hearing which from disuse might otherwise become further impaired.

6,576. Stainer. See Proceedings of meeting at Madison, Wis., 1884; Washington, 1885.

"Aural or auricular instruction is a term used by Mr. T. A. Gillespie of the United States, to signify a mode of instruction given to children who have partial hearing. Mr. Gillespie uses instruments, including the audiphone and ear trumpets; and his experience as related to the Convention of Teachers in New York, 1884, was that about 16 per cent. of the ordinary pupils of his instruction had a sufficient amount of hearing to derive benefit by this special means of training."

6,743. Dalby.

288. Sir William Dalby, however, thinks the aural method of no great value. "Not sufficient to occupy very much of my time."

13,147 and 13,300. Gallaudet. 21,400. Bell.

289. According to Mr. Graham Bell's evidence "conversation tubes" are used in three State combined schools and one private oral school in the United States. From 12* to 25 per cent. of those who are classed as deaf could be improved through the ear, even of those who have not been born deaf, who were congenitally hard of hearing, (that expression means that they were so hard of hearing from birth that their hearing was never educated by the ordinary means, so that in several instances they have reached school age without having made any use of their hearing whatever, either so far as the acquisition of the power of speech, or so far as learning to understand what is spoken by others). This class, which is by no means a small one, though not congenitally deaf, are congenitally so hard of hearing that on arriving at school age they stand in the category of deaf mutes.

21,399. Bell.

21,402. Bell.

290. In New York experiments were made by Mr. Graham Bell in conjunction with Mr. Currier and Mr. Clarke, and in Washington by Professor Gordon. They were appointed a committee to investigate this subject of hearing power, and they devised an apparatus which they called an audiometer, for measuring the power of hearing.

"The hearing power of several hundred deaf mutes has been tested by an apparatus like this. It consists essentially of two coils of wire and a magneto generator, which generates an intermittent current of electricity in this coil, the other coil being connected with a telephone, and currents are induced in the secondary coil by the action of the first, but the intensity of the induced current depends on the distance between the two coils, so that if you get the two coils in close proximity you get a tremendous noise; but as you draw one coil away from the other the sound becomes less and less till at a certain distance no sound can be perceived. Then the distance between the two coils we take as the measure of the hearing power."

21,403. Bell.

291. In experiments with this audiometer, he tested the hearing power of over 700 children in the public schools in Washington in order to arrive at an idea of what the normal hearing was, and he ascertained that:—

"There are children in our public schools who hear worse than the best cases of deaf mutes in our institutions, and if we could classify the deafness of the whole population we should find a complete gradation from perfect hearing down to no hearing at all."

292. Mr. Graham Bell has constructed a scientific diagram of deafness which shows—

- (a) amount of deafness (by measurement);
- (b) age at which deafness supervened.

21,383. Bell.

"I would classify pupils by the natural defect alone, and there are only two elements to be determined which would completely define, as it were, by means of lines of latitude and longitude, the position of a deaf child in the whole mass of the deaf. These two elements to be determined are, first, the amount of the defect, and, secondly, the age or period of life at which the defect occurred. If we say that a child became totally deaf at five, it is understood what that means. We do not require to say that he is a semi-mute—that is the resultant—and if we say a child was semi-deaf from two months old, we know what that means. If we say a child was born deaf, we know that the mental condition must be entirely different. In America we measure the amount of hearing power of a child, so that we can say that a child has a hearing power of 10, 20, 30, 40, 50, or 60. Let us represent that by vertical lines, the lines of longitude of our map, and represent the age by horizontal lines or lines of latitude upon the map, then we completely define on that map the position of any deaf person. If you do not measure precisely the amount of hearing power you may measure it roughly. You may divide the deaf into two great classes, which you may term the deaf and the semi-deaf—those who have not a sufficient amount of hearing to perceive the difference of vocal sounds and those who have."

* Mr. Graham Bell thinks that 16 or 17 per cent. of the whole number of pupils in their schools will prove fit subjects for auricular instruction (21,403).

Causes of Deafness.

293. The causes of deafness are various. Those which are non-congenital are preventible, such as catarrhal inflammatory affections of the middle ear; they demand immediate treatment, which they seldom obtain. A large number are the result of diseases in early childhood, such as scarlet and other exanthematous fevers. In the class of non-preventible cases are those where deafness is due to congenital deformities arising from arrested development in the internal ear.

6,728. Dalby. 8,407. Symes Thompson. 6,752. Dalby.

294. The following were the causes of adventitious deafness in the United States noted in the course of the census of 1880.

21,488. Bell.

CAUSES OF ADVENTITIOUS DEAFNESS IN THE UNITED STATES.

The list of causes accepted and tallied by the officers of the 1880 Census.

Meningitis	-	-	-	-	2,856
Scarlet fever	-	-	-	-	2,695
Malarial and typhoid fevers	-	-	-	-	571
Measles	-	-	-	-	448
Fevers (non-malarial)	-	-	-	-	381
Catarrh and catarrhal fevers	-	-	-	-	324
Other inflammations of air-passages	-	-	-	-	142
Falls	-	-	-	-	323
Abscesses	-	-	-	-	281
Whooping-cough	-	-	-	-	195
Nervous affections	-	-	-	-	170
Scrofula	-	-	-	-	151
Quinine	-	-	-	-	78
Blows and contusions	-	-	-	-	74
Inflammations of the ear	-	-	-	-	72
Diphtheria	-	-	-	-	70
Hydrocephalus	-	-	-	-	63
Teething	-	-	-	-	54
Mumps	-	-	-	-	51
Smallpox and variola	-	-	-	-	47
Erysipelas	-	-	-	-	36
Fright	-	-	-	-	32
Water in the ear	-	-	-	-	25
Sunstroke	-	-	-	-	21
Noises and concussions	-	-	-	-	21
Tumours	-	-	-	-	11
Chicken-pox	-	-	-	-	10
Struck by lightning	-	-	-	-	10
Foreign bodies in the ear	-	-	-	-	9
Salt rheum	-	-	-	-	3
Malformation of the ear	-	-	-	-	2
Syphilis	-	-	-	-	2
Consumption	-	-	-	-	1
					9,209

Congenital Deafness.

295. With regard to hereditary deafness and dumbness, it may proceed from two main causes:—

- (I.) From the marriage of toto-congenital deaf-mutes.
- (II.) From consanguineous marriages.

I.

296. It has been supposed in America that the increase of the deaf and dumb is due to the increasing number of intermarriages between congenital deaf mutes, and

See Parly. Paper, No. C 4,908, 1886. Report on deaf mutes, p. 56.

See also Irish Census Report of 1881, p. 43.

the consequent hereditary transmission of this defect. In support of this it is said that before education was imparted to deaf-mutes, and before they were congregated in various educational institutions, hardly any intermarried.

21,526. Bell.

297. In Germany, Switzerland, and Italy, where the oral system prevails, it is found that the deaf and dumb do not intermarry to the same extent as they do in England and the United States. In the oral schools in America the pupils to a large extent do marry deaf mutes, but the larger proportion marry hearing persons.

298. This subject has been much discussed, both in England and America. Dr. Buxton quotes from a paper read before the Medical Society at Liverpool :—

9,236, Buxton.

“Assuming, for the purpose of arriving now at a definite practical conclusion, that Dr. Peet’s estimate is as nearly correct as the nature of the case and the present state of our knowledge will admit of, we find that the probability of congenital deafness in the offspring is nearly seven times greater when both parents are deaf than when only one is so. In the latter case 1 child in 135, less than $\frac{1}{4}$ per cent., proves to be deaf, but in the former, out of 140, 7, i.e., 5 per cent. are found to be deaf, the proportion of 1 in 20 being to 1 in 135 as $6\frac{1}{2}$ to 1. In other words, if we suppose a given number of children (540) the issue of mixed marriages between the deaf and the hearing, and an equal number sprung from the intermarriage of the deaf, there would be 27 deaf-mutes among the children of the latter, while there would only be four in the families of the former.

“Those facts are derived from Hartford, in Connecticut, New York, Paris, Gröningen, London, Liverpool, Manchester, and from Ireland.”

See Parly. Paper on the Deaf and Dumb. C. 4908 of 1886, p. 61.

299. Professor E. A. Fay, Ph.D., the editor of the “American Annals of the Deaf,” while admitting that “the statistics on the subject are still too limited and incomplete to enable us to form positive conclusions,” has formulated the following conclusions “as ‘probable’ :—

- “1. Persons who have deaf-mute relatives, whether themselves deaf-mute or hearing, marrying persons who have deaf-mute relatives, whether themselves deaf-mutes or hearing, are likely to have deaf-mute children.
- “2. Persons deaf-mutes from birth or from early infancy, marrying each other, especially if either partner has deaf-mute relatives, are likely to have deaf-mute children.
- “3. Persons adventitiously deaf, and not having deaf-mute relatives, marrying each other, are not likely to have deaf-mute children.
- “4. Deaf-mutes, whether congenitally or adventitiously deaf, not having deaf-mute relatives, and marrying hearing persons who have not deaf-mute relatives, are not likely to have deaf-mute children.”

300. Probably there is no one who has investigated this subject more closely than Mr. Graham Bell, who has gone very fully into the subject in his evidence, and in various publications laid before the Commission. He states :—

21,441. Bell.

“It is evident that one of the chief causes of congenital deafness is a hereditary pre-disposition. That is manifested by the fact that of the 2,262 congenital deaf-mutes, mentioned on page 13 of my memoir, more than one half, or 54.5 per cent., had other members of their family deaf and dumb.”

21,450. Bell.

301. In concluding this subject of the causes of congenital deafness, he thinks we must undoubtedly assume that in the majority of cases some ancestral cause operates, whatever it may be; and he is very much inclined to the belief that there is an arrest in the development of the nervous system.

21,502. Bell.

302. There is a considerable variety of opinion among both officers of institutions and scientific inquirers in the United States as to the results of such intermarriages causing a deaf variety of the human race, and the scientific testimony furnished by Mr. Graham Bell, while admitting the perfect possibility of such a result, leads to the conclusion that it would only occur after a succession of marriages of that character, through a great number of generations, and under circumstances which would hardly be likely to recur in every generation. There are certain conditions which Mr. Graham Bell lays down as necessary to produce such a result, viz. :—

21,503. Bell.

“That large numbers of the congenitally deaf shall marry one another, and that their congenitally deaf children, if they have any, shall again marry congenitally deaf; and that their congenitally deaf children, if they have any, shall again marry congenitally deaf and so on; that that alone will result in an increasing proportion of deaf offspring in each succeeding generation, and ultimately after a certain length of time, which we cannot calculate at the present time, a true breed or race will be formed. It is a very important question to find out whether that condition is being fulfilled, and it is being fulfilled.”

21,511. Bell.

303. He cites the case of the deaf-mutes who left the Illinois Institution, 272 of whom married deaf-mutes and 21 hearing persons. Only 16 of all these have deaf-mute children, but the absolute number is, of course, not so important as the relative number. From an equal number of marriages of hearing persons, according to his calculation, there should not have been one deaf child.

304. In his memoir, on page 16, he gives an analysis in Table XX. of 1,089 deaf-mutes who have married :—

21,510. Bell.

“These deaf-mutes are taken from New England State, from New York State, from Ohio State, from Indiana State, and from Illinois State. Then in Table XXI. I range them according to the period of birth. Of those who were born before 1810, 129 are recorded to have married. Of these 72 married deaf-mutes, that is 55.8 per cent. Of those born between 1810 and 1839, 80.7 per cent. married deaf-mutes. Of those born between 1840 and 1859, 84.1 per cent. married deaf-mutes. Of those born after 1860 (and that does not bring it down to very recent times) 91.7 per cent. married deaf-mutes.

305. On the general question as to the probability or otherwise of deaf persons having deaf offspring, Mr. Bell says the general result is simply this,

“With one parent, who is a congenitally deaf-mute, one-tenth of the children are deaf, and with both parents congenitally deaf-mutes, about one-third are born deaf.

21,522. Bell.

“The indications are that we have at least 607 deaf-mute children of deaf-mutes in the United States living before 1880.

21,530. Bell.

“If these figures are to be relied upon, one deaf mute in every 34 among the congenitally deaf-mutes is the child of deaf-mute parents

21,531. Bell.

“It is quite true that up to the present time the majority of children of deaf-mutes can hear, but the proportion of deaf offspring of deaf-mutes is enormously greater than the proportion of deaf offspring in the community at large. Now these deaf children are going to have a larger proportion of deaf offspring than their parents had, if they marry deaf-mutes, and 95 per cent. of all those who marry are going to marry deaf-mutes. That is again the point; it is the continuous selection from generation to generation.”

21,535. Bell.

306. Mr. Graham Bell’s tabulated statements relating to the intermarriage of deaf-mutes, show an analysis of 757 cases of intermarriage between deaf mutes.

21,848. Bell.

“MARRIAGE OF DEAF MUTES.

Analysis of 757 cases.

Males.	Deaf Mutes.	Cause of Deafness.	Females.			Total Males.	
			Deaf Mutes.				
			Cause of Deafness.				
		Con- genital.	Non-con- genital.	Not stated.	Hearing persons.		
	Congenital	-	86	93	48	13	240
	Non-congenital	-	108	115	53	26	302
	Not stated	-	27	35	121	10	193
	Hearing persons	-	8	6	8	-	22
	Total Females	-	229	249	230	49	757

Of 757 males, 22 were hearing persons, and 735 were deaf-mutes.

Of 757 females, 49 were hearing persons, and 708 were deaf-mutes.

Hence, of 1,514 persons, 71 were hearing persons, and 1,443 were deaf-mutes.

The general result that that table shows is, that of the 1,514 persons who intermarried in those 757 cases, 1,443 were deaf-mutes, and 71 were hearing persons, and of the 1,443 deaf-mutes, 71 or 5 per cent. married hearing persons, and 1,372 or 95 per cent. married among themselves.

INTERMARRIAGE OF DEAF MUTES.

Analysis of 402 cases.

Males.	Cause of Deafness.	Females.		Total Males.	
		Con- genital.	Non-con- genital.		
	Congenital	-	86	93	179
	Non-congenital	-	108	115	223
	Total Females	-	194	208	402

Of 179 congenitally deaf males, 86 married congenitally deaf, and 93 non-congenitally deaf, females. Of 194 congenitally deaf females 86 married congenitally deaf, and 108 non-congenitally deaf males.

Hence, of 373 congenitally deaf persons, 172, or 46·11 per cent. married congenitally deaf persons, and 201, or 53·89 per cent., married non-congenitally deaf persons.

Of 223 non-congenitally deaf males, 108 married congenitally deaf, and 115 married non-congenitally deaf, females. Of 208 non-congenitally deaf females, 93 married congenitally deaf, and 115 married non-congenitally deaf, males. Hence, of 431 non-congenitally deaf persons, 201 or 46·64 per cent. married congenitally deaf persons, and 230 or 53·36 per cent. married non-congenitally deaf persons. I would also present the Commission with an analysis of 607 cases of deaf children of deaf-mute parents.

DEAF-MUTE CHILDREN OF DEAF-MUTE PARENTS.

Analysis of 607 Cases.

Sex.	No.	Cause of deafness.	No.
Males - - -	271	Congenital - -	328
Females - - -	275	Non-congenital -	40
Not stated - -	61	Not stated - -	239
	607		607

Of 368 deaf-mute children of deaf-mute parents, 328 or 89·1 per cent. were congenitally deaf, and 40 or 10·9 per cent. were non-congenitally deaf.

PERIOD OF BIRTH.	Father deaf, Mother unknown.	Mother deaf, Father unknown.	Both Parents deaf.	Total.
1800-9 - - - -	3	—	—	3
1810-9 - - - -	1	2	—	3
1820-9 - - - -	6	6	1	13
1830-9 - - - -	14	11	11	36
1840-9 - - - -	23	14	20	57
1850-9 - - - -	31	30	41	102
1860-9 - - - -	32	35	61	128
1870-9 - - - -	21	37	120	178
Ascertained - - -	131	135	254	520
Not ascertained - - -	35	8	44	87
Total - - - -	166	143	298	607

307. We think that there is sufficient evidence to prove that there is a real danger of an increase of congenital deafness from this cause, and recommend that the inter-marriages of the toto-congenitally deaf should be strongly discouraged.

II.

308. The second cause is the intermarriage of blood relations, such as first cousins, but the statistics are not sufficiently accurately kept to be able to arrive at more than general conclusions.

309. In the Alpine regions in Lombardy and Piedmont, the percentage of deaf-mutes is found to be three times greater than in any other part of Italy, which may be attributed to the prevalence of consanguineous marriages.

310. There are some interesting statistical tables in the Irish Census Report of 1871, and the question of consanguineous marriages as a supposed cause of deaf-mutism has been specially investigated in the last three Irish Censuses. In the opinion of the Census Commissioners the results tend to establish these suppositions as facts, and to show that according as the degree of relationship is more remote, mutism occurs in a less number of cases. Thus in 135 cases where the parents of mutes were related previously to marriage, 84 were in the degree of first cousins; 40 in that of second; 10 in that of third, and 1 in that of fourth. The Irish Census Commissioners add

that their researches "clearly prove that mutism is often transmitted by hereditary taint or family peculiarity."

311. Dr. Buxton says it was the opinion of the late Dr. Peet, father of the principal of the New York Institution, that one out of every ten congenitally deaf-mutes is the offspring of consanguineous marriages, and the witness adds that this coincides with his own experience at Liverpool and in London.

312. The result of our own inquiries among the 30 deaf and dumb institutions of the United Kingdom is that, so far as those statistics enabled them to tell, out of the total number of pupils, 2,485, the number of cases which were the offspring of cousins was 99. On the other hand the number of cases the offspring of deaf and dumb parents was 42, and of parents having deaf relatives was 72.*

313. Mr. Graham Bell says:—

"So far as my researches have gone, I have given considerable attention to this subject, and I can see no proof, at least we have no statistics that undeniably prove that a consanguineous marriage is a cause of deafness; but I do see abundant proof that a consanguineous marriage occurring in a family in which there is already deafness increases the deafness in the offspring; it is simply a case of selection; the family peculiarities, whatever they are, are increased."†

314. We think from the evidence and statistics before us that consanguineous marriages should be strongly discouraged, especially where deafness has occurred in the family.

Education of the Deaf.—Preliminary Remarks.

315. Before discussing the education of the deaf and dumb, we must remark that their case stands on a different footing from that of the blind, because when the adult, or even the partially educated has become afflicted with deafness, his condition differs little from that of the ordinary population, and, therefore, less special education is needed for those above 13 or 14 years of age than is required for the blind.

316. Again, in adult life, there is no need for special modes of industrial training, nor for special workshops for the deaf and dumb, consequently the education of the young has mainly engaged the attention of your Commissioners.

317. Dumbness is usually the result of deafness, but there is no physiological connexion between the two; those who are dumb and not deaf are mentally deficient.

318. There is some inaccuracy and confusion of ideas in the use of the popular nomenclature, deaf and dumb. The class should be spoken of as the deaf; the terms "deaf-mute" and "deaf and dumb" should be strictly applied to such only as are totally deaf and completely dumb.

History of the Education of the Deaf and Dumb.

319. In a paper read at the Society of Arts in 1872 by Dr. (now Sir George) Dasent, he thus summarised the early history of the education of the deaf in most cases up to the end of the 16th century:—"It was the hard fate of the deaf and dumb to have been confounded and classed with idiots, and to be pronounced "inaccessible to reason, because the want of hearing had prevented their instruction and speech." Further on, he says: "Earlier, indeed, in that century, Rabelais, of whom all of you have no doubt heard, though few of you have probably read, makes the first mention that I know of 'lip-reading,' of which I shall have something to say further on, and tells of a young Italian, one Nello de Gabrielis, who, though deaf, understood all that was said by merely watching the lips of speakers. But it was in Spain, the land of noble exceptions, that the first systematic attempt to consider the deaf and dumb as rational beings, and to show that they were capable of articulate speech, was made by Pedro de Ponce, a Spanish monk, at Sahagun, and confessor to the King. This benevolent ecclesiastic, in 1570, instructed four deaf and dumb pupils in speech. He had worthy followers, both in his own country, where Ramirez de Carrion followed his example, and also abroad. In England, it was William Holder, and especially Wallis, Professor of Mathematics, at the end

* But out of the 2,485 cases summarised, at least 1,477 are in institutions where either no record is kept, or where the record kept is evidently unreliable.

† See the Report of the Halifax Institution for 1877.

“ of the 17th century, in the University of Oxford, who distinguished themselves by these acts of philanthropy. In Holland the oral instruction of the deaf and dumb found an advocate in the physician Amman. In Germany, Kruse, of Liegnitz, in Silesia, and Schulze, in Dresden. But these were but individual efforts of isolated philanthropists, though they are remarkable as agreeing in one thing, and that “ was the possibility of instructing this afflicted class of persons in articulate speech.” It was not, however, until the middle of the 18th century that any organised attempt was made to provide schools for the general instruction of deaf children; then it was that the French system of communication by signs, invented by the Abbé de l’Épée, was developed by his successor, the Abbé Sicard, 1760. The system of Amman was brought to perfection in Germany by the famous Heinicke, who was born in 1727 and died in 1790, and who is considered the founder of the German system.

320. The first school for the deaf and dumb in Great Britain was started on the combined system in 1760 by Braidwood in Edinburgh, and removed to London in 1783. In 1792 the London Asylum was founded of which Dr. Watson, the nephew of Braidwood, was the first principal. Signs and the manual alphabet gradually supplanted speech, and so it came to pass that the national system in France and in Great Britain became “ sign and manual”; whereas, in Germany, Heinicke used the pure oral system, which is still the national system, and now prevails throughout the whole German Empire.

321. In America the first teacher of the deaf and dumb was Gallaudet; he studied in France the system there practised, and taking with him Clerc, a deaf and dumb pupil of Sicard (De l’Épée’s successor), opened the Hartford School on the sign and manual system, which is still taught to the majority of the children in American schools; although of late years, since the establishment of some schools on the pure oral system through the exertions of the Honourable Gardiner Greene Hubbard, and others, speech is much more in favour than formerly, and most schools teach speech to some of their pupils, though the number of schools where the teaching is *by speech* though increasing is yet small in comparison with the continental countries of Europe.

322. In England until 1871, when the Association for the Oral Instruction of the Deaf and Dumb was started by the late Baroness M. A. de Rothschild and others, for the purpose of making the pure oral system generally known, nearly all the schools of the United Kingdom were on the sign and manual system, the exceptions being Mr. Van Asch’s small private school, and the small Jewish Deaf and Dumb Home (both then recently established), and a few schools or institutions where a combined system was more or less used, articulation being taught as an accomplishment. In France the national system of signs and the manual alphabet has been abandoned for the pure oral system since the International Congress at Milan in 1880.

323. This system has now become almost universal throughout Europe.

Present State of Education.

324. In this country it has hitherto been left to private benevolence to found institutions for the education and maintenance of the deaf and dumb of ordinary school age. The number of these institutions has been gradually increasing, and has recently been largely supplemented by board school classes; still, we have reason to believe that there are many deaf and dumb of all ages who are wholly uneducated; for instance, in London there are about 300 at school out of about 500. At Newcastle we were informed that only two thirds of the deaf and dumb of school age of the four northern counties were under instruction, and that probably 62 were growing up without education.

325. It has been estimated that there were at school in the United Kingdom—

In 1851	-	-	-	1,300	} Deaf and dumb.
In 1861	-	-	-	1,640	
In 1871	-	-	-	1,979	
In 1881	-	-	-	2,646	
In 1888	-	-	-	3,138	

6,611,
Stainer.
6,311,
Westlake.
See Reports
of Visits.
See Ame-
rican Annals
of the Deaf.
Vol.
XXVIII.
p 40.

Therefore the number has been more than doubled in 37 years, constant progress has been made in many of the institutions in the country, with improved buildings, class-rooms, and a higher class of teachers; and greater interest in the education of the deaf and dumb has been shown by conferences and public meetings, which have resulted in deputations to the Education Department.

School Board in London.

326. As an instance of various applications which have been made to the Education Department by school boards to obtain further assistance for the education of the deaf and dumb, and even since it was referred to us to report on this subject to Your Majesty, we cite the following correspondence:—

327. The London School Board, 18th March 1887, addressed the following letter to the Education Department:—

“ The Board have had under their consideration the question of again applying to the Education Department to allow grants for the instruction of deaf and dumb children. On the application of the Board in 1884 the Education Department consented to allow grants on the following conditions:—

- “ (I.) The deaf and dumb children will be borne on the books of the boys’ or girls’ departments (according to their sex) of the schools to which the classes are attached, and their attendances included in the total number of attendances for the purpose of calculating the average.
- “ (II.) The children who are sufficiently advanced for any standard will be presented for examination. Her Majesty’s inspector will be assisted by the teachers in examining them.
- “ (III.) Those who are not able to take the standard work will be treated as exceptions, and entered on the exception schedule.
- “ (IV.) The inspector will see the class at work, and add to his report his opinion as to the efficiency of the instruction.

“ This application was subsequently withdrawn by the Board, as they could not see their way to comply with the proposal of the Department. The above conditions have again been desired by the Board, who are still of opinion that the proposals are impracticable. But considering the great expenses involved in the instruction of deaf and dumb children, the Board would urge upon the Education Department the desirableness of appointing a special examiner of deaf and dumb children, and of allowing a grant upon his report.”

328. To that letter this answer was sent:—

“ My Lords are not prepared to offer any special grants for deaf and dumb children till the Royal Commission inquiring into the education of such children have reported.”

329. The London School Board state that they consider it their duty in London to provide elementary instruction for *all* children for whom efficient and suitable instruction is not otherwise provided. The Board have therefore had to provide special instruction for a considerable number of deaf and dumb, and blind children.

Report of
London
School
Board, p. 47.

“ In September 1874 the Board appointed an instructor, who had had 30 years’ experience in teaching deaf mutes, to initiate a system of deaf mute instruction at the Wilmot Street School, Bethnal Green. At first there were only five children in attendance, but this number soon increased. It was then found necessary to open at successive periods additional classes in other parts of the Metropolis. The deaf and dumb children are collected and taught at centres, of which, at Lady-day 1888, there were 13. The number on the roll at these centres was 351, and the average attendance 286. The instruction was upon a system described by the superintendent as a combined system (articulation and finger alphabet) until July 1877, when the oral system, which is now in force, was adopted.

“ The deaf and dumb children cannot be taught with the other children. They are consequently taught in classes apart, and are not examined by Her Majesty’s Inspectors.

“ At Lady Day, 1888, the staff consisted of a superintendent, 16 women and 8 men assistants, 5 women ex-pupil teachers, and 8 girl pupil teachers.”

School Boards in the Provinces.

330. The establishment of school board day classes for the education of the deaf has been making considerable progress throughout the country; and the example of London has been followed by some large towns in England and Scotland. With the exception of the class at Sheffield and the older children in the Leeds class, who were

admitted before the change of method of instruction, and a few others considered to be unsuitable for oral teaching, all the pupils in these classes are taught on the pure oral system. In 1879 the Sheffield class was started; Leeds in 1881; Greenock and Nottingham in 1883; Bradford, Bristol, and Dundee in 1885; and Leicester (two classes) and Govan (Glasgow) in 1886. The total number of children under instruction in 1888 in these provincial classes was 176, and the average cost per head was 7l. 19s. 10d. The number of male teachers was 3, and of female teachers 16. The boards consider that the teaching imparted is sufficient to start the pupils in life, and to give them the means of communicating with the world at large, provided that the children remain long enough, but Greenock is the only one of these provincial boards that supplies any industrial training.

The total number of children under instruction by the School Boards in London and the Provinces is 577.

Guardians of the Poor and Education of Deaf Mutes.

331. It will be convenient to recapitulate here the existing laws affecting the education and maintenance of the blind, which for the most part apply also to the case of the deaf and dumb.*

ENGLAND AND WALES.

Poor Persons liable to Relief for Wife or Children unless Blind or Deaf and Dumb.

4 & 5 Will. 4. c. 76. s. 56. And be it further enacted, That from and after the passing of this Act all relief given to or on account of the wife, or to or on account of any child or children under the age of sixteen, not being blind or deaf and dumb, shall be considered as given to the husband of such wife, or to the father of such child or children, as the case may be, and any relief given to or on account of any child or children under the age of sixteen of any widow shall be considered as given to such widow: Provided always, that nothing herein contained shall discharge the father and grandfather, mother and grandmother, of any poor child from their liability to relieve and maintain any such poor child in pursuance of the provisions of a certain Act of Parliament passed in the forty-third year of the reign of Her late Majesty Queen Elizabeth, intituled "An Act for the Relief of the Poor."

Guardians may maintain and educate Deaf and Dumb or Blind Poor Children in Certified Schools.

25 & 26 Vict. (1862) c. 43. s. 1. The guardians of any parish or union may send any poor child to any school certified as herein-after mentioned, and supported wholly or partially by voluntary subscriptions, the managers of which shall be willing to receive such child, and may pay out of the funds in their possession the expenses incurred in the maintenance, clothing, and education of such child therein during the time such child shall remain at such school, not exceeding the total sum which would have been charged for the maintenance of such child if relieved in the workhouse during the same period, and in the conveyance of such child to and from the same, and in the case of death the expenses of his or her burial.

9. No child shall be sent under this Act to any school which is conducted on the principles of a religious denomination to which such child does not belong.

10. The word "school" shall extend to any institution established for the instruction of blind, deaf, dumb, lame, deformed, or idiotic persons, but shall not apply to any certified reformatory school.

Guardians may provide for Maintenance and Education of Adults.

30 & 31 Vict. (1867) c. 106. s. 21. The guardians may provide for the reception, maintenance, and instruction of any adult pauper, being blind or deaf and dumb, in any hospital or institution established for the reception of persons suffering under such infirmities, and may pay the charges incurred in the conveyance of such pauper to and from the same, as well as those incurred in his maintenance, support, and instruction therein.

Guardians may send Deaf-Mute or Blind Children to Uncertified Schools.

31 & 32 Vict. (1868) c. 122. s. 42. The guardians of any union or parish may, with the approval of the Poor Law Board, send any poor deaf and dumb or blind child to any school fitted for the reception of such child, though such school shall not have been certified under the provisions of the Act of the 25th and 26th years of Victoria, chapter 43.

Parliamentary
Return, No. 326
of 1887.

* The number of deaf and dumb children in England and Wales in receipt of relief on the 2nd September 1887, who were above 5 and under 15 years of age, was 616, of whom 575 were receiving instruction in special schools, 33 in workhouse schools and 8 in public elementary schools other than workhouse schools. There were 56 children in receipt of indoor or outdoor relief and not under instruction, but these were mostly weak-minded or idiotic.

Guardians may subscribe towards support of Institutions, Associations, &c.

42 & 43 Vict. (1879) c. 54. s. 10. Whereas by section 4. of the Poor Law Amendment Act, 1851, guardians are authorised, with such consent as is therein mentioned, to subscribe towards the support and maintenance of any public hospital or infirmary as therein mentioned; and it is expedient to extend the said section. Be it therefore enacted as follows:—

The provisions of the said section shall extend to authorise the guardians, with such consent as is therein mentioned, to subscribe towards any asylum or institution for blind persons, or for deaf and dumb persons or for persons suffering from any permanent or natural infirmity, or towards any association or society for aiding such persons, or for providing nurses, or for aiding girls or boys in service, or towards any other asylum, or institution which appears to the guardians, with such consent as aforesaid, to be calculated to render useful aid in the administration of the relief of the poor.

Provided always that nothing herein contained shall authorise any subscription to any asylum or institution unless the Local Government Board be satisfied that the paupers under the guardians have, or could have, assistance therein in case of necessity.

Guardians may pay a reasonable charge required by an Institution for Blind or Deaf-Mute Children.

45 & 46 Vict. (1882) c. 58. s. 13. The guardians of any union, who send any pauper child to a school certified under the Act of 25th and 26th years of the reign of Her present Majesty, cap. 43, may pay the reasonable expenses incurred in the maintenance, clothing, and education of such child whilst in such school, to an amount not exceeding such rate of payment as may be sanctioned by the Local Government Board for pauper children sent to such school, anything contained in the said Act to the contrary notwithstanding.

332. It has been brought to our notice that in several cases where the parents of deaf and dumb or blind children were unable to afford the cost of their being educated and maintained in proper institutions, the guardians considered themselves exempted from the duty of educating the child at the cost of the union under the above Acts, on the ground that the parents were not paupers. We accordingly requested the Local Government Board to furnish us with their interpretation of the law on this point. The annexed letter shows that it is not a condition precedent to such action on the part of the guardians that the parents should be paupers.

Local Government Board, Whitehall, S.W.,
February 21, 1888.

SIR,

I AM directed by the Local Government Board to acknowledge the receipt of your letter of the 28th ultimo, asking, on behalf of the Royal Commission on the Blind, the Deaf and Dumb, &c., the Board's view as to the power of guardians to contribute to the maintenance in suitable institutions of deaf and dumb children whose parents are not paupers. The Board direct me to state that in their opinion it is competent to the guardians to send to a suitable school a deaf and dumb or blind child whose parent, though poor, may not be a pauper in receipt of relief. The approval of this Board is, however, necessary to the sending of the child unless the school has been certified under the 25 & 26 Vict. c. 43. (see s. 42 of the 31 & 32 Vict. s. 122).

Moreover, it appears to the Board that, having regard to s. 56 of the 4 & 5 Will. 4. c. 76. relief given to or on account of a deaf and dumb or blind child is not relief to the father of such child.

The Board may add that the power given to the guardians in this matter should, of course, only be exercised when the parent is unable to pay for the child's maintenance, education, &c., in the school.

The Secretary to the
Royal Commission on the Blind, the Deaf and Dumb, &c.,
6, Old Palace Yard, S.W.

I am, &c.
(Signed) S. B. PROVIS,
Assistant Secretary.

333. Before dealing with the various systems of education we must observe that it is difficult to realise the difference in educational requirements between a hearing child when he first goes to school and a deaf and dumb child of the same age. The former, though he may not know how to read or write, has been in communication by speech with those around him, and has acquired by the ear some facility in expressing himself more or less grammatically. The latter can only express himself by natural signs, or at the most say a few words if he have any remains of speech, and under the most favourable circumstances his vocabulary is limited to a few words either by speech or by finger language.

334. It has been urged upon us by some witnesses that parents should be advised and encouraged to teach their children a little writing and a few simple words before they come to school, as in the majority of cases the children come to school having been entirely neglected and allowed to run wild. Some institutions have issued instructions to parents, specimens of which we insert in the Appendix.

13,172.
Gallaudet.

Appendix
20.

Special Teaching required.

335. With the deaf and dumb the main problem to be solved is how to teach them, and what shall be the character of their education

6,274,
Westlake.

336. The deaf and dumb cannot be taught in classes with hearing children, and therefore are at a disadvantage compared with the blind; they require throughout their education special training; and under whatever system they may be taught, separate schools or classes, and special teachers are manifestly indispensable.

337. Their education must therefore be carried out either in—

1. Institutions, or
2. Day schools.

1. *Institutions.*

338. Until day classes were recently established by some of the school boards, there was no provision for the education of the deaf except in institutions where board and accommodation were provided for either (a) those whose parents could afford to pay good fees, (b) those who were elected by the votes of subscribers, or (c) those who were sent or assisted by the guardians on the payment of a certain sum (from 7*l.* to 25*l.* a year) towards their education and maintenance, which in some cases amounted to not more than one half or one third of the total cost, the remainder being provided either by the parents or by private charity.

8,177,
Owen.

339. It is considered by many witnesses that the education of the deaf and dumb can be better carried on in institutions than in day schools. Besides this, there must be always many who are physically weak and demand the special care and training which they could not get in their own homes...

7,549,
Schöntheil.

340. If the parents would take, or were capable of taking, an interest in their children's education, they would be better at home; the very best institution can never entirely replace the influence of home, but if a child goes home to a squalid dwelling, where the parents cannot look after it or keep up the education acquired at school, then it is much better that the child should be taken care of by intelligent teachers at an institution rather than that it should remain in a home where it is not properly cared for.

9,201,
Buxton.

341. One witness considers that five years' instruction as a day scholar is not more than equivalent to one half the same time spent as a boarder in school.

6,896,
Elliott.

9,208,
Buxton.

21,528,
Bell.

342. In his view, supervision, continuous attendance, and extra discipline, to which the children are made subservient under a boarding school system, are absolutely lost under the day school system; on the other hand, it is contended that the isolation in a residential institution renders them more dependent on others and less likely to be able to buffet with the world when the time comes for them to leave school. It is also urged that for those taught on the pure oral system, the habit of mixing with strangers, of playing with hearing children, and of accustoming themselves to make known their requirements to strangers by means of speech is of great advantage to them. To mix with the hearing and speaking world has a widening and invigorating effect on their minds, and they are less likely to remain a class apart, mixing almost exclusively with the deaf and dumb, the consequence of which is frequent inter-marriage.

2. *Day Schools.*

343. The difficulty of educating children in country districts or small towns where there may not be sufficient to form a class, has generally prevented the introduction of day schools, and is used as an argument in favour of residential institutions; but this difficulty is grappled with on the Continent, and, as we are informed, successfully, in the school at Schleswig, which takes all the deaf children of the whole province of Schleswig Holstein, and at Brühl, near Cologne, and at Cologne itself, where there are schools which satisfy the requirements of the Rhenish Provinces. It is done in this way, the children attending these schools, unless their parents or friends live sufficiently near, are boarded out in families corresponding with their own station in life, not more than two or three in a family, and

See Reports
of visits
(Schleswig,
Brühl and
Cologne).

the teachers of the schools from time to time visit the houses where the pupils are lodged, to see that they are properly fed and cared for; the parents pay towards the maintenance of their children in accordance with their means. A similar plan is successfully practised in London by the Association for the oral instruction of the deaf and dumb, but these children are generally of a class above those ordinarily attending public elementary schools.

See Reports
of visits
(Brühl).
7,272 and 3.
Van Praagh.

344. In regard to the success of the "day school" system, those school boards who have started classes for deaf children are not unanimous. The London School Board remark that the classification of the deaf scholars according to their qualifications is impossible, and that the instruction amounts almost to individual teaching. They also find that the usual impediments to regular attendance, experienced in the case of hearing children, prevail in the case of the deaf, viz.: distance from centres, bad weather, want of boots and clothing, illness, &c. The Greenock and Leicester Boards also find that signs are used at home, thus counteracting the effect of the pure oral teaching given in school. On the other hand, seven boards approve of the day school principle. The Leeds Board find that parents prefer sending children to a local school rather than to a boarding school; at Nottingham it is found the children are far less "clannish," and are assisted in speech and lip-reading by relatives and friends at home, and Bristol, Dundee, and Govan bear similar testimony.

See List
of School
Board
Classes in
Appendix
26.

345. In Berlin there is a large day school at which the children are taught from 8 a.m. to 1 p.m., and then return home; as many live at some distance the tram or railway fare is defrayed by the town in cases where the parents are poor.

Reports of
visits
(Berlin).

346. In London it has been found necessary to establish homes in which the children can be kept during the week, but the experiment is not entirely satisfactory, nor do we consider that the London homes which we visited compare favourably with institutions. These were originated by Dr. Stainer with the best intentions, and to supply a want which the school board, under the existing state of the law, were unable to meet. There was not sufficient supervision either by Dr. Stainer or a committee; there was a difficulty about the meals in the middle of the day, which resulted in the children being insufficiently fed, and consequently liable to chilblains and other skin diseases, demanding regular medical supervision. Though they were certified and under Government inspection, when we visited them, the homes had not been inspected for twelve months. We do not think that the slight difference in cost in favour of the homes over that of institutions compensated for the disadvantages connected with them; and we consider that the School Board should not divest itself of all responsibility for the health of the deaf and dumb children who are brought together in these classes.

20,779
et seq.,
Stainer.

20,790,
Stainer.

347. It might be possible in London and other large towns to start day schools in one or more of the suburban districts, at which the children might attend by travelling to and fro by tram or railway, and thus obtain the benefit of country air, or in the neighbourhood, of which they might be boarded out in families of their own station in life, in which case, of course, it should be the special duty of the school authority to look after the welfare of the children under their charge, and to be responsible for the general working of the boarding out system. The boarding out of pauper children has not been tried long enough in England to enable us to recommend it for a class which would require much more care and attention than ordinary children, although the reports made by Miss M. H. Mason to the Local Government Board, 1885-6, 7, and 8, show that the trial has not only been fairly successful in the case of the latter, but has made steady progress in each succeeding year. In Scotland it has been the practice of the Parochial Boards to board out orphan and deserted children as well as idiot children. It is, however, except under careful supervision, open to abuses.

Annual Re-
port of Local
Government
Board for
1885-86,
p. 60.
1886-87,
p. 129,
1887-88,
p. 114.
See Report of
Royal Com-
mission on
Reformatory
and Industrial
Schools, para.
33; also
Report of
Board of
Supervision for
1887-88, p. xix.

18,456,
Mitchell.

348. If the boarding out system is to supplement the day school, it would be necessary that the school authority should have the power of establishing boarding homes, or of paying towards the maintenance of children boarded out in the same way as the guardians now have in respect to institutions.

349. In the United States, the policy of decentralisation, or the avoidance of collecting the deaf and dumb in large schools, is advocated by Mr. Graham Bell, principally to avoid the intermarriage of the deaf and dumb, which, he maintains, is the result of the deaf and dumb of both sexes being trained together, taught a language

Bell
passim.

different from that of the bulk of the population, and becoming an isolated class. He, therefore, is in favour of deaf children associating freely with hearing children, and their own parents and friends.

21,360,
Bell.

350. As an additional argument in favour of day schools, he also urges that—

"The nearer the school is brought to the home of the pupil, the less likelihood is there that he will escape instruction.

"Mothers will not part with their children except upon compulsion.

21,363,
Bell.

"If the State could offer to the parent of a deaf child either an institution or a day school, then he could advocate compulsory education."

21,457,
Bell.

"In theory the best school for a deaf child is a school with only one in it; but of course it is impracticable, it is too expensive."

21,458,
Bell.

"The practicability of any great development of day schools will depend upon the possibility of conducting very small schools of this kind economically to the State; for the scattered condition of the deaf and dumb in the community precludes the idea of large day schools, excepting in the great centres of population."

351. He therefore proposes—

21,464,
Bell.

"To supplement the institutions by a large development of small day schools, so that there shall be in each state one central institution which shall accommodate the children who cannot attend day schools; and, where it is practicable in any State, that the day schools be affiliated with the public schools so that the children shall be in the public school buildings, in a special room under a special teacher, but thrown in contact with the hearing children in every possible way."

21,467,
Bell.

352. The tendency of the day school and boarding out system is found in America gradually to lead to the foundation of an institution; we are, therefore, forced to the conclusion that institutions are necessary for the teaching of the great majority of deaf and dumb children, except under favourable circumstances in the large towns. We have considered the question from the point of view of efficiency and economy, and are not disposed to recommend either system as worthy of being exclusively adopted. In both systems there are advantages and disadvantages, which we have endeavoured to set forth, but whichever system be adopted, the school authority should exercise its powers compulsorily.

Age of Entry and Duration of School Life.

353. We have seen that in many of the large centres, there are many deaf and dumb children who are not sent to school, and there are no doubt many who are so neglected in the rural districts of which we have not been able to take cognizance, and we have observed that, though the deaf and dumb are not excepted from the compulsory clauses of the Education Acts, yet practically the compulsory powers have never been put into operation; the result is that deaf and dumb children have not hitherto, as a rule, gone to school as early as they ought, often not until 9 or 10, and the parents have generally withdrawn them at 13 or 14, so that many have not had more than three or four years at school.

8138 and 42,
Owen.
15,033.
Hingworth.
6,638,
Stainer.
7,473,
Schöntheil.
8,142,
Owen.
13,144,
Gallaudet.

354. All witnesses agree that the education of the deaf and dumb takes much longer time than that which an ordinary child takes to pass the same standard, and that not less than 8 years are necessary under any system to give the child a good education. Certain witnesses claim that under the manual system a child can get a larger amount of knowledge in four years than under the oral system in the same time. We have found children as young as five in the board school classes, and in some cases as young in the continental schools, but in such instances the instruction given is more in the nature of kindergarten lessons, and it is found that the systematic teaching of language cannot be profitably begun with children before seven as they are not so forward then as other children of four or five, and the preponderating weight of evidence is in favour of commencing their education at seven.

19,835,
Craik.

355. We think that this is the best age of entry. This would lead to their leaving school at 15. We shall discuss the question of systems of teaching later on, but on general grounds that the deaf and dumb should not be placed in a worse position than the hearing, we think that compulsory powers should be obtained to keep the deaf and dumb children eight years at school, without any existing limit of distance from school, and that power be obtained to compel the attendance of children for that purpose up to the age of sixteen, either in day-schools or institutions.

Course of Instruction.

356. The theory of school life for the deaf and dumb in this country has been to devote as much time as possible to giving the pupils a knowledge of language and general knowledge, such as is taught in the early standards in our elementary schools during the short period of three or four years during which the pupils have ordinarily been kept at school, and not to have any of the time at their disposal curtailed by learning trades.

21,471.
Bell.
8,166,
Owen.
15,479,
Thomson.
6,485.
Stainer.

357. The Rev. Dr. Stainer found the bigger boys under his tuition get very troublesome after a certain age. After their school hours are over, they do not care to sit down at a table, though they may be amused by drawing. He is in favour of giving them some manual employment to occupy their heads and hands, and has fitted up in one of his homes in Pentonville Road a room with every appliance, for teaching carpenter's work, carving, fretwork, &c., &c., such as benches, turning lathes, &c. At Doncaster the wood carving is excellent, and at the Old Trafford schools there is a carpentry class for boys, each of whom receives nine hours' instruction per week, and a cooking class for girls. It is also useful to teach girls domestic work, as is done at many institutions. Dr. Stainer, at his Home, has started a laundry, which is the best training for girls, as, if physically able, they can generally get situations as laundry maids rather than as ordinary domestic servants, for which they are not generally fitted, as they cannot hear bells.

See Reports
of Visits.

358. The only addition to the ordinary curriculum of schools has been the teaching of drawing, which is generally well carried out. Drawing is a branch of study for which the deaf appear to be particularly suited, as its knowledge is essential to those occupations in which they are fitted to excel, such as artists, draughtsmen, engravers, sculptors, designers, modellers, &c. The pupils of the institutions have passed well in the Science and Art Examinations at South Kensington. From a return supplied to us by the Science and Art Department it appears that during the year 1886, out of 617 pupils who entered for the first and second grade examinations from the Exeter, Margate, Liverpool, Manchester, London (Fitzroy Square), Newcastle-on-Tyne, Birmingham, Doncaster, Edinburgh, and Glasgow schools for the deaf, 316, or more than half, were successful, and 64 obtained prizes. Comparing these figures with the cases of 581 pupils in 11 public elementary schools who entered for the same examinations in the same year, we find that the percentage of success was rather higher among the deaf than among the hearing (51 as against 47 per cent.), while the percentage of prizes or "excellence" was rather lower (10 as against 17).

20,006.
Donnelly.

359. Under a recent Minute of the Science and Art Department, seven standards, corresponding to the Code standards, were laid down for instruction in drawing, and various other conditions were attached which were more or less inapplicable to the state of things in schools for the deaf.

360. Regarding one of these provisoes, that girls could not earn a grant for drawing, unless reading, writing, and arithmetic (according to the standards of the Code), English, needlework and cookery were also taught to all girls in Standard IV. and upwards, the Bradford School Board represented to us that inasmuch as not more than 24 girls can be taught in one cookery class at the same time, the effect of the Minute of the Science and Art Department was to make it "an utter impossibility in many large schools to make such provision." Most reluctantly, therefore, the Board found themselves compelled to resolve that drawing should not be taken up as a grant-earning subject in their girls' schools, including, of course, the girls in their deaf-mute class. This affords a strong instance of the inapplicability of the existing drawing code to deaf-mute children.

361. We are glad to observe that the Royal Commission on the Elementary Education Acts recommend (in their paragraph 117) that drawing should be made compulsory for boys, and that it should be encouraged for girls under suitable conditions. Further, they recommend that the management of technical instruction (in which they apparently include drawing) should be entrusted to the Education Department, and not to the Science and Art Department.

Para. 136 of
Royal Edu-
cation Com-
mission
Report.
Also p. 146,
Chap. III.

362. In these recommendations we generally concur. In view of the paucity of occupations (such as artistic handicrafts,) in which the deaf and the hearing can compete on fairly equal terms, we are prepared to recommend strongly the adoption

of drawing as part of the ordinary curriculum for both sexes, without being dependent, as in the case of hearing children, on the passing of any particular standard.

363. It was formerly considered that it was time enough for a boy on leaving school to begin to learn a trade and to be apprenticed, and it has been recommended that every institution should have a fund for that purpose, as is the case at some institutions.

364. But assuming that the period of instruction should be extended compulsorily from eight or ten years up to 16, it would seem most advantageous for boys to have some insight into a manual occupation, and we therefore recommend that they should, after a certain age—say 12 or 13, be taught the use of tools and the principles of mechanics rather than any particular trade, and that girls should be taught all such household work as they may be fitted to undertake.

Course of Study and Industrial Training on the Continent and in the United States.

365. In the United States, and in most of the institutions which we visited on the continent, trades are taught in deaf and dumb schools. But it is considered by several witnesses, that teaching trades can only be done effectually where trades are actually carried on.

366. In Paris, at the Institution Nationale, various workshops are attached to the institution at which the pupils after a course of instruction serve an apprenticeship in lithography, typography, wood carving, carpentry, shoemaking, and gardening.

367. At Turin, after two years schooling, the pupils at the deaf and dumb institution employ half the day, (Thursdays excepted, when 2½ hours are taken), from two to seven in the workshops, they select their trade according to the needs of their locality, in towns the pupils become printers or type setters, in the country carpenters, tailors, &c. At the Deaf and Dumb Institution for the poor of Milan, the boys are half-timers, working daily at trades from 3 to 7. Weaving, tailoring, shoemaking, and carpentry are taught. At the Deaf and Dumb Institution, Siena, drawing and wood carving are specially taken up in addition to the above-mentioned trades, and the girls make up the house linen. In Germany drawing is extensively taught, and at Dresden the pupils are trained for painting on china; the boys are also taught tailoring and shoemaking.

368. The institutions in America endeavour to have a course of study, practically the same as that which is pursued in the schools for the hearing. "They take up the elementary study of geography, arithmetic, history, some little study of physics and occasionally of physiology, which is deemed of importance even in the case of those who go through a limited course of teaching; and in nearly all the larger institutions in America, quite an important feature is made of instruction in art. They develop as far as possible the power of drawing, and instruction is given in the branches of painting and sculpture. Wood carving has come into great prominence in the last few years, and many institutions are establishing departments for instruction in the art, carrying it forward to a very high degree of development."

369. The institution at Illinois, which is the largest in America, has a department of art with a teacher at the head, and four or five assistants who devote themselves entirely to the instruction of the pupils of the institution in art.

370. There are some schools in America into whose curriculum industrial training does not enter; they depend entirely upon the apprenticeship of their pupils after they leave the school to mechanics with whom they may learn trades, and so be prepared to become mechanics; but that is the practice of a small number of schools comparatively; by far the greater number have a larger or smaller number of shops in which trades are taught. In the whole number of schools in the United States, only 14 have no industrial department, and eight of these 14 are day schools, so that there are only six of those institutions which would be called public institutions in America which have no industrial departments; those that have an industrial department and those that have not, are named in the American Annals.

371. The managers of the institutions in the United States are, for the most part, decidedly in favour of teaching trades while the pupils are in school, but it must be borne in mind that the pupils remain at school till a much later age than in England. As to the amount of time given to industrial training, in some institutions, they divide the day between morning and afternoon, the boys being in the shops half the day and in the school the other half; and in other institutions the school hours are prolonged during two or three hours of the afternoon, and industrial work given later in the day; and it is stated as the result of their training, that a larger number of very competent mechanics have been turned out of the industrial departments of these institutions at ages varying between 16 and 20. One of the reasons which induce them to be very earnest in teaching these boys trades while they are in the school, is that the difficulty of apprenticing them after they leave school is very great, owing to the existence of very close trades unions, under the regulations of which the number of apprentices is limited.

Apprenticeship and Employment on leaving Institutions.

372. There is not the same difficulty in finding employment for the deaf and dumb on leaving institutions as there is in the case of the blind, but in some instances they appear to have more difficulty in getting situations than hearing people. They have also to contend against the same difficulty in the labour market, as in the case of the blind, in consequence of their infirmity. A witness thinks it important that there should be an apprentice fund in every institution, and in several institutions where such funds exist, we were informed that they were found to be useful. Mr. Graham Bell is also in favour of apprenticeship funds.

373. In Huddersfield some trouble is taken by the agent of the Association for the Deaf and Dumb to find employment for them when they leave school in mills and in trades.

374. In Newcastle the deaf and dumb are chiefly employed in the engineering works and shipbuilding yards as engine fitters, boiler makers, joiners, &c., and their wages are equal to those of other workmen.

375. In Manchester the pupils on leaving school have had no difficulty in finding employment as joiners, cabinet makers, tailors, shoemakers, &c.; all the boys are taught drawing; some attend the school of art in the town. But the committee think there is a want of a permanent apprentice fund.

376. At Doncaster, the head master has given us full information as to the work of their past pupils.

377. In the London and Margate Asylum for the Deaf the society apprentices the children out of a special fund and exercises some supervision over them. They are visited regularly once a month by their apprentice officer. At Edgbaston they have recently followed this example.

378. In the Jews' Home the committee apprentice the children, and pay premiums amounting to 20*l.* or 30*l.* a head; the trades that are generally chosen are sign writers, boot riveters, brass polishers, &c.; and for girls, dressmaking.

379. We have found the deaf and dumb employed in Doulton's works, and in the pottery works at Worcester.

380. We think that in the event of a Bill being brought forward empowering school or other local authorities in England to start technical or industrial schools, special facilities should be given to deaf pupils to share in this training, and where, as at Bradford, technical instruction on a large scale has been provided by voluntary effort, every encouragement should be shown to the deaf to avail themselves of it.*

Systems of Teaching.—Preliminary Remarks.

381. The three systems, sign and manual, pure oral, and combined, while having in common the desire to enable the deaf to earn their own livelihood, work to this end in different ways.

* The number of deaf mutes in England and Wales receiving relief from the poor rates on the 2nd September 1887 amounted, in case of those above 21 years of age, to 550 in receipt of in-door, and 496 in receipt of out-door relief. Parliamentary Return, No. 326 of 1887.

382. The sign and manual system specially trains the deaf to communicate and associate with their fellow deaf.

383. The pure oral system specially trains the deaf to communicate and associate with the hearing and speaking world.

384. The combined system, as its name implies, tries to combine the two former, the result being that, with few exceptions, signs and the manual alphabet prevail, and cause the pupils to relinquish the use of speech, and to seek the society of deaf and dumb people.

385. We will proceed to examine the arguments which the advocates of the different systems put forward to establish their case. They may roughly be summed up in a few words. Starting upon the assumption that a written language is common to all, one party says, "We think that the sign language is the natural way in which the deaf and dumb express themselves;" the second, "We aim at making the deaf and dumb conversant with our own language, and able to express themselves in spoken language;" the third, "Why should you not give the deaf and dumb the advantage of both systems." All three have a common object in view, viz., to acquire language, the first by the manual alphabet in addition to signs, the second by speech alone, and the third by a combination of all three.

(1.) *The Sign and Manual System.*

386. It is said,—

That there are some dull children whose intelligence can only be reached and enlarged through the agency of signs;

387. That it is the readiest method for the purposes of acquiring a knowledge of written language; that more general knowledge can be taught in a given time on this system than on any other, and that it is the most economical;

388. That five years are usually allowed to teach this system, though seven or eight years are required to educate a child properly, in fact, from seven or eight years old to 16;

389. That a limited vocabulary is common to all systems, even under the most favourable circumstances;

390. That in the first instance religious instruction of a definite character is difficult to convey by signs. But when a knowledge of language is acquired religious instruction can best be given to the largest number on the sign and manual system.

391. The question may be asked, does the sign language give the deaf in these respects all that speech affords to the hearing?

"The experience and observation of the writer (Dr. Gallaudet), lead him to answer the question with a decided affirmative. On many occasions it has been his privilege to interpret, through signs to the deaf, addresses given in speech; he has addressed assemblages of deaf persons many times, using signs for the original expression of thought; he has seen hundreds of lectures and public debates given originally in signs; he has seen conventions of deaf mutes, in which no word was spoken, and yet all the forms of parliamentary proceeding were observed, and the most excited and earnest discussions carried on; he has seen the ordinances of religion administered, and the full services of the church carried on in signs; and all this with the assurance growing out of his own complete understanding of the language, a knowledge of which dates back to his earliest childhood, that, for all the purposes above enumerated, gestural expression is in no respect inferior, and is in many respects superior, to articulate speech as a means of communicating ideas. But the greatest value of the sign-language to the deaf, when the whole period of their lives is taken into account, is to be found in the facility it affords for free and unconstrained social intercourse. And in this, as in the matter of public addresses, nothing has been discovered that can fully take its place. It may even be asserted, that so long as the deaf remain without hearing, nothing else can give them what speech affords their more favoured brethren. They may have much pleasant intercourse with others by the employment of writing tablets; they may even enjoy conversation under many limitations with single individuals through articulation and lip-reading; with the aid of the manual alphabet they may have a still wider and more enjoyable range for the interchange of thought; but it is only by employing signs that they can gain the pleasure and profit that comes from conversation in the social circle, that they can enjoy such freedom of intercommunication as shall make it possible for them to forget they are deaf."

392. Signs may be classed as natural and artificial; the former would be those simple gestures that are common to all nations, whether civilised or uncivilised, the latter are those arbitrarily selected by the deaf and dumb in their several communities; and consequently there is no uniform code of signs even among the institutions in this country.

393. According to Mr. Graham Bell, who has paid much attention to the subject:—

"There are signs and signs; and I think that it would be a matter of great importance to this Commission to classify the signs in order to have a proper and suitable classification by which we might see what class of signs are harmful and what class of signs are not. I would divide signs into four broad classes: (1) Signs of the emotions, facial expressions, and so forth; (2) Dramatic signs, signs used by orators and others to emphasise the meanings of their words; (3) Imitative signs, natural pantomime by which people imitate; and (4) Symbolic signs or conventional signs; these are generally imitative in their nature but are symbolical of something else. As an illustration of what I mean by a symbolical sign, if you attach the idea of 'good' to holding up the thumb, that is a symbolical sign; it is conventional. Or again, suppose you adopt the sign for a cap string, drawing the thumb down the cheek, for a woman; that is a conventional sign. Or if you use a shirt front with the meaning, not of a shirt front, but 'white,' that is a symbolical sign.

"Now, in order that you may get clearly the distinction between the third and fourth classification, natural pantomime and sign language (that is symbolical signs), I would draw your attention to an exact parallel between pictures (which correspond to pantomime) and a picture language like the Egyptian hieroglyphics (which corresponds to the sign language). In the one case you have natural signs and symbolical signs just as in the other case you have natural pictures and symbolical pictures. Natural pantomime is a great thing to interest a child in language, but it should be used as pictures are used, as mere illustrations. The proper use of signs is to illustrate language, not to take its place. It is the conventional language corresponding to hieroglyphics, to which objection is made."

394. In the pure oral system, natural signs mean those natural gestures which are readily understood by all persons, whether associated with the deaf or not.

395. In orally taught schools which are not on the pure oral system, the term is frequently extended beyond the above definition.

396. Under the sign and manual, and under the combined systems, abbreviated signs originally derived from natural actions or pantomime are included.

397. The two-handed alphabet is mostly used in England, and the one-handed in America, as well as to some extent in one institution in Liverpool, where they come in contact with Americans, and to a limited extent elsewhere in the United Kingdom. The custom of using signs leads to an inaccurate and ungrammatical use of language, and produces "deaf mutisms." This defect however may be overcome to a great extent if the manual alphabet only is used. But in translating a discourse from a preacher or speaker to the deaf and dumb, who think in the language of signs, the abstract notions have to be rendered in more simple language.

398. According to Dr. Symes Thompson the want of exercise of the lungs and throat is found to predispose the deaf and dumb to lung diseases. It is apt to produce chilblains, whereas the exercise of the respiratory organs tends to oxygenate the blood, and to increase the activity of the circulation.

399. We have observed how the use of signs creates a tendency to live apart as a class rather than to mix with the world, and upon the consequent intermarriage of the deaf, which in Germany and Switzerland does not occur to the same extent under the oral system.

400. The result of such isolation is that the deaf and dumb are not all competent witnesses as to which is the best system, "those who have lived in cages all their lives are so much attached to the cage that they have no desire to fly outside." The children themselves may prefer the sign system as more natural to them, and the parents of poor children are sometimes indifferent and careless.

401. In the sign and manual schools which we visited, we found that more attention was paid to the teaching of language than was formerly the case, though even where instruction was professed to be given by finger alphabet, a teacher was found giving a lesson to his class by means of signs only.

402. At Cabra there is a representative institution for boys and girls of a sign and manual school as it used to be before the oral and combined systems changed the character of the education given, and in the upper class two girls gave a version of a poem of Moore entirely by conventional signs, picturesquely and artistically carried out.

403. Mr. Bather, who was educated at Manchester on the sign and manual system, regrets that though he had remains of speech, the atmosphere of that school (during the nine years he was there) imposed on him silence, as he hardly ever spoke except during some formal lessons on pronunciation, and in reading out lessons at distant intervals. He wishes that he had been taught lip-reading in his young days, as it would have given him a power and an independence which he does not possess.

21,560.
Bell.

See Appen-
dix 31.

14,971.
Illingworth.

18,119,
North.

6,152.
Owen.

8,319,
Thompson.
6,681,
Dalby.

9,527,
Buxton.

See Reports
of visits.
(Donaldson's
Hospital,
Edinburgh.)

See Reports
of visits.
(Cabra, St.
Mary's.)

19,070.
Bather.

21,576-9,
Bell.

6,861,
Elliott.

8,125 and
8,257,
Owen.
13,342,
Gallaudet.

8,453,
Rhind.
8,142,
Owen.

13,164.
Gallaudet

8,435,
Rhind.

13,202,
Gallaudet.

8519,
Rhind.

The Oral System.

II.

7,351. 404. Referring to the history of the education of the deaf and dumb, as set forth in para. 319, the oral method and the pure oral system are there spoken of. Long before the introduction into this country of the pure oral system, it had been attempted from time to time, in the largest and best conducted sign and manual schools, to teach articulation to the more apt and intelligent pupils, especially to those non-congenital deaf who had some remnant of speech, and to those who, having partial hearing, were able, by the use of it, to modulate their voices, and, in some respects, to correct their articulation; and when first the German or pure oral system was being introduced, it was contended by some of those connected with such institutions that there was nothing new in it, and that it was exactly what had been practised in such institutions. The remarks in Mr. Bather's written evidence, alluded to in the last paragraph, show how little was really done; as, however, this mode of teaching articulation has been frequently styled the "oral system" or "oral teaching," it is desirable that, to avoid confusion, the term "pure oral system" should be applied to that which was introduced by Mr. Van Asch in 1859, and publicly adopted in this country in 1872 by the Association for the oral instruction of the Deaf and Dumb.

405. This system consists, not only in teaching the pupils speech and lip-reading by imitation of the movements of the mouth and of the other vocal organs, but by causing the full energy and power of the pupil to be devoted to the acquirement of the two essential points, viz., articulation and lip-reading; in fact it is not only oral teaching, *i.e.*, "teaching to speak," but it is teaching orally, *i.e.*, "teaching by speech"; and those who practice this method so successfully in various parts of the Continent, and the few who practice it in this country, are unanimous in the opinion that the success of this system depends entirely on the shutting out from their pupils all other modes of communication, except writing and reading, and, in the earliest stages, the natural signs as defined in para. 394 (by the advocates of the pure oral system), and these are discontinued at the earliest possible stage.

406. The effect of the introduction of this system into this country during the 16 years which have elapsed, though perhaps not equal to the aspirations of those who were instrumental to its introduction, has been very marked; the original association in Fitzroy Square was very shortly followed by the formation of the Ealing Society as a special training college for teachers, and subsequently by the adoption of the pure oral system by the School Board for London, and by many of the provincial and Scotch school boards, by the establishment of several private schools, and by the introduction of special "oral departments" at Ramsgate (since transferred to Margate) and at Manchester.

407. We shall observe later on, when speaking of teachers, that it is to the want of good teachers that the "pure oral" system has not produced such results in England as it has on the Continent.

408. In Germany it has been tested by the practice of a century, and it has for the last 25 years extended to Italy, and to France since the meeting of the International Congress at Milan. It is thus described by an impartial opponent:—

Dr. Fay's
evidence in
paper at
Convention
at California.

"It entirely omits the finger alphabet, and prefers to place the deaf in direct communication with the outer world by teaching at the very commencement, and with no intermediate step, oral speech itself, and, in reading from the lips, to substitute the eye for the ear. Though opposed to the use of extempore sign pictures, it uses all printed pictures freely as aids to the recollection of objects seen and illustrations of things described in language. The partially deaf, and those who have spoken before they became deaf, succeed from the beginning. Those who have a considerable amount of hearing, but not sufficient to acquire language in the ordinary way, learn rapidly, and are able to modulate their voices. An additional number, some of these totally deaf from birth, succeed to a certain extent, practically useful. The residuum, when well taught, though not speaking or lip reading well enough to mix in general conversation, are able to communicate with their friends."

6,701,
Dalby.

409. The success of oral teaching depends greatly on its being taught to children as early as seven years old, before the vocal organs have lost their power from disuse, and when the action of both lungs and throat can easily be extended, so as to avoid the harsh sounds which are frequently emitted by the adult or untrained deaf and dumb. The respiratory organs are used naturally, and the health of the children is improved, as many of the deaf and dumb are liable to lung disease.

8,388-90,
Symes
Thompson.

410. The only children who cannot receive instruction on the oral system are those who have such defective sight as not to be able to see sufficiently to read the lips, or such defective intelligence, that they cannot be taught.

411. When the parents have made themselves acquainted with the merits of the two systems, in many cases they of their own free will, and without any persuasion, have selected the oral system.

412. We ascertained after inquiries made at the classes of the board schools, that the parents were greatly pleased with the progress in speech made by their children.

413. It has been contended that it is practically impossible to give religious instruction orally to a large number. But though religious instruction has to be delayed for two or three years till a means of communication between teacher and child is established, yet, in the German schools we visited, after two or three years, the Lord's prayer was invariably repeated, and its sense understood; we found in Italy there was no difficulty in giving religious instruction, as at Milan, in the abstract ideas of soul and spirit and the attributes of the Deity to pupils in their fourth year.

414. It is said that those taught on the oral system are obliged to learn the manual system if they want to attend the religious instruction and lectures now given to the deaf and dumb. It may be so in London; but in the Royal Institution, Milan, where the day's work is begun with prayer, the seats are placed semicircularly and special religious instruction is given twice a week to the upper classes. At the Deaf and Dumb Institution for the district of Milan religious instruction is given in chapel to 24 at a time. After they have left school, deaf-mutes can go with their friends to church, and their friends can give them the explanation they require, and interpret to them the observations of the preacher by silent word of mouth. Where there is a sufficient number to form a congregation, a service specially suited to deaf-mutes taught on the oral system, can be conducted exactly as a service for hearing people, with the difference that the clergyman stands so that his congregation can see his mouth, and that he uses elementary language according to the class of the people whom he addresses. Whereas for a congregation on the sign system the service can only be conducted by one specially instructed in that system.

415. Success of oral teaching depends on teachers. If they are well taught, and have not more than 8 or 10 in a class, and have the patience and perseverance necessary for the work, the result will follow. It is said that such is the arduous nature of the work, and such the strain on the nervous system, that in Germany men are preferred as teachers. They attach importance to the teacher having a strong and loud voice, as the pupil feels the vibrations in the throat, and sees the muscles work, which he endeavours to copy.

"It is considered necessary that the teacher should carefully study his own articulation, avoid inaudible movements of the lips, and speak distinctly and naturally with a resonant voice, and with the same force and modulation as if he had a class of hearing children before him, accompanying his articulation not with conventional signs, but with natural and appropriate movements of the arms and head, and facial expressions, which give more vigor and animation to what is said."

416. In order that the pupil may have his sight trained, and not be at a disadvantage in lip-reading from a bearded man, the teacher is required in some cases to let his moustache and beard grow. In Italy the most successful teachers are the members of brotherhoods and sisterhoods, whose work is a labour of love, and who are generally unpaid.

417. At the International Congress at Milan, the following resolutions were passed, viz. :—

I.
This Congress,—
Considering the incontestable superiority of speech over signs in restoring the deaf-mute to society, and in giving him a more perfect knowledge of language,
Declares,—
That the oral method ought to be preferred to that of signs for the education and instruction of the deaf and dumb.

II.
This Congress,
Considering that the simultaneous use of speech and signs has the disadvantage of injuring speech, lip-reading, and precision of ideas,
Declares,
That the pure oral method ought to be preferred.

7,265,
Van Praagh.
Tarra Corre-
spondence,
in Appendix,
6,750-7
Dalby.
8,351.
Thompson.
6,693,
Dalby.
See Reports
of visits,
(Govan and
London).

8,159,
Owen.
6,925.
Elliott.

8,152,
Owen.
See Reports
of visits,
(Milan).

7,347,
Van Praagh.
7,370,
Van Praagh.

6,590,
Stainer.

American
Annals of
the Deaf,
January,
1889, p. 11.]
(A visit to
a German
school.)

9,275,
Buxton.
See also
Reports of
visits
(Milan).

418. At Milan a witness states :—

"The triumph of the oral system was then proved by what was there seen in the schools, where almost impossible results were achieved, the pupils talking, gossiping, acting, &c., so that their deafness was practically non-existent."

419. The most striking result of the Milan congress was the adoption of the pure oral system by the State in France.

420. The teaching on the oral system on the continent differs slightly, but more in degree than in principle. In the elementary teaching the simplest labial sounds are connected with the vowels, and from thence the teacher proceeds to simple words. According to some teachers, the child, during the first year, is kept to certain simple sounds, without connecting those sounds with any object or word. But according to M. Magnat and some German teachers, the sounds are connected as early as possible with words representing simple objects or pictures. One of the first exercises is to teach the pupil to imitate exactly what the teacher does, and from the motion of the arms and legs he proceeds to that of the lips and tongue. Each individual child requires separate attention at first from the teacher, but it makes hardly any difference in the character of the training whether the child is entirely or partially deaf. If the child have the faintest perception of sound, he will have less difficulty in imitating sound, and learns proportionately quicker.

7,985,
White.
7,509-12,
Schöntheil.

421. One of the greatest difficulties is to teach the children to modulate their voices so as not to become harsh. The teacher must previously be well acquainted with the organs necessary for the production of sound. It should be taught naturally, and without exaggeration, without opening the mouth too wide, and so on. It requires great tact on the part of the teacher to study the particular defects of each child. The main task is not to impart mechanical speech, but to cultivate the mind, to give speech, and with it knowledge.

7,602,
Schöntheil.

422. It is not only essential that articulation should be cultivated, but also the power of lip-reading, which can only be mastered by constant practice. It is the very backbone of the German system.

"Good lip-reading will only be possible in those schools where the articulation is a natural one. Where the articulation is an unnatural one, the children will not lip-read. Therefore, lip-reading is a consequence of really good teaching, and the things balance one another and help one another. If the articulation be good, the lip-reading will be fluent; if the lip-reading be fluent the command of language will be greater, because the communication will be easier. What is done in a bad school in that way in three hours is done in a good school in half an hour. From the cultivated teacher, or from the cultivated persons who surround the deaf and dumb child there will be a perennial flow of ideas to the deaf and dumb child, and that child will acquire a fluent command of language just as the hearing child who hears the same word learns it. Therefore, good lip-reading will facilitate the command of language as it is in its turn facilitated by good articulation. By the power of lip-reading the German system stands or falls."

Le premier
livre de
lecture pour
faire suite à
la citologie.
Introduction,
p. 1. Paris,
1882.

423. The first year is devoted to the study of articulation.

"In general the deaf and dumb child of about seven or eight years of age, of ordinary intelligence, completes this portion of his studies in at the most seven to eight months. In the last two months of his first year at school he learns the formation of the most elementary phrases."

Under Monsieur Magnat's system pupils acquire the power of speech simultaneously with reading and writing. "The child pronounces a word, he writes it, and he reads it."

424. The plan that Mr. Greenberger adopted is thus described at the Conference of Teachers held at New York on 25th June 1884.

"Mr. Greenberger said he had practised the German method of beginning with the elements for many years before he gave it up for his present plan, which was far easier and more natural. He could teach a child to say *papa* in one-tenth of the time that he could give him the power of the letter *p*."

"By using the word-method we obviate the difficulties arising from the irregularities of English spelling. In teaching the word *edge*, for instance, we do not call the pupil's attention to the fact that this word is composed of four letters, *e d g e*, and that it would be more sensible to spell it with only *e j*; but we present the word to him as a whole, and make him remember it as such."

21,694,
Bell.

425. Mr. Graham Bell goes further than this, and has successfully taught whole sentences at once.

426. The extra cost of the oral system has retarded its extension in this country, as it involves the necessity of a large number of teachers, fully one-third more than the manual system. It takes more time and is much slower at first to teach, but after a certain amount of lip-reading and language has been gained, the progress is more rapid, and grammatical language and expression are used with great precision.

427. It has been contended that few deaf and dumb are able to speak pleasantly or intelligibly; but though that may be conceded in a considerable number of cases, yet the knowledge of a little speech enables them to communicate on more equal terms with the rest of the world than the language of signs or the finger alphabet.

17,840,
Welsh.
Graham
Bell's
evidence,
passim.

428. In this country there is a prejudice against the pure oral system, which, as in the case of Mr. Welsh, is often caused by want of knowledge, and dispelled by an inspection of its working; it has not been established long enough, nor provided with sufficiently trained teachers and officers, to attain the results which have been obtained in Germany and Italy, neither has it been so extensively used as to prove that those taught on the oral system lapse into the sign system after they leave school, because the large majority of adult deaf and dumb have been brought up on the sign and manual system.

See 17,969,
Welsh,
and post-
script to his
evidence.
9,330,
Buxton.

Combined System.

III.

429. The Combined System is not so easy to define, as the term is applied to several distinct methods.

It is thus defined by the Editor of the American Annals of the Deaf:—

- "1. The free use of both signs and articulation with the same pupils and by the same teachers throughout their course of instruction.
- "2. The general instruction of all the pupils by means of the manual method, with the special training of a part of them in articulation and lip-reading as an accomplishment.
- "3. The instruction of some pupils by the manual method, and others by the oral method in the same institution, and
- "4. Though this is rather a combined system, the employment of the manual method and the oral method in separate schools under the same general management, pupils being sent to one establishment or the other as seems best with regard to each individual case."

Annals,
July 1881,
Vol. xxvi.,
p. 187.

430. At Manchester and Margate the different systems (combined and pure oral) are carried on together in the same establishment, but in both cases it is found very difficult, if not impracticable, to effect entire separation of the two classes. At Manchester and at Margate respectively there are 151 and 207 taught on the oral system, and 50 and 45 taught on the sign and manual system, and at Margate there are 47 others who are taught on the combined system. The general system of these Institutions may thus be said to be the combined, the pupils being sent to one branch of the establishment or the other, as may seem expedient to the head master. It is suitable for institutions in a transition state.

431. We have shown that the combined system may mean a variety of things. In its simplest form it teaches speech and signs at the same time.

Buxton,
9,180.

"You teach a child a word and give him the sign for that word, and you teach him how to speak that word at the same time. He writes the word, he pronounces the word, as well as he can, and he signs the word; but practically the ultimate form of that child's conversation is by the sign that he learned, and not by the word that he learned."

432. The result of such a combination is that the sign system crowds out the oral system, because it is so much easier.

9,131 and 2,
Buxton.

433. Another witness speaks of this as one of the disadvantages of the combined system; if you attempt to combine the two systems, one neutralizes the other. They do not agree any more than an acid and an alkali.

18,733,
Isaacs.

434. This view is directly contradicted by Dr. Fay, who says that—

"The development of the faculties and the acquisition of verbal speech by pantomime, by finger spelling, and by books, are an excellent preliminary training for teaching associated with subsequent oral speech itself."

13,201,
Gallaudet,
quoting Dr.
Fay's paper.

435. In the United States there is no attempt to separate those who are taught orally in combined schools from those who are taught by the sign and manual method, and in the judgment of the authorities of these schools the association of children taught on both systems, and the permission to use the sign language out of school, greatly assist in the mental development of those children who are taught on the oral method.

12,296,
Gallaudet.

13,315,
Gallaudet.

436. In the United States, where there is a large majority of combined schools, speech is taught to as large a number of pupils as it is found possible to teach with success.

437. This statement of Dr. Gallaudet is contradicted by Mr. G. Bell.

21,374,
Bell.

"I do not recognise any combined method or system, and notice that the very institution that Dr. Gallaudet brings forward as a typical combined institution—the Pennsylvania Institution—discards the idea; this shows the vagueness with which the term is used. In answer to question 13,141, speaking of the Pennsylvania Institution, which is undoubtedly one of the finest of our institutions, and is doing real good honest work in all branches of education, oral and otherwise, he says:—'the system, of which we speak in America as the "combined system," is one which allows of the bringing together of all methods under varying conditions. For example, the Philadelphia Institution has a separate oral branch in which pupils who are found to succeed well in speech are taught on what would be termed here in England the pure oral method. This, which was started as a manual school, is now conducted under what is called the combined system.' In a note which the principal of this institution sent to me occurs this statement: 'The combined system has no place in our school at present.'"

438. Mr. Bell agrees with Dr. Gallaudet that the Philadelphia Institution is a model institution; there is no dispute as to what is done, but one terms it an institution on the combined system and the other does not.

20,621,
Chamberlain.

439. The Right Honourable J. Chamberlain described to us the favourable impression produced on him by his visit in 1888 to Dr. Gallaudet's Primary School and College, the first deaf and dumb school he had ever visited.

"There the teachers give all the instruction to their classes by manual alphabet or signs, and only use speech for simple sentences. The result is, that while nearly all have enough speech to ask for simple things from a stranger, their staple conversation among each other is not by speech, hence the voice is harsh and there is not much power of lip-reading. Speech is taught like a foreign language, as French is generally taught in English schools."

13,139,
Gallaudet.

440. In the Convention in California, in 1886, Dr. Gallaudet carried resolutions in favour of this system, and quotes the following description of the Convention:—

"The proceedings were marked by an unusual degree of harmony. The conflict of theories and methods which has occupied so much of the time and attention of previous conventions was almost wholly absent. It was unanimously agreed that, like other people, the deaf differ widely in their mental and physical conditions, and, therefore, methods of instructions differing as widely, are necessary for the highest development of the class. * * The war between the two prominent systems of instruction—the 'manual' and the 'oral'—which has been carried on so vigorously for many years, may be said to be practically ended, not through the victory of one side or the other, but through the better understanding of each other's methods and results. Discussions between men actuated only by philanthropic purposes, and upon matters in which selfish interest does not enter, lead to cordial recognition of whatever strength there may exist in each other's position, and the yielding of untenable points, until they find themselves occupying common ground. Such has been the outcome of the long controversy upon the oral versus the manual method. The method of the future is the 'combined' or 'American' method, in which the best features of both systems are incorporated. This method is outlined in papers read at the Berkeley Convention by Dr. G. O. Fay, of Hartford, and Professor A. L. E. Crouter, of Philadelphia, and covered by resolutions introduced by Dr. E. M. Gallaudet, of Washington, and adopted without a dissenting voice."

21,593,
Bell.

441. Mr. Graham Bell differs from Dr. Gallaudet. He thinks that the war has not ended, and points to the private oral schools as evidence of the dissatisfaction of parents with the existing system in the States, and of a wish to have more instruction in speech than is given in the combined schools.

21,374,
Bell.

18,088,
North.

442. In the Manchester District, the missionary to the deaf and dumb states that the adult deaf and dumb are in favour of the combined system, and that those who show an aptitude for articulation should be taught to speak as an accomplishment; but none of them had been taught on the pure oral system.

13,201,
Gallaudet.

443. Where the combined system has been engrafted on the teaching of the sign and manual schools it is maintained that the pantomime and finger spelling is "the uneducated mute's best friend"; but that in addition language should be taught orally to a few as an accomplishment, and as a necessity to any system that aims to reach the highest good of the deaf. And they say that the oral method which attempts to exclude signs, and the manual alphabet, cannot reach the best results.

13,315,
Gallaudet.

13,474,
Gallaudet.

444. Dr. Gallaudet says that the young men of the National Deaf-Mute College at Washington who have been brought up in oral schools are in favour of a combined system; this would include oral schools for those who might unquestionably succeed well on the oral method at the same time that it would require manual schools and manual teaching for a considerable proportion who would not be able to succeed on the oral method. Mr. Foster, who was trained on the oral system four or five years, thus gives his views and experience of both the oral and finger systems:—

15,707,
Henderson
quoting
letter from
Foster.

"I was taught under the former system by Mr. Van Asch, and have found it a great blessing; by this means I am enabled to speak to my friends and to understand what they say, though not always. I have also found the finger system very advantageous for the purposes of Sabbath services, lectures, social meetings, &c., which under the other system I consider to be impossible. In short after my experiences of them both for the last six years, I consider it best that deaf mutes should have the benefit of both systems. As to the

mode of teaching to be carried out at deaf mute schools, I do not feel competent to give any advice; but one thing is clear, that is, that the oral system should by all means be taught. I may add that if I had to choose which of the systems to be taught under, I should decidedly prefer the finger system; but I am very glad that no such necessity had arisen, for I prize the blessings of the oral system very much."

445. Dr. Gallaudet himself is a convert, and was previous to 1867 a purely manual teacher. He adopted his views as to the combined system after a visit to the oral schools on the Continent, and especially in Germany.

13,308,
Gallaudet.

446. One witness, Mr. Healey, who was not born deaf, and who says that he can speak sufficiently well with the members of his own family, is in favour of a combined system in all cases where it can be adequately carried out:—

"Unfortunately, in the majority of cases, because the larger number are poor, time cannot be given for both systems, and in my view it is far better to give such children the largest amount of sign and finger teaching that may be possible, rather than attempt to combine the lip-reading with it. Where there appears to be a quick apprehension and cleverness, of course the very utmost should be done, and longer time and special opportunities should be afforded, but in the average child I have found that progress on the silent system will be much more rapid and successful. I may cite one reason for this opinion, which is, that so many words have almost identical sounds, such as awl, all; soul, sole; told, tolled; glass, class; chip, ship; fan, van; bad, bat; and many others. The distinction between such words is so very nice, that to my mind the oral system must fail, or at least be very tedious, and much time must be exhausted in the attempt to teach the difference, but the sign instantly exhibits it. It seems to me, therefore, that the sign and finger language is much simpler and more suitable for beginners. Lip-reading may wisely be followed later on, particularly by those who have good vocal powers and sharp visual discrimination."

15,011,
Healey.

Visible Speech.

447. Before dealing with a comparison of the three systems of teaching the deaf, we think they would not be complete without a mention of visible speech, which has been fully explained to us by Mr. G. Bell, who thus describes it:—

"Visible speech is the name of a phonetic alphabet devised by my father (Professor A. Melville Bell) a number of years ago. It differs from all other phonetic alphabets in this respect, that the elementary characters do not represent sounds. When you examine the shapes of the letters of any other alphabet you will find that the little curves and straight lines of which the letters are composed have no significance, but in the visible speech alphabet, the curves and straight lines of which the characters are composed, denote the vocal organs that are used in uttering sounds, and they are built together into a compound form or character just as the parts of the mouth are put together in forming the sounds. The alphabet was brought forward as a universal alphabet for scientific purposes with no thought of the deaf and dumb. It inaugurated a new era in the science of phonetics comparable to the era that was inaugurated in chemistry by the adoption of chemical symbols.

21,868,
Bell.

"However many sounds it may be possible to produce with the vocal organs, they are all produced by the adjustment of a very small number of organs. We have only one tongue, and only two lips, and he thought if he could represent the organs themselves by symbols, he would represent sound in a much more accurate way than could be done by simply giving an arbitrary character for every sound.

"These characters are the elementary characters of visible speech, and you will see that they are the outlines of the organs that they represent. This is the character that means lip, and it is the outline of the lip; this is the character that means the point of the tongue; this is the character that means the top part of the tongue, and this is the outline that means the back part of the tongue. This is an outline of what scientifically is the soft palate, but in teaching deaf mutes we call it the nose, as the effect of depressing the soft palate is to direct the breath through the nose. This is a narrow chink between the vocal chords; that means that the vocal chords are placed parallel to one another with a very fine line between them; that is the vocalising condition of the glottis. Then when we present these symbols to a deaf child this would mean back part of the tongue; this would mean top part of the tongue; this would mean point of the tongue; this would mean the lip; this would mean the nose; that would mean expulsion of air. Now there are two other characters here which do not mean organs; they mean passages. This indicates a narrow passage through which air may pass. In this case the passage is stopped up at one end and the air cannot get out. Now these may be built into compound characters or letters *ad infinitum*. You see a few of them here." (Dr. Bell then described the compound characters, and showed how a person using his vocal organs in the way indicated by the symbols, could enunciate not only words in the English language, but words in other languages difficult of pronunciation by an English speaking person.)

21,873,
Bell.

"I would teach it with the ordinary symbols of writing. My idea of teaching the deaf and dumb is to carry on their general education by ordinary writing in the outset, and the use of the finger alphabet to increase the knowledge of language, and at the same time to train their mouths by the use of visible speech."

21,883,
Bell.

448. This system has been used for a certain number of years in America, and the teachers of schools have taken it up more or less; large numbers are still carrying it on, but it is gradually being discontinued. It appears to us that the knowledge of this phonetic alphabet would be useful to teachers who have not been properly trained in the anatomy and physiology of the vocal organs, though it cannot enter into competition with any of the systems which we have been discussing.

21,667-8,
Bell.

21,895,
Bell.

21,896,
Bell.

Comparison of the Three Systems.

449. We have now gone through the three systems of teaching the deaf and dumb, the sign and manual system, the oral system, and the combined system, and have

endeavoured, by the mouth of various witnesses, to set forth the advantages claimed for each by its advocates, and the consequent disadvantages of the competing systems.

450. Is any one of those so superior to the others that the State ought to insist that one only should be taught? Should there be two or more systems recognised side by side by the State?

451. Dr. Buxton says,—

9,221,
Buxton.

"I am so thoroughly in earnest in my advocacy of the superiority of the oral system, that I should be very glad to see every other extinguished; but I know that that must be a matter of time. The oral system is incomparably the best; it is not open to question at all, because it assimilates the deaf to the class with whom they live. If I want to communicate by signs to a deaf child I have to descend to his level, but by the oral I endeavour to raise him to my level. For a time, perhaps, the combined system may struggle on; I think that is very probable; but that the sign system in itself will last I have not the slightest expectation. I think it will die out."

8,350-1,
Symes
Thompson.

452. On the other hand, it has been urged upon us that the oral system should be adopted compulsorily by the State, and that the sign and manual system should only be maintained so long as to finish the education of those who have begun upon it.

453. We have already remarked on the combined system, and the extent to which it is practised in America. Mr. Graham Bell points out:—

21,570,
Bell.

"We have these three necessities which are very obvious in the case of congenitally deaf children: lack of speech; lack of knowledge of written language; and lack of mental development which comes from intercourse with other minds. Now the three broad varieties of methods of instruction, the oral, the manual, and the sign methods, aim for one of those three things, *but not for them all*. A sign language teacher says, it is the mental development that is most important, and we will reach the mind any way, no matter about language; so he develops the mind through that language which it is easiest for the deaf child to learn, irrespective of written language and irrespective of speech. The oral teacher says the child does not speak; let us remedy that; and it is speech that is made the one object, and written language is secondary, mental development is secondary, and everything must go through speech. The manual teacher, on the other hand, thinks that written language is the only thing of value, and neglects speech. So that each method aims at one of these three defects instead of all of them. I think that undoubtedly there is a great deal of truth in all the points that are made by all the teachers of all the schools; I believe that for the congenitally deaf written language should form the basis, because it is clearly differential to the eyes; it is perfectly distinct and perfectly clear, and I think that it should be supplemented by the use of the manual alphabet, for we want that method, whatever it is, that will give us the readiest and quickest means of bringing English words to the eyes of the deaf, and I know of no more expeditious means than a manual alphabet. I think that every deaf child should be taught to use his vocal organs. For those little deaf children who are taught by writing and the manual alphabet, I should advocate also the teaching of speech."

454. While in this country and in America there remains so much difference of opinion as to systems of education, we do not think that it is wise for the State to lay down a hard and fast line and say that they only approve or recognise one system; more especially as some of the best schools in the country are in a transition state, and have the two systems as at Manchester, Margate, &c., carried on side by side under one management. This view is supported in Ireland by Archbishop Walsh, and in the United States by Mr. Graham Bell.

6,815,
Elliott.

See Ap-
pendix 5.

455. We do not attempt to prophecy, though many entertain the opinion, that the ultimate result will probably be as in Italy. The Abbé Tarra* had two houses, one for each system. The new comers were placed in the house devoted to oral teaching, in which at first there was but a small number. This one soon became the fuller, and when the oral system had become universal, the sign and manual house was no longer used.

456. The pure oral system is spreading in England in various degrees of completeness in (a) school boards and (b) institutions. The school boards at Dundee, Govan (Glasgow), Greenock, Bristol, Bradford, Leicester, Nottingham, and London have recognised the advantages of articulation to the deaf and dumb, and have started classes on the pure oral system. At Leeds and Sheffield combined systems are being tried.

See Appen-
dices 24 and
26.

457. A complete list of the institutions and school board classes for the deaf will be found in the Appendix. We give a few as examples.

458. At the Liverpool Institution 84 of the pupils are taught on the oral system and 46 on the sign and manual.

* Deceased [June] 1889.

459. At the Newcastle Institution 77 pupils are taught on the sign and manual system and 36 on the combined. In all of the classes the teaching power was insufficient; in consequence the results were not good.

460. At the Henderson Row Institution, Edinburgh 24 pupils are taught on the sign and manual system, 22 on the oral, and 8 on the pure oral.

461. At the Dundee Institution four pupils are taught articulation daily, and all the pupils (19) are taught on the sign and manual system.

462. At the Aberdeen Institution oral instruction is given mostly to the elder children; 4 are taught on the sign and manual system and 16 on the combined.

463. At the Bristol Institution the children, 43 in all, are taught on the manual system, and if the school board children who have been taught on the oral system are sent there, there are no means of continuing their oral instruction; one boy only lost hearing at four, but they did not keep up his knowledge of speech.

464. At the Edgbaston Institution articulation and lip-reading are taught to a few who have remnants of speech, and to those who in the opinion of the head master have aptitude for such instruction (49), for a short time each day, three hours a week, but the pupils are all classified and 101 are taught on the manual system, so that we found a boy with remains of speech, who had been in the institution six or seven weeks, treated like the other boys in his class, mainly on the sign manual system.

465. At the Llandaff Institution four pupils had remains of speech, but had but little practice to keep it up, as no teacher on the oral system was available, though the head master acknowledged the want of one. There are 23 pupils in all taught on the combined system.

466. At the Cambrian Institution (Swansea) the principal (himself a speaking deaf person) has 33 pupils taught on the combined system, and 15 on the sign and manual system.

467. At the Exeter Institution all (49) are taught orally, but with manual signs as an auxiliary.

468. At the Bath Institution there was one boy who spoke, and who had taught himself lip-reading. All the rest of the children were taught on the sign and manual system. There are 14 pupils in all.

469. At the Brighton Institution there are no oral pupils. All the pupils (84) are taught on the sign and manual system.

470. At the Clapton Institution 11 girls had remnants of speech, and speaking and reading from the lips were encouraged in the semi-mutes, who are taught on the oral system. A certain amount of oral instruction is given to all. Eleven (who are old women) are taught the sign and manual system, 7 pupils are taught the manual only, 10 the combined, and 6 the oral.

471. At the Ulster Institution there is no separation of orally taught pupils; they are taught first with signs, and then in addition receive oral instruction for one hour or one hour and a half a day. Seventy-eight are taught on the sign and manual system, and 13 on the combined.

472. At the Glasgow Institution 73 are professedly taught articulation (with manual alphabet), 48 on pure oral system. Every child is taught on the oral system at first entrance, and if they give promise of success, they are taught separately.

473. From the returns made to this Commission by the school boards in Great Britain who have established classes for the deaf, it appears that 22 children are there taught on the manual system, 48 on the combined, and 507 on the pure oral. From the returns made to the Commission by head masters of institutions it appears that the total number of pupils taught therein on the different systems, is as follows: sign and manual, 997; manual only, 7; combined, 497; oral, 364, and pure oral, 616, and special cases at Doncaster, 4. There are also about 28 pupils taught on the pure oral and 48 on the oral system in small private schools scattered throughout the country.

474. The numbers of those taught in all educational establishments and classes may be summed up as follows:—

No. taught on manual and sign and manual systems	-	1,026
Ditto combined	-	545
Ditto oral and pure oral	-	1,563
Special cases	-	4
Total	-	<u>3,138</u>

See Reports of visits (Doncaster).

475. There are in all the sign and manual and combined schools a certain percentage of pupils who have remains of speech, or a certain amount of hearing. In the case of the latter, the use of speech tends to develop and increase the faculty of hearing.

476. We consider the teaching of speech to this class of deaf in most of the schools we have named to be unsatisfactory, and think they ought to be taught orally in a separate class, and to have their speech kept up instead of being mixed up with other pupils on the sign and manual system, in which case they rapidly lose their speech.

477. Our opinion is that if speech is to be successfully taught, all the instruction by the teacher must be by speech as in the German schools.

478. We have seen that in Holland, Germany, Austria, Italy, Switzerland, the Scandinavian countries, and France, it has been recognised by the State that all should acquire the knowledge of speech. However tempting may be the facility with which the deaf and dumb learn signs, and however difficult the acquisition of speech may be, these countries have come deliberately to this conclusion after having given the system of signs a fair trial. We have visited some of the principal schools of those countries. In France the oral system has not been long enough in operation for us to be able to judge of the results, but in the other countries they have succeeded in proportion to the ability and zeal of their teachers. It is difficult to know which most to admire, the fervent zeal of the Italian unpaid teacher, or the trained ability and perseverance of the well-paid German. The result in both countries is the successful acquisition of speech and lip-reading in a large majority of cases; their failures to speak pleasantly arose, in many instances (in Italy at least), from the pupils not having been sent early enough to school. In the United States 44.8 per cent. were taught articulation in one way or another in 1883, against 31.9 in 1883.

21,676.
Bell,
21,497,
Bell.

Schöntheil.
7495.

479. It may be said that the facility of teaching a language is in proportion to the distinctness with which each letter is pronounced, to the prevalence of vowels, and to the absence of words with different meaning and spelt differently, but pronounced in the same way. For these reasons it has been stated that English is the most difficult to teach the deaf, as there is a written and a spoken language, which prevents its being read on the lips with the same facility as French, German, and Italian. These languages are proportionately easier as the words are pronounced as they are written.

480. In England the deaf are decidedly more backward in speech than those in Germany, Italy, and Switzerland, and there are only one or two schools in England which will bear comparison with the ordinary ones in Germany, but we have no doubt the same results would be obtained in England as in Germany if our teachers were equally good. We propose to develop our views later when speaking of teachers.

481. We have no doubt that with due attention it is as feasible to teach English to deaf-mutes as it is Italian or German. In the German schools we saw the pupils in the higher classes lip-read, and heard them pronounce quite intelligibly some English words and proper names which they could not have known before.

See Reports of Visits (Cologne, &c.).

482. It is probable that this country, which is at present backward in the oral teaching, will follow the example of Italy. Abbé Tarra* relates how they proceeded from the sign and manual system step by step; the combined system was first tried, the want of teachers prevented the general teaching of speech in the school; from

* "Esquisse, &c. de l'Instruction des Sourds Muets." Par M. l'Abbé Jules Tarra. Traduction de MM. Dufranc et Dupont, Paris (Delagrave), 1883.

1859 to 1870 two-thirds of the pupils of both sexes were taught on the oral system, but more stress at that time was laid on written than on spoken language; in spite of all the efforts of masters to make speech the principal means of communication in the school, the deaf-mute continued to think and express himself in signs rather than in speech. In that transitional period sign and manual language, far from assisting speech, only weakened and paralysed it. At last the time came in 1870 when it was resolved to teach articulation only, and speech as the only means of instruction, even to the extent of subordinating written language to it. Writing was used not as a means of teaching speech but only to recall it and fix it in the memory.

483. The change of system in France, which arose from the International Congress at Milan, may be traced in the following manner. In 1749 a Monsieur Pereire, who was a private tutor to deaf children, taught his pupils to speak. In 1875 a descendant from the same family (the celebrated banker), wishing to commemorate his ancestor's work, established a school in Paris, under the direction of Monsieur Magnat, a very eminent and able teacher. Monsieur Magnat gradually associated with himself several clever men (medical men and others), and called a conference in Paris in the year 1878, at which they agreed to institute international congresses. These congresses have resulted in great benefit to deaf children abroad, and also in this country. In 1880 one of these congresses was held at Milan, which resulted in the conversion of almost every Frenchman there present, including Monsieur Frank, who was sent by his government to protest against the oral system. The French Government sent out commissions of inquiry, and came to the conclusion that the pure oral was the best system, and they have universally adopted it; they have had very little difficulty in converting the teachers, who have taught it with the greatest enthusiasm.

7940.
Van Praagh.

484. It is to the interest of the State that the afflicted classes should receive such an education as will enable them to mix as freely with their fellow men, and earn their own livelihood as readily as possible. The knowledge of written language is a great boon, but the use of articulate language and the power of lip-reading accurately are the greatest alleviation to their isolated position.

485. We do not propose to recommend a change of system in all schools to be carried out as suddenly as was done in France in 1880; but we think that deaf-mutes who are not physically or mentally unsuited for it, should be taught to speak and lip-read on the pure oral system, and that the term of instruction should, when in full operation, be not less than eight years, that is to say, up to the age of 16.

21,747,
Bell.

486. Much good work has been done by the sign and manual and combined schools in giving a fair general education and knowledge of written language to their pupils. We think, therefore, that, as Mr. Chamberlain suggests, such schools should be equally recognised, and receive grants under the Education Acts in proportion to the results of the inspection by the Government inspector.

20,596.
Chamberlain.

487. There would be no difficulty in forming a code which would include and meet the requirements of different methods of teaching.

19,723,
Cumin.

488. It must rest with the inspector to determine how a school should be classed, and he should take into consideration the higher and more difficult work of teaching on the oral system; but the grant must depend on the character of the work done, i.e., the amount of knowledge of language obtained, whether written or spoken, under any system.

489. We think the transition plan pursued by the London Asylum at Old Kent Road and Margate, with certain modifications, a step in the right direction, viz.:—

- A. Infant department of school where all children, say from five to seven, on their first entering, are taught on the pure oral system for at least a year. Then they should be placed according to their ability into either
- B. Pure oral school;
- C. Sign and manual or combined school:

But the pupils under each system should be kept separate, both in school and at play, so that the orally taught children may never see those taught on the sign and manual system.

490. This system might apply equally, either to institutions or school board classes, and might be done (1) by dividing the school into two separate departments on the pure oral and sign and manual systems; or (2), by day school classes.

7888. 491. Under either system we think complete separation between the less and more intelligent pupils should, if possible, be carried out.

7324. 492. The larger the school up to a manageable number, say 50 to 80, the easier would be the classification and the teaching of the pupils, and there should not be more than 8 or 10 in a class, under the oral, or 14 or 15 under the sign and manual system.

Higher Instruction for Deaf and Dumb.

493. We have been speaking hitherto of the education of the children of parents, either of the poor class or of too moderate means to pay for the cost of the education of their deaf and dumb children in institutions, and who, after they have left school, desire to follow some industrial occupation. But at present in this country there is no recognised outlet for the higher class education of the deaf and dumb after they leave institutions. There is no educational ladder by which they can climb; no college nor scholarships available for their maintenance there.

Memo. by Mr. Bather in Evidence. 494. The evidence of Mr. Bather shows that it was only through private tuition that he entered the Civil Service. That was before the era of competitive examinations.

495. We have therefore to profit by the experience furnished us by Dr. Gallaudet, the accomplished President of the National Deaf-mute College at Washington.

496. In the last report furnished to us the of the college are stated as follows:—

"To make provision for thorough instruction in the essentials of a liberal education without attempting to do the work of the polytechnic schools on the one hand, or that of the university on the other. The course of higher instruction leading to collegiate degrees occupies four years, or, including an introductory year, five years, and embraces courses in (1) language, ancient and modern; (2) mathematics; (3) natural science; (4) history; (5) philosophy and political science.

"Systematic physical training in the gymnasium is required throughout the course. There was 50 male and six female students."

13,211. 497. Dr. Gallaudet says:

"I am sure it would be of a little interest in connexion with the higher education of the deaf, to know how it came about that the Government of the United States became committed to the support of such a work; for it is probably well known, even in this country, that, constitutionally, the Government of the United States would hardly be at liberty to appropriate the money of the country at large for the support of an educational institution of this sort; in fact, that question in the progress of the relations of the college with the Congress at Washington has been often raised. The institution at Washington was begun in 1857 at a primary school. One of the clauses in the Act of Incorporation gave no limit in providing for the period during which children should be received and educated, as to the time which they could be retained in the institution. They were simply to be received and retained there while they were of teachable age. That simple omission to place any limit on the course of instruction, suggested to those who had charge of the institution in its early years, that the course of instruction might be extended so as to cover the secondary or collegiate course. So in 1864, after the primary school had existed for seven years, it was suggested to the Board of Directors by the then superintendent of the institution, that the course of instruction should be extended to include collegiate training. The Board of Directors accepted the suggestion. Congress was asked to pass an additional Act authorising the institution to confer collegiate degrees. This Act was passed before the Collegiate Department was organised, and in 1864 the simple pressing forward of a few of the more capable pupils of the school into collegiate study formed the nucleus of what became later the National College. Congress, made an appropriation for enlarging the grounds at that time, and later for additions to buildings, but no appropriation whatever for the maintenance of students in the college who were unable to pay their expenses. Private charity was appealed to successfully to secure annual contributions for the support of young men in the college who were unable to pay their own expenses. At a certain point, a little later, I think it was in 1866, I (if I may be allowed to speak in the first person, for I was then President of the college) received a letter from the Honourable Thaddeus Stevens, who was then the Leader of the House of Representatives, in that position on account of his being at the head of the Committee on Appropriations, saying, that in his district there was a young man who wished to come to the college at Washington, who was deaf, had never been in a school for the deaf, but had become deaf, who was poor, but very intelligent, and asking me if he could be admitted without charge. I replied that he could not, and I called upon Mr. Stevens to explain the reasons why he could not. He grew very much excited (he had previously been a friend of the institution and the means of securing appropriation for it), and asked why his constituent could not be received without charge. I replied, that there was no law for it; and in very emphatic language, which I need not repeat, he declared that there should be a law for it; and in a very few weeks he succeeded in passing through Congress a law for the admission of a certain number of young men from the states and territories on a free basis; and that formed the beginning of our authority from Congress to receive young men into the college from the states and territories, giving them board and tuition without charge when their circumstances were such as to make it impossible for them or their friends to defray the expense of paying. The Federal Government gave those annual appropriations, increasing from year to year, and sufficient to cover the increased expenses owing to the reception of these young men, the majority of whom are in circumstances which make it impossible for them to pay."

498. We have been supplied with a map and photographs of the buildings, which stand in the middle of park-like grounds outside Washington, in view of the Capitol.

499. The charge for pay pupils is 150 dollars each per annum, though only about 5 per cent. pay their expenses. In all cases their friends provide their travelling expenses, their clothing, and what may be called their incidental expenses. Those who are unable to pay have their college training, board, and lodging free.

500. In answer to the question, "Do any of these students go out into the liberal professions, law, medicine, or the Church?" he says:—"I will answer that by reading a brief paragraph. This was written three years ago":—

"Forty who have gone out from the college have been engaged in teaching; three have become editors and publishers of newspapers; three others have taken positions connected with journalism; ten have entered the civil service of the Government. One of these, who had risen rapidly to a high and responsible position, lately resigned to enter upon the practice of law in patent cases in Cincinnati; one, while filling a position as instructor in a Western institution, has rendered important service to the Coast Survey as a microscopist; one has become an accomplished draughtsman in the office of a New York architect; one has for several years filled the position of a recorder's clerk in a large Western city; two have taken places in the faculty of their *alma mater*, and are rendering valuable returns as instructors where they were students but a short time since; some have gone into mercantile and other offices; some have undertaken business on their own account; while not a few have chosen agricultural and mechanical pursuits, in which the advantages of thorough mental training will give them a superiority over those not so well educated. Of those alluded to as having engaged in teaching, one has been the principal of a flourishing institution in Pennsylvania; another of a day school in Cincinnati, and later of the Colorado Institution; a third has had charge of the Oregon Institution, and a fourth is at the head of a day school in St. Louis.

"And I would be glad to add to this enumeration a very interesting case which has come up since this publication was issued, of a young man who came to us, who was entirely deaf from birth, and had never learnt to speak. He devoted himself to chemistry, especially while he was in college, though he pursued the scientific course, and received a scientific degree. He became, after his graduation, an assayer in a prominent smelting establishment in Chicago, and soon rose to take the chief position there. He has had submitted to him on many occasions disputes between other practical chemists in Chicago, his judgment being relied on as very good; he has contributed to scientific publications several articles, some of which have been translated into German scientific publications; and now quite recently he has been called to St. Louis, where he has been appointed chief practical chemist to an immense sugar refinery. And when I say that this young man graduated from our college only four years ago, and is now only 28 years of age, I think you will agree with me that the deaf, with the higher training, may find their way into positions of practical use, and be able to stand side by side with those who have all their faculties. I should add that this young man has not the advantage of speech; he communicates entirely by writing or by the fingers. I merely speak of that to show that this practice of the oral method with the deaf is not essential to the highest success in the various pursuits which they take up. I may say that one or two of our young men have studied for the ministry, but none of our own graduates have been ordained. There have been three deaf men ordained to the ministry in America, and they are serving their own people very well in different parts of the country.

"Doctors they do not try to be, because from their deafness they cannot make the necessary examinations of patients. I ought to speak in this connexion of a young man whose case interested me very much in the past summer. He is a farmer in Vermont. He spent two years with us. He was a young fellow of great intelligence, but not of the highest scholarship, but while he was with us he knew that he was to be a farmer, his father having a farm which he was to inherit, and so he pursued his studies with a view to making himself an intelligent and scientific farmer. I was at his house in Vermont last summer, and I heard from his neighbours that he was absolutely the best farmer in the whole district; that he made more money out of his farm than any other farmer; that it was in better condition than any other; that he knew more than any farmer in the whole neighbourhood; that he was able to read intelligently the best scientific papers that have a bearing upon farming; and that his farm was a model of excellence. That would show that the higher instruction has its uses even with deaf young men who go into farming. This young man also is one who has no power of speech. Of course instances could be added, but it goes without saying, that our graduates have little difficulty in finding their way into positions which they would be utterly unable to take had they not had the higher training that is given in the college."

501. Dr. Gallaudet quotes the poetical composition of one of his pupils as a specimen of the literary work of the college graduates.

"He was educated upon the manual system. He received his college education with us. He was at the Hartford School previously. He was not a mute from birth, but became technically a deaf mute at the age of 10, though retaining the power of speech, not having heard after his childhood, and all his education was carried on in the school for the deaf.

"The degrees at the college bear comparison with those given in the other colleges of America. An university degree is in advance of what we give in America, but the degree of Bachelor of Arts compares with the degrees given in the ordinary colleges* in America."

502. A special college for the higher education of the deaf and dumb may be necessary where the manual or combined system mainly prevails, as in America. But when the pupils are taught orally, they can take advantage to a very great extent of the ordinary college education open to all. Even though they should

* The term college means an institution which is not quite up to the standard of the universities in America, which give a full course quite equal to the universities in England.

be unable to attend the ordinary lectures, they would not be precluded from receiving teaching from private tutors.

9,354. Buxton. 503. Dr. Buxton, himself a holder of a diploma from the college at Washington, thinks that the number of those requiring higher education in this country would be very few, not sufficient to make any special provision for them.

Training Colleges.

504. The want of good teachers for deaf and dumb schools has arisen from two causes:—

1. Low rate of pay in comparison with that obtained by teachers in ordinary elementary schools for hearing children.
2. Want of training colleges with Government inspection, examinations, and certificates.

505. From the time that the Association for the Oral Instruction of the Deaf and Dumb had been sufficiently long established to commence the training of teachers, and the Ealing Society for the Deaf had been started, the training colleges belonging to these societies have examined their students and granted their own special certificates. These are the only training colleges for teachers of the deaf established in this country.

7,307, Van Praagh. 506. At the training College of the Association in Fitzroy Square, the examination is divided into three parts; oral, practical, and written. The oral examination is very often carried on by Mr. Van Praagh in the presence of the committee and the secretary of the college. The only examination that is always the same is the practical examination. Students before they leave the college have to show a capability of teaching classes of children in various stages of tuition. If they fail in this, however clever they may be in theory, they do not receive their certificate. In the written examination there are written questions which are looked over by independent examiners.

507. At the training college at Ealing the examinations are conducted by two sets of examiners. Subjects relating to the history of deaf-mute education, the various systems of teaching the deaf, phonetics, practical class teaching, &c. are dealt with by the principal (Mr. Kinsey*) and two other examiners, whereas the papers on the anatomy and physiology of the vocal organs are examined by a fellow or member of the Royal College of Physicians, London, and a member of the Royal College of Surgeons, London. The full term is two years, but, there being no compulsory attendance, most of the students leave on obtaining a one year's certificate.

7,809a, Stainer. 508. In December 1884 a circular was issued on the founding of the college at Paddington Green, which stated that—

“One of the greatest drawbacks in the work of educating the deaf and dumb is admitted, on all hands, to be the want of qualified teachers. For the obtaining of the requisite qualifications there exists no suitable means of previous training, and there are no adequate tests by which they may be judged, no satisfactory guarantees that they are gained. Further, those who have by practice and study acquired such qualifications have no opportunity of gaining that recognition of status which they might obtain if they taught any other children than the deaf. We think it is highly desirable that this anomaly should be abolished, and that the teacher of the deaf should have the opportunity of submitting his qualifications to the scrutiny and judgment of an accredited body, for the purpose of examination, so that he should be in a position to receive such a certificate of competency as shall guarantee his fitness for his work. The advantages of such a measure are too obvious to need pointing out; they apply to the work itself, to the institutions in which it is carried on, to the head masters who are responsible for it, to the teachers themselves, and the profession to which they belong.”

Letter from Dr. Stainer to the Commission, note to 7,809a and 7,875a. 509. This college, which is not a training college, has appointed from its members an examining body which examines any teachers or intending teachers of the deaf and dumb, but with the restriction that teachers acquainted with the sign system only cannot gain the certificate. It grants certificates after the candidates have passed such examinations. It also enrolls as members without examinations those who hold certificates from either of the two training colleges, and at its first meeting special diplomas were granted without examination to good practical teachers of ten years standing. There are various subjects of examination. The history of instruction, the *modus operandi* of teaching, with especial reference to the intuitive method, the mechanism of speech, and the anatomy and physiology of the organs of

* Since deceased.

voice, a knowledge of making signs, ability in the manual alphabet (the latter two are optional subjects). Another subject is the practical instruction of a class.

510. Mr. Van Praagh is the head of the training college for teachers in Fitzroy Square. He states that out of the 45 he has trained, only three or four are men, because at present the profession of a teacher does not pay; consequently they do not join. He also says,—

“The result is that the big schools throughout the United Kingdom have no competent staff; I do not speak of principals, I speak of assistants. The great result obtained in the continental schools is really due to the amount which they pay the assistants. In some schools in Germany, in Holland, in Cologne, and in Rotterdam, for example, I know men who have been assistant teachers for 30 years; they are married men, and hold good social positions. A permanent efficient staff is what we require for our schools; and unless we have State aid to enable us to give a sufficient amount of salary to our teachers, we shall never obtain it; and therefore the results will be unsatisfactory.”

7,262, Van Praagh.

511. At present those who are trained elsewhere can also be examined on the payment of three guineas.

512. We think that the colleges in Fitzroy Square and Ealing, though they have done much to further the pure oral teaching of the deaf and dumb, and to train teachers, have not up to the present time succeeded in training a sufficient number of well qualified and able teachers. The managers of both institutions assert that they have failed to enlist among their students a high class of teacher, owing to the want of sufficient pecuniary inducement, not only as regards their present but also their future career, and that this is especially the case with regard to male teachers who could only be obtained as paid assistants.

513. It is our opinion that these colleges do not at present fulfil all the conditions which should be required by the Education Department, nor can they be expected to arrive at that standard without Government assistance, examinations, and inspection, together with an enforced condition of two years' special training.

514. The examinations of the students should be conducted by the inspectors specially selected by the Education Department for the inspection of schools for the deaf, supplemented by a medical examination to show that the students are sufficiently qualified in the knowledge of the construction and use of the various organs of speech. The students before entering should have passed through an ordinary training college, or should have passed the certificate examination as teachers in public elementary schools.

515. We do not think that the Department should recognise the certificates of any self-constituted bodies after a sufficient time shall have elapsed for the training of an adequate number of duly certificated teachers in a training college or colleges recognised by Government.

Teachers.

516. The absence of State aid prevents the existing schools from giving such payments as will induce good male teachers to present themselves for training, and the female teachers are seldom such as would obtain good appointments in schools for the hearing, although many ladies take up the profession in the hope of obtaining situations as private governesses for deaf children.

517. The teaching to speak cannot be successful without a thorough knowledge of the anatomy and physiology of the vocal organs, the functions of the tongue in speech, of the lips and nose. It is necessary to know exactly what the structure of the organ of the voice is, how it is moved, how the air from the lungs passing by the vibrating chords leads to vocalisation, how the expansion of the chest is necessary, in order to get a sufficiency of air to produce a note of the voice.

8,334, Symes Thompson.

518. If that knowledge be accurately learned, then a teacher will be in a position to ascertain what is the defect which any child has in its speech, why the voice is nasal, why a child lisps instead of getting a proper note; he will know that it is due to putting the tongue in the wrong place, and so forth.

519. It is therefore very necessary that the teacher should devote not less than two years to his training in order to thoroughly master those subjects.

520. This knowledge can best be acquired in a training college or colleges, such as we have mentioned, under Government supervision, and as the requirements for teachers of the deaf are even greater than for teachers in ordinary elementary

7,979-80, White.

schools, the subsidy which a training college should receive should be even higher than is at present received by other training colleges.

521. We think that every teacher should be specially trained for the teaching of the deaf not less than two years. We have found ladies in charge of deaf and dumb board school classes, who had had only a year's training, and who would have done better if they had remained in the college a longer time; in some cases where they had been trained for two years, we noticed a marked superiority in their teaching.

21,792,
Bell.

522. Teachers on the sign and manual system have often been trained in the institutions themselves; some are themselves deaf and dumb; even in schools where articulation is taught, one of the teachers is sometimes a speaking deaf person, as at Leeds, Melbourne, and Siena. In the latter institution, where the oral system is strictly followed, there is an assistant female teacher who is a so-called deaf mute, but who has been trained to speak and lip read.

523. We think that, except in schools where the sign and manual system is exclusively used, all teachers should be in possession of all their faculties, and have had previous experience in teaching hearing children.

See Reports of visits,
Cologne,
Berlin, &c.

524. In most parts of Germany we found that the teachers had to pass a two to five years special training as teachers of the deaf, in addition to two years previous training as students in training colleges for ordinary teachers. At Schleswig the teachers of the deaf commence at the maximum salary to which teachers of the hearing can rise.

21,679,
Bell.
13,259,
Gallaudet.

525. In the United States, the greater support given to the institutions by the State secures a better paid class of teachers than in the United Kingdom. The teachers are often of high attainments, and graduates of colleges, and receive liberal salaries, but very few of them have been trained as teachers.

21,679,
Bell.

526. Mr. Graham Bell admits that the great want in the whole subject of the education of the deaf is the want of competent teachers.

"It is not fine buildings and schools that we want, but it is teachers who first have a knowledge of the art of teaching, who have been trained to the teaching of ordinary children, and who have superposed upon that any special knowledge that is required in regard to the deaf. * * * I would urge upon the British Government the advisability of providing that one of the requisites for State or Government aid should be a teacher who has been trained as a teacher, who has as the basis of knowledge the knowledge how to teach ordinary children."

21,907,
Bell.

527. He also thinks it of the utmost importance in teaching speech to the deaf, that the teacher should be thoroughly acquainted with the physiology of the throat and other vocal organs, and it is the absence of that knowledge on the part of the teacher that is the cause of the bad speech which American teachers get from their pupils.

"If we encourage the teaching of speech, if we create a demand for teaching articulation, then will come the supply, and then will come the improvements in the methods."

21,916,
Bell.

528. A pupil who is taught the science of speech can acquire the pronunciation of a foreign tongue as perfectly as his own.

13,257,
Gallaudet.
21,755,
Bell.

"There is not in the United States any normal school, or any examining board, with reference to the qualifications of teachers before whom applicants for the positions should go and prove their capacity. In each institution it is a matter for the governing body of the institution itself to determine the qualifications of the teachers. The course pursued is usually this: To take into the institution a young person, male or female, who has a sufficient amount of education and ability to make it probable that he or she will succeed as a teacher of the deaf; and then for the principal of the institution, with the assistance of the teachers who are already experienced, to train this young teacher in the art of teaching the deaf; and in this way a body of very capable and experienced teachers has been raised up in America in the different schools. In some institutions there has been pressure to bring them down to small salaries, and that keeps out teachers of the greatest efficiency from these institutions."

State Aid.

Parliamentary Return,
C. 4908
(1886).
See also
Appendix 3.

529. The Report made to Parliament by the Foreign Office on State aid in France, Germany, Italy, and the United States, shows to what extent Foreign Governments have recognised their responsibility to educate this class.

See Memorials in
Appendix 1.

530. All the witnesses, however much they differed on other points, were unanimous that the schools for the deaf and dumb should receive from the State substantial assistance, and various suggestions have been made as to the extent of the grant, and by whom it should be administered.

531. Mr. Van Praagh fairly stated the case as it has been submitted to us in the following terms:—

7,876a,
Van Praagh.

"I am deputed by the members of the association which I have the honour to represent to say that they are one and all most anxious to call the attention of your Commission to the necessity of State aid for deaf children, firstly, to secure efficient tuition for all deaf children in the United Kingdom, secondly, to ensure more skilled teachers, and, if possible, to make the attendance of deaf children at schools compulsory. A capitation fee is required for every child's instruction, and sufficient grants to training colleges to enable persons of small means to have the advantage of a thorough training as teachers. I wish particularly to point out that State aid is granted in all continental countries, in America, and even in our colonies. In the majority of continental countries the State does not provide for the entire cost of the education of the deaf; it is supplemented by private benevolence. I would press upon your Commission the necessity of devising a plan whereby parents who are not actually paupers should pay for their deaf children's instruction according to their means, in fact, to the same extent as they do for their hearing children. The education of the deaf having been up to now entirely in the hands of charity, it has tended to pauperise this class. And why, after all, should not parents pay the same amount for their deaf as they do for their hearing children? School boards may do much towards establishing classes for deaf children, which in the larger towns will undoubtedly prove efficient. For example, the London School Board, under the Rev. William Stainer, can and does provide for the instruction of deaf children in the metropolis. An increase of power ought to be given to the school boards for the instruction of the deaf, the tuition of a deaf child being far more expensive than that of a hearing one. In many instances maintenance will have to be supplied as well as education. If the boards cannot have extended power to meet the education of the afflicted classes, it would, in my opinion, save immense trouble and reference to various public bodies if we could have a special Education Act for the deaf. State aid must naturally be accompanied by Government inspection, and I am most anxious to urge the necessity of payments being made according to attendance, and not by results. We must not forget that we have to deal with a class of children who are not all equally endowed with mental and physical capacities; and in paying by results, an act of the greatest injustice would be committed, as the teachers ought to receive the largest grant for the most backward child. In referring to the Report of the Conference convened by the Manchester Institution, on the 8th of January 1885, you will notice that many institutions were very reluctant, and indeed refused, to ask for State aid. Why should they have refused? No institution ought to fear, and I hope no institution does fear, inspection. I surmise that they feared the system of payment by results, interference with their management, and choice of inspectors. Will the Government secure the services of men who are thoroughly conversant with the subject, and who have sympathy with the deaf? State aid ought not to interfere with the management of the various institutions. On the continent no committees of institutions or schools are interfered with, except that they are subject to the occasional visits of inspection by the various Government and local bodies from which they receive grants. The greatest hindrance to the improvement of the instruction of the deaf is that their capacities and wants are not thoroughly understood. State recognition would raise the status of our work, and although it might be objected that Government grants would be an extra burden upon our rate-payers, I venture to say that it would be better policy to bring up a certain class of men and women to be self-dependent members of society than to have them thrown eventually upon us as paupers. With proper tuition, a deaf mute can be made an independent member of society, and surely, as every parent specially loves his afflicted child (perhaps even more than his other children), so ought the State to provide for its afflicted children on an equal, if not on a better footing, than for its hearing subjects."

PROPOSALS FOR STATE AID.

No. 1. Grants for education of deaf and dumb children on a higher scale than are given for attendance in public elementary schools.

No. 2. A grant in aid of the education and maintenance of a deaf and dumb child in an institution, or for boarding out, and the grant to come through the school authority, and not through the board of guardians.

No. 3. Grants to Training Colleges for Teachers of the Deaf and Dumb.

532. With regard to No. 1, it is contended that as the State assists the education of those who are not paupers in the ordinary elementary schools, it ought to give the same proportionate assistance to those children who require a more expensive education, as in the case of the blind children alluded to by Mr. Fitch. It is also contended that the school authority should be allowed to claim at each of the centres of special instruction an additional grant for every deaf and dumb child who has attended the class during at least half the year, the grant to bear the same proportion to the total cost of the instruction of the deaf and dumb as in the case of ordinary children, viz., not more than half.

Parly. Paper
C—4747 of
1886.

19,583.
Cumin.

533. The Education Department can now, without legislation, make regulations and give grants; it might recommend a loan for building class-rooms, or a school for deaf and dumb or blind children, and the school board could pay in respect of those children who are being taught. It could also, as in the case of infants, give a larger grant, as these deaf and dumb children require special arrangements, and can only be taught at considerable expense.

19,557.
Cumin.

The average annual cost to the rates of the education of the deaf at 10 board schools in England and Scotland is 7l.11s. 6d. per head.

534. We think that the school authority should receive for any deaf and dumb child attending an elementary school a grant from the Imperial Exchequer, not less than half the cost of such child, with a maximum grant of 10l., and, where needful, should defray out of their own funds the rail or tram fares.

535. We think that the fees contributed by necessitous parents should not exceed those payable by them in the case of ordinary children, but that in all cases parents should contribute according to their ability.

No. 2. *A grant in aid of the education and maintenance of a deaf and dumb child in an institution, or for boarding out, and the grant to come through the school authority, and not through the board of guardians.*

19,569,
Cumin.

536. With regard to No. 2, as there is a difficulty in getting school classes for deaf and dumb children in country districts, as there are generally too few in any one district to set up a class, the only solution which at present exists, not only in the case of pauper children, but in the cases where the parent is unable to pay the extra cost of sending his child to a deaf and dumb institution, is to give deaf and dumb children the right to be sent at the public expense to some institution or to be boarded out.

19,572,
Cumin.

537. Mr. P. Cumin thinks that the objection entertained by the parents to apply for assistance from the guardians to send their children to an institution would be met if the school board or the school attendance committee were to give a certificate, that A was deaf and dumb, and that the circumstances of the parent were such that he could not meet the expense, and that upon that, the child could be put on the list for an annual grant from the Department.

538. The reports of three of Her Majesty's inspectors of schools who were asked to visit the schools in London, Manchester, and South Wales, and the two inspectors who visited the Manchester and the South Wales districts, who go more fully into the subject than the inspector who reported upon the metropolitan district, agree in representing it as their opinion that it would be a very desirable and beneficial thing if the State would give 10l. per head in the way of a capitation grant for deaf and dumb children from the Imperial revenues, in addition to the funds already at the command of the governing bodies of the institutions.

Parliamentary Paper, C.—4747 of 1886.

539. We think that the school authority should have the power, and be required, to contribute for the education and maintenance of deaf children in an institution such annual grant as would be equivalent to the contribution now allowed to be paid by the guardians.

540. Where there is no institution available for them, or where the children live too far to enable them to come by rail or tram to a day school, the school authority should provide and maintain them at a boarding school, or board them out at a convenient distance from a day school.

541. We think that the individual examination by the inspector, should be a means for merely testing the general progress of the scholars, and not for the purpose of paying by individual grants.

No. 3.—*Grants to Training Colleges for Teachers of the Deaf and Dumb.*

542. With regard to No. 3, there is no reason why grants should not be given for the training of teachers, without any fresh legislation.

543. We think that the present training colleges for the teachers of the deaf do not fulfil all the conditions which ought to be required by the Education Department, nor can they be expected to arrive at that standard without Government assistance, examinations, and inspection, all of which are enjoyed by ordinary training colleges, and with a compulsory enforcement of two years training for the students. If the Education Department shall approve of them, or of any other well qualified institutions, we think that they should be recognised as training colleges for the deaf, and that they should receive, at least an equal grant to that given to existing training colleges. This grant might be given to a special college or colleges, and should be equal to at least 75 per cent. of the cost of the training of all the students, as is done in the case of the existing ordinary training colleges, but it would be essential to its proper working that it should be in connection with a school in which one or more of the systems are practised.

Inspection.

544. Government inspection would naturally follow on any grant from public funds.

545. We recommend that one or more inspectors should be selected by the Education Department, as far as possible, from those who have had previous acquaintance with the work of inspection in ordinary elementary schools, and who in addition shall become fully qualified by the knowledge of the systems of instruction practised both at home and abroad. They should also certify that the teachers are properly qualified.

546. Under whatever system, Her Majesty's Inspectors would see that the grant was earned by an examination of the schools and premises. We also think that they should have the power to require that the schools be properly furnished with all necessary appliances, and the internal arrangements requisite for the proper teaching of the pupils under the pure oral system where it is adopted, *i.e.*, separate and well lighted class-rooms, circular desks, &c.

19,708 to
19,710,
Cumin.

547. They should report on the knowledge of written language, speech, and general efficiency of the schools, under whatever system, and the grant to a school should be awarded on general results rather than on the examinations passed by each individual scholar.

548. We think that the different methods or systems of teaching should be left free from the control of the inspector, so long as the result in written or spoken language be satisfactory.

549. We think that technical instruction, where given, should be under the inspector appointed by the Education Department, and not under the inspector of the Science and Art Department, as it is at present.

19,787,
Cumin.

550. The tendency of inspection would naturally be to produce greater uniformity of teaching in the schools.

Miscellaneous Remarks.

551. There are several points bearing on the education of the deaf and dumb, which have been brought before us, and which we have observed in our visits to institutions.

552. It is very important that a child who becomes deaf at whatever age after having once spoken should be sent at once to a pure oral school, to keep up the knowledge of speech, which is easily lost by want of practice. In Germany we found girls who had become deaf after they were nearly grown up, learning to read from the lips, and so keeping up their knowledge of speech.

15,762,
Henderson.

553. Signs being easier than speech, and coming naturally to deaf and dumb children, there is always a tendency among deaf children to relapse to the use of them, if they have been allowed to use signs or the manual alphabet either in or out of school during the period of education. It is therefore necessary to watch children out of school, and to encourage them to make use of speech in ordinary daily matters, in order to develop their conversational powers.

554. The oral system, if taught at all, must be taught first, and the child can afterwards avail itself of other systems, when his education has been completed on the oral system.

7,616.
Schöntheil.

555. Oral schools should be fully equipped with circular desks, looking glasses, a museum of objects, &c., to illustrate natural history, and the use of primary substances in the arts and sciences; also a set of good English pictures to illustrate various trades and occupations, instead of the foreign pictures now generally used. Separate class-rooms are necessary adjuncts of the oral system.

13,511-2.
Gallaudet.

Time of Entry.

556. One of the most important aids to successful training in an oral school is the grouping of the children; this is impossible when the pupils are introduced in the middle of a term.

557. Mr. White thus describes his experience of the practice at Manchester :—

8,098. White. "The junior classes are made up when the term commences and when the children have just entered. Supposing that there is a class of 10 children, those children require a considerable amount of individual training at the commencement. At first you have to teach them separately. The time then comes when you may group two or three together, and in a month's time you may out of the 10 or 12 children get as many as five classes. Then you begin to teach them in little batches. At the end of the month I found, when I went up into the schoolroom one morning, that there was a new pupil, and there had to be an extra class for that child because all the others had risen up. At the end of another month, when I went up, I found another new pupil. If I had been a young teacher, who had just commenced, it would have been enough to have discouraged me, so that I should have failed with all the others. The extra work with these new pupils filtering in during the term was enough to discourage any young teacher, and the results could not be satisfactory. That is what I am told is one of the great evils of public institutions; it certainly was so at Manchester. The head master said that if I could only manage to represent it, and to get it altered, I should be doing a service to every institution. I believe at Liverpool it is customary to do the same thing. There should be periodical admissions."

558. We recommend that pupils should, as a rule, only be admitted once a year.

Should there be mixture of sexes in the Schools?

559. The intercourse of the deaf and dumb with the speaking world is in the case of those brought up on the sign and manual system very limited, and there are great inducements to the intermarriage of the deaf and dumb who have been brought up together. In America this has been so frequent between them as to lead Mr. Graham Bell to speculate on the possibility of there being a deaf variety of the human race. We have, in our own experience, met various cases where several members of the family are deaf and dumb, the offspring of deaf parents.

See Reports of visits. (Margate and passim).

21,613. Bell. 560. Mr. Graham Bell states that the chief causes of such intermarriages are, (1), that the language of those taught on the sign and manual system is not the language of the country; (2), that they are brought together in large numbers in institutions; and (3), that, when they leave those institutions they cannot mix with the ordinary world, and are therefore brought together again. Besides these there are, in America and elsewhere, adult societies, either philanthropic, missionary, or social, which cause large numbers of the deaf to congregate together.

8,189. Owen. 561. A witness quotes what Dr. Peet, of New York, says in favour of the sexes being trained together in schools. He says :—

"Where the sexes daily see each other it accustoms them to habitual decency of thought, manners, and expression; they are under the moral influence that in families and society preserves the virtue of the young. If for this moral control, aided by constant supervision, we should substitute strict seclusion from the other sex, it is to be feared that in circumstances of temptation their fall would be inevitable. That is strong evidence in favour of both sexes being trained together at school."

Bell passim. 9384. Thompson. 9,232. Buxton. 562. But it does not prove that the intercourse of the deaf and dumb of both sexes when young does not frequently lead to marriage, especially when the deaf and dumb are taught on the sign and manual system; give the deaf speech, and you remove one of the causes of their isolation and their consequent intermarriage.

563. Dr. Buxton thinks that the intermarriage of the toto-congenital deaf and dumb is extremely undesirable. He has seen most painful proofs of that.

3,185-6. Owen. 564. The mixing of the sexes in schools is advocated by Mr. Owen till they arrive at the age of 15 or 16, in this way, they would come together in the same room, or there might be, as in the old London institution, one room facing one way for girls and another room facing the other way for boys. He prefers them being in the same large school-room together, seeing one another constantly is good for them. The passions of the deaf and dumb are undoubtedly strong, but evils which are to be guarded against, if possible, are less likely to accrue if they are trained together than if they are kept apart till they are of a certain age. It seems best to others to keep the sexes apart.

8,383. Symes Thompson. 13,198. Gallaudet.

565. Dr. Gallaudet says :—
"After the age of 13 or 14 they are separated altogether, excepting in the class-room; they come together in the class-room; in many institutions, where there are a sufficient number to classify the boys and girls separately, they have separate classes, but there are institutions where, as a matter of preference, in the dining-room, the boys and the girls are seated together at tables; and it is claimed by those who keep up that practice, that the effect is good—that the boys are improved in manner by association with the girls, and that the girls are in no way injured by being thus associated with the boys in a sort of little family; but universally, in all matters of domestic arrangement, the dormitories, the sitting-rooms, and the playgrounds, the girls and the boys are carefully separated."

566. The evidence of several witnesses being strongly adverse to the intermarriage of the deaf, it is our opinion that the mixture of the sexes is in all cases unadvisable, as it leads to this result, and we think that the intermarriage of the toto-congenital deaf should be strongly discouraged.

567. In order to carry out fully the views of Mr. Graham Bell, it would be desirable, where a sufficient number of pupils could be collected in one district, to have separate schools (and it is advisable that they should be at some distance apart) for boys and girls, though even that separation of the sexes would not counteract the feeling of clannishness in the classes alluded to by Dr. Gallaudet, which arises from their speaking a language different from that of the rest of the community.

21,539, Bell.

568. In adult life this separation of the sexes is still more important, and we think that a grave responsibility will rest on those societies which encourage meetings where both sexes of the deaf congregate together for lectures, entertainments, or other purposes.

21,539-40. Bell.

569. We strongly recommend that at such meetings only one sex should assemble at the same time, or that precautions should be taken to keep them separate as far as possible. The former plan, as we are informed by Dr. Armitage, has been adopted with great success in the case of the blind who meet at the educational classes of the Indigent Blind Visiting Society, resulting in a marked diminution of the number of intermarriages among them.

See Reports of Indigent Blind Visiting Society.

570. We observed the great advantages of the deaf and dumb mixing with hearing children, and without any detriment to the latter, at Donaldson's Hospital and elsewhere. Mrs. Huth, representing the Huddersfield Association, is very much in favour of instituting class-rooms in the ordinary elementary schools, where the children would have the advantage of mixing with other children during the play hours, and of following their speaking, if they learn on the oral system, so that they would be able in that way to learn to communicate with other children, which she thinks would be infinitely to their benefit. Under the present system the deaf and dumb are an isolated class, and she thinks it would be very much to their advantage to mix more with others. This view is generally supported by Mr. Graham Bell.

See Reports on visits (Edinburgh, Lanark, &c.), Also 15,262, Large. 9,611, Huth.

Gymnasia.

571. Gymnasia are generally being introduced into the schools. At Manchester there is a large room well fitted up with every appliance, which is taken advantage of by the pupils. Gymnastics and free exercises, and out-door games, are carried on to a considerable extent in the American schools. Six years ago at Washington a very well-equipped gymnasium was opened, in which physical training is carried on under the direction of a well educated and competent drill-master and instructor.

13,389, Gallaudet.

"Since that time quite a number of State institutions have followed the example set at Washington, and have erected and equipped gymnasiums more or less perfect in their appliances for physical training. It is admitted on all hands that that is extremely desirable, and those appliances for physical training will soon be introduced in these institutions generally; physical training by such means is of even greater importance to the deaf, if that were possible, than to those who are not deaf."

Statistics.

572. Most of the Institutions for the deaf in the United Kingdom and elsewhere keep registers of their pupils, in which endeavours are made to collate the statistical information (supplied on the authority of the medical men, parents or guardians, who filled up the application forms), such as the age at which deafness occurred, the existence or otherwise of deaf relatives, the amount of hearing, if any, possessed by the child, and other points regarding its physical condition, &c. There is, however, a wide divergence in the different forms, and the results are, for the most part, of little use for the purposes of general comparison. We have referred in paragraph 312 to the answers (based on these registers) to our own inquiries among the Institutions for the deaf, regarding the number of pupils that were known to be the offspring of consanguineous marriages or of deaf and dumb parents.

573. In some Institutions the statistical information is more complete. At Margate we were informed by the head master, Dr. Elliott, that there were in the school at the time of our visit (February 1889) children of six families, in all of which both parents were deaf and dumb. The total number of the children of these parents was 27, out

See Reports of Visits (Margate).

of which no less than 17 were deaf and dumb. The number of children deaf from birth was 71·3 per cent. of the total number in the school, and of those with acquired deafness 28·7 per cent., the vast majority of these having become deaf before four years of age. A careful examination had also been made of the hearing powers of the children in the same Institution, with the result that 30·5 per cent. were found to be absolutely deaf, while those with more or less hearing formed 69·5 per cent. of the aggregate. Taken collectively, the children in the school were the offspring of 274 families, 67 of which families comprised more than one deaf and dumb child; the total number of children in these 67 families was 416, but no fewer than 191 of these children were deaf and dumb.

American Annals, vol. xxx., p. 52. Also 21,599, Bell.

574. At a recent conference of principals of American Institutions a uniform table for the collection of statistics was resolved upon.

575. We recommend that careful statistics be kept in all schools and institutions for the deaf, and by all school boards where the instruction of the deaf is undertaken, and that copies of these should be transmitted annually to the Education Department. The statistics should be in strict accordance with a prescribed form which shall have been approved by Government, and they should include the following points:

- Date and degree of deafness of pupil.
- Cause of deafness (to be certified by a medical man, at the expense, where necessary, of the local authority).
- Congenital or accidental.
- Deaf parents (one or both) and grand parents.
- If any collateral relations are deaf.
- Relationship (if any) between parents or grand parents.
- Condition of eyesight, if defective (to be certified by an oculist).
- Number at school.
- Number left school.
- Number uneducated in district, with ages.

American Annals of the Deaf, Jan. 1889, p. 88.

576. Mr. Graham Bell, who has devoted so much attention to the question, has laid certain suggestions for the better enumeration of the defective classes before the chairman of the Census Committee of the United States. He thinks the form of inquiry should in the first instance be in the nature of a "primary schedule" applicable to all the defective classes, which should be grouped together under the head of "physical and mental condition," instead of, as formerly, under "health."

PHYSICAL AND MENTAL CONDITION.

Is the person (on the day of the enumerator's visit) sick or temporarily disabled, so as to be unable to attend to ordinary business or duties? If so, what is the sickness or disability?	Condition of						
	The Senses.		Speech (of persons five or more years of age).	The Mind.		The Body.	
	Sight.	Hearing.		Mental Development.	Mental Health.	Bodily Condition.	Bodily Health.

The "supplementary schedule," he proposes, should be prepared with the assistance of specialists, and should be directed towards ascertaining the causes of the defects and "their inheritance by offspring." In the case of the deaf, the age at which deafness occurred, and the amount of deafness are two important points to be inquired into.

See Appendix 21.

577. We think that the inquiries among the deaf for the purposes of the Census should be conducted on a wider basis than heretofore, with regard to points selected, and settled beforehand, which we have already indicated in our report, they should be carefully verified by a reference to the local sanitary authority, and should be uniform for all parts of the United Kingdom.

Medical Inspection.

578. There appears to us to be an absence of medical inspection in school board classes for the deaf, both on entry and at periodical intervals.

579. The value of good eyesight to the deaf is most important, and it appears to us that sufficient care is not taken to test eyesight and to endeavour by the aid of spectacles and other means to correct or remove imperfections. We recommend that the regular inspection of schools and institutions by qualified oculists should be insisted on, both on admission and at periodical intervals, and those children with defective sight likely to be benefited by the use of spectacles should be supplied with the same. As defects in the throat and palate are also frequent among the deaf, careful medical examination of these organs should also be required.

580. We are also of opinion that the hearing powers of semi-deaf children should be tried, and remedial measures taken whenever possible under the advice of qualified aurists.

Association of Deaf and Dumb with Blind.

581. In a few instances both at home and abroad we have found the deaf and dumb and the blind brought up together, for instance, at Belfast, Zurich, and other places. But in these cases the education of the blind is apt to be neglected. In some blind institutions they employ some deaf and dumb together with the blind, in order to do the portion of the work in making brushes, &c., which requires eyesight.

See Reports of visits. e.g., Edinburgh, &c.

582. Inasmuch as the requirements of the deaf and dumb and of the blind are so entirely separate and distinct, we consider it most undesirable that the deaf and dumb and the blind should be brought together, whether for general education or for industrial training.

6670, Stainer.

Blind Deaf-mutes.

583. It is found that they are capable of some education, though it requires great patience and perseverance to teach them. They are taught by touch to acquire a finger language, and a boy we saw at the deaf and dumb institution at Manchester could pick out a few words in moveable type.

584. There is a remarkable case of a deaf, dumb, and blind man in the blind school at Kiel who earns enough for his support by matmaking. The case of the late Laura Bridgman, deaf, dumb, and blind, is well known. She was taught by the late Dr. Howe in the blind institution at Boston, U.S.A.

585. We consider that persons who are both deaf and blind should be taught in a school for the blind, rather than in one for the deaf.

586. Dr. Buxton describes a most extraordinary case of this kind in Brussels, where communication was made by one of the sisters taking hold of the deaf, dumb, and blind person's hands and moving them about, they having a language of signs mutually understood. That same person had not been born deaf or blind; she could speak, and delivered an oral address of congratulation to Monsignore de Haerne on the occasion. The case of Miss Poole making her will is quite unique, and is thus described by the witness:—

9269, Buxton.

"First of all I saw her with a view to ascertain whether she was a person competent to understand the value of money, the nature of business, and to exercise her own will with regard to her affairs. I did see her, and with me was united in the same affidavit a clergyman, whose mother, along with this lady, had been a private pupil at Mr. Braidwood's at Hackney, where Dr. Watson was assistant before the London Asylum was ever started. This lady had moved in the respectable classes of her own neighbourhood all her life, until at the age of 60 she became blind. Her over-careful friends withheld from her 7,000*l.* which a relative had left her, representing that her condition was such that she did not know how to manage it. So we saw her, and reduced the whole of our inquiries and the answers thereto to an affidavit drawn up by a London lawyer, who was present, and this was sent up to the Court of Chancery, and through it the whole of her property was placed under her sole control. Subsequently I was informed in a letter from the solicitor in Gray's Inn, that it was very desirable that she should make her will, that he would take instructions for the purpose, and I was to go down to explain its provisions to her and to witness it. I will describe the scene. She sat at one end of the table, and at the other end were the chief official persons of the place, Ludlow in Shropshire, the mayor, the rector, the principal medical men, and other principal persons, not as experts, but in order to see that the whole thing was done above board. When she was told I was there, she rose to receive me, and a seat was provided for me on her left hand. The lady on her right was a sister of the clergyman, who joined me in the affidavit, who, therefore, had known this lady from her childhood as being her mother's friend. A copy of the will lay before the deaf blind lady and myself, and another copy was before the gentleman sitting in the seat corresponding with your lordship's. I began spelling on her hand with perfect silence one sentence. She turned to the lady on her right and spelt on both her hands the sentence that I had just repeated to her. That lady, having nothing before her, repeated aloud what presumably I had said to the blind lady, and what certainly the blind lady had said to her; and the official gentleman at the other end saw that they were actually the very words in the will before them. So it went on. She stopped

me in one place and said, 'Not a thousand, a hundred,' showing that she knew the value of numerals; and she willed away the whole of her property with perfect accuracy. She left a portion of it, and a very substantial portion of it, to the very persons who had desired to keep it from her, and they were her blood relations. She left 100*l.* to the institution whose head-master helped her to make such a will. That was the last time that I saw her. The will was contested by the relations. When it came to be tested they said nobody in such a condition as that could make a will. We fought the battle in the Probate Court at Westminster and won. The will was proved May 3, 1861."

Organisation of Institutions.

587. Should the control of the education be separated from that of housekeeping?

588. The institutions which we visited were generally well conducted, and in most instances they were administered by a committee and secretary, the head of the institution looking after the teaching and domestic arrangements.

15,331,
Large.

589. At Donaldson's Hospital, Edinburgh, which includes at present a large school for hearing children as well as a smaller school for deaf children, we found that the house governor, who superintended the religious and other instruction of the hearing pupils, did not reside on the premises, which threw a great deal of responsibility on the head master of the deaf and dumb school, who had to undertake the night duties of the house governor in addition to his own special functions. In some cases we have found the head master residing at a distance from the school, and the domestic arrangements vested in resident persons.

590. We think that the principal or head master should reside in the school.

591. The system in the United States is thus described by Dr. Gallaudet:—

13,127,
Gallaudet.

"It is laid down as a principle that the best thing to be got in the interior organisation of such institutions is a man who is an experienced teacher, and who is capable of assuming the executive control of the entire institution. The reason for this may be briefly stated thus: that though the domestic department may be thought, on casual reflection, to be separate from the education department, yet the same individuals, the pupils, are under these two kinds of management, and very often there is friction if two heads are governing; and there are only a few institutions in our country where this arrangement exists. I should like to add, on this matter of the interior organisation of our schools, that, as a rule, the principal or superintendent who has charge of the institution is not required to teach; he is understood, with very few exceptions, to have been an experienced instructor, but is not required to devote hours each day to the teaching of a class; that is felt in the organisation of our institutions to be of very great importance, for the reason that it gives the head of the institution time to be present more or less in all the classes, and to superintend the work of those doing the actual work of teaching. In the case of two or three State institutions there have been men appointed to take charge of them who have been absolutely ignorant of the method of teaching the deaf, and they have gone on with a principal teacher under them, that principal teacher conducting the operations of the school. Such an arrangement is thought to be a very unfortunate one. It places a man at the head of the institution who cannot in any way direct the work for the carrying out of which the institution has been established; but that has been the result of political interference. We have also in the interior organisation of our institutions one arrangement that I conceive to be of very great importance, viz., that the classes are taught in separate rooms. I have found in my visits to schools in England that a number of them have several classes in a large school-room, the classes being in various parts of the room. We think that an unfortunate arrangement, and great pains are taken in our institutions to avoid it. I do not know one where that arrangement exists. It is thought that separate class rooms should be made use of for separate classes, so that the teacher of one class should not be interfered with by the operations of other classes."

Religious Instruction.

592. In the institutions we have visited, simple religious instruction founded on the Bible and the Creeds is given.

See Reports
of visits
(Jews deaf
and dumb
school).

593. In the Jewish school of Mr. Schöntheil, we found that the pupils were taught Hebrew, and read it; there is a small synagogue in the school.

594. Dr. Gallaudet states the practice in America with regard to religious instruction:—

"There are a few institutions (I think limited to the State of New York) which are of a denominational character, which receive aid from the State. That is not the usual rule in the United States. The general rule is that religious instruction of a very simple and undenominational character shall be given, the pupils being taught the general principles of religion, and religious services—prayers and other services—being conducted by instructors who may be members of different denominations. So that it is the policy of American institutions to give religious instruction, but to give it in a careful, guarded, undenominational manner, allowing, of course, free access to the institution to religious teachers who may be desired by the parents of the pupils to be present and give instruction from time to time to the pupils."

595. There is no difficulty in giving instruction in the elements of religion and the Lord's Prayer, as soon as the pupils have mastered the construction of a single sentence; in the second or third year the pupils under any system can profit by simple religious instruction. In Germany the Lord's Prayer was taught to the pupils after two years

at school; we hardly found the same proficiency in oral schools in England till the third year, or a little later.

596. In Gröningen, where Protestants, Catholics, and Jews are mixed together, the pupils assemble at certain times to receive religious instruction from their various pastors; and likewise in Cologne, Brühl, and other parts of Germany, separate classes for religious instruction are held, conducted, respectively, by a Protestant, a Roman Catholic, and a Jewish minister of religion. 7321. Van Praagh. See Reports of visits.

Head Masters.

597. In this country and in Switzerland, Italy and Germany, the headmasters are appointed on their own merits, but in France, as in America, they are not unfrequently political appointments, the rewards of some political services; as Dr. Gallaudet says,

"The principals of these institutions are liable to being changed for political reasons; and it has happened that when the existing law of the State was such that the removal could not be made of the principal of the institution, the entire existing law has been repealed, and a new law has been enacted, to enable him to be removed. To such a pass are we come, I am sorry to say. I do not speak of it with anything but mortification. It is a most pernicious system, and the results have been painful. I have seen men put into the office of teacher who had absolutely no knowledge whatever of teaching. The only qualification of one man put at the head of a large institution was that he was a very good dentist." 13,263. Gallaudet.

Missions and Aid Societies for Adult Deaf and Dumb.

598. Deaf and dumb institutions do not generally exercise much supervision over the pupils after they leave. There is some supervision at Edgbaston, and the apprentices from the Old Kent Road are looked after by a visitor. 8198. Owen. 8240-6 Owen.

599. At the porcelain works at Worcester a deaf and dumb man who had been brought up at Edgbaston on the sign and manual system, said that since leaving school he had never been instructed by any one, nor had any religious service been brought within his reach. He was an accomplished painter on china, and though not highly educated in the knowledge of language, was able to read the Bible.

600. Mission work amongst the deaf and dumb is most necessary. There are missions in the following districts:—

England:—London (diocesan), Winchester (diocesan), Leicester, London (Hackney), Oldham, Bradford, Liverpool, Manchester, Leeds, Derby, Nottingham, Sheffield, Stockton-on-Tees, Reading, Stoke-on-Trent, Hull, Wolverhampton, Birmingham.
Scotland:—Edinburgh, Glasgow, Ayrshire, Greenock.
Ireland:—Dublin, Belfast, and Cork.
Wales:—Cardiff. 8198. Owen.

601. The Royal Association in aid of the Deaf and Dumb last year provided with work and apprenticed 89, and visited in their homes 3,686. Services are held in eight parts of London every Sunday on the sign and manual system.

The mission for the diocese of Winchester, founded in 1879, extends to about 318 persons. Religious services are regularly held in the chief centres of population, e.g., Portsmouth, Southampton, Guildford, and Aldershot, on Sundays and week days. The Secretary and Hon. Chaplain is the Rev. C. M. Owen. The missionary under the Bishop of the diocese (the Rev. R. A. Pearce, who is the only ordained deaf and dumb clergyman in the Church of England) devotes the whole of his time to the work, visiting the deaf and dumb at their homes, or at places of business and workshops.

602. The mission to the deaf and dumb in Glasgow extends to about 390 persons, who are visited in their own houses, and religious services and meetings are conducted in various centres.

603. The mission finds situations for those who require them after leaving school.

604. At Liverpool and Manchester there is a society for the adult deaf and dumb, which provides religious services in the large towns adjoining those two centres, and gives lectures on Saturday evenings. See Reports of visits.

605. At Aberdeen there is an adult deaf-mute improvement association, its objects are to assist and relieve the distressed, visit the sick, and procure employment for those out of work. A hall, library, and reading-room are provided. Those frequenting them have become more frugal in their habits, and a great change for the better has come over the deaf and dumb in Aberdeen, mainly attributable to this association.

606. In Bradford a missionary conducts a sign and manual service in that town and surrounding district, also at Leeds, and has 219 adults under his supervision.

607. In Huddersfield, in rooms that the association have, there are games for the pupils' amusement. There is also a small library of books for the adults to recreate themselves with; they also meet for general social intercourse, and it is found that the more educated they are, the more they prefer rational amusements.

See Appen-
dix 25.

608. There are 25 missions and associations for the adult deaf in all in the United Kingdom respecting which we have been enabled to gain particulars. The estimated number of the deaf within the area of these societies is 12,821, and 4,096 are visited by their officers. The number of visits made in 1887 was 13,355, and the total income was 9,228*l*.

609. These societies undoubtedly do much useful and benevolent work in imparting religious and secular instruction, visiting, assisting the deaf and dumb in obtaining work, and in giving relief, but it is our opinion that in all their meetings [the sexes should be separated, on account of the inadvisability of giving opportunities for intermarriage among the deaf.

610. So long as there are adult deaf and dumb who have been educated on the silent system, it will be necessary that these societies should hold meetings where services, lectures, &c. are given to such adults in their own language.

611. We are of opinion, however, that the orally taught deaf should not be encouraged to attend such meetings, but that the clergymen of their parishes or pastors of their flocks should specially look after them; that they should attend the services and lectures of their hearing friends, any one of whom could interpret to them by silent word of mouth; and that special services and meetings for the deaf so taught are both unnecessary and undesirable, the object of the best education for the deaf being to merge them in the hearing and speaking world, and not to encourage them to form a class apart, to intermarry, and, to a great extent, to lose their self-reliance.

Literature and Press.

13,271.
Gallaudet.

612. Periodicals and newspapers are published on the Continent, in England, and America in the interest of the deaf and dumb for their instruction and general entertainment. We do not wish to make any comments upon the latter, except that in so far as they keep up the isolated position of the deaf we should not wish to encourage them; but so long as the deaf are congregated in institutions they doubtless will continue to be supported.

Letter from
M. A. Bélanger
to the
Commission.

613. The following are published in the interests of the deaf in England and on the Continent:—

"Organ."

(Ed. by J. Vatter, Frankfort-on-Main.)

"Blätter für Taubstumm-bildung."

(Ed. by E. Walther, Berlin.)

"Taubstumm-Courier."

(Vienna.)

"Revue Internationale de l'enseignement des Sourds-muets."

(G. Carré, 58, Rue St. André des Arts, Paris.)

"Revue Bibliographique Internationale de l'éducation des Sourds-muets."

(Paris.) (*Discontinued; incorporated with "Revue Française."*)

"Revue Française de l'éducation des Sourds-muets."

(Ed. by A. Bélanger, 16, Rue des Fossés, St. Jacques, Paris.)

"L'Abbé de l'Épée."

(Bourges.)

"Le Conseiller Messager des Sourds-muets et des Sourds-parlants."

(Currière, par St. Laurent du Pont, Isère.)

"L'écho de la Société d'appui fraternel."

"Tidskrift för Dofstumskolar."

(Skara, Sweden). Bi-monthly.

"American Annals of the Deaf."

(Ed. by E. A. Fay, Washington, D.C., U.S. of America.)

"Quarterly Review of Deaf-mute Education."

(W. H. Allen and Co.), 13, Waterloo Place, S.W.

The index to the American Annals, extending over 31 years, has been prepared at considerable expense and with great care. Dr. Gallaudet thus describes its origin and means of support.

"It does not merely depend upon the subscriptions of those who wish to read it, but for a long time this method has been pursued and found successful. The institutions were asked by the standing executive committee to contribute in proportion to the number of their respective pupils to the support of this periodical, and an assessment has been made by the committee, of certain sums upon the different institutions which in general has been accepted; of course, their assessments were voluntary, but they were so generally accepted that it has been possible to publish the 'Annals' on a liberal scale, to pay an editor to take charge of it, and to pay for articles contributed, which has stimulated teachers and others to write for the 'Annals' in a way which has made the periodical of increasing value. The assessments have been paid out of the several funds of the various schools of the country by vote of their respective boards of direction, and the money disbursed under direction of standing committees and accounted for to the convention as they have met from time to time."

13,271,
Gallaudet.

614. Dr. Gallaudet has been able, by the assistance and courtesy of the New York Institution for the Deaf, and by the co-operation of Dr. Isaac Lewis Peet (who is at the head of it, and who succeeded his father, who was for many years at the head of the institution), to present in the name of the New York Institution, and of the Institution of Washington, to the Commission a complete set of the "Annals," which he had brought with him as a matter of reference.

615. These "Annals" relate to the education of the deaf not only in America, but all over the world, and are a mine of information on the subject of the deaf and dumb.

616. They consist of 31 volumes, and were accepted by the Commission from these two institutions in America with very great pleasure. They have served as a library for the Commission to consult for themselves, and have been of great use.

Conferences.

617. Besides the international congresses held to consider the education of the deaf in various parts of the Continent, conferences have been held of head masters in London in 1877, 1881, and 1885, of governing bodies in London in 1881, of principals at Doncaster in 1882, and on State aid at Manchester in 1885. In addition to these there was a conference on oral instruction at the International Health Exhibition in 1884. Conventions are also held in the United States, France, Germany, and Sweden. All these meetings have increased the general knowledge of the working of the pure oral system, and have led to useful interchange of opinion between the teachers and managers of deaf and dumb institutions, and others interested in the education of the deaf.

618. Mr. G. Bell adds:—

"In regard to suggestions for improving our methods of instruction, I think that the British Government should assist the bringing together of teachers for the purpose of discussing the methods of instruction. I cannot over estimate the benefit to America which has resulted from the periodical conventions of teachers which are held, where the most free discussions take place, teachers of the most opposite methods urge their views, and nothing but good comes from these teachers' conventions."

21,972.
Bell.

619. In America the conferences take place every four years.

"They have two bodies of instructors of the deaf meeting in America, one termed the conference of principals, which meets every four years, and the other the convention of instructors, including principals, which also meets every four years. Those meetings alternate with each other, so that we have a meeting every two years, one year the conference of principals and the other the convention of instructors; and those meetings have been continued since 1851, with an interregnum during the time of our civil war, when, for a few years, they were suspended."

13,266.
Gallaudet.

Copies of the proceedings of different conventions and conferences have been laid before the Commission by Dr. Gallaudet, in which there is a large amount of material of great value bearing upon the work of instructing the deaf in America. He speaks favourably of these conferences, and of the importance with which they are regarded in their work in America.

"They bring teachers together. For instance, at this last convention in California, half of the time of the convention was taken up in normal sections; teachers of known capacity and experience were selected to take charge of certain subjects of instruction, and to hold meetings of such teachers as were interested in those particular branches of instruction. They interchanged methods and means of instructing from one teacher to another, and so a normal school was carried on for a certain period that was productive of great benefit. And to these conventions the principals of the institutions are generally sent by the governing boards of the institutions and their travelling expenses paid; and in some instances teachers are sent, and their travelling expenses paid. The conventions themselves and the conferences are usually held in some insti-

13,266,
Gallaudet.

tution during the vacation, and the institution which invites them entertains the members of the convention during its period. For example, the California Institution, by a vote of the Legislature, expended about 3,000 dollars in entertaining this convention which was held last July, during a little over a week."

*Summary of Recommendations.**

620. We recommend:—
- Para. 355. 1. That the provisions of the Education Acts be extended to the deaf and dumb, and power be obtained to enforce the compulsory attendance of children at a day school or institution up to the age of 16.
2. That where the number under any school authority is too small to form a class, or where the child is unable to attend an elementary school, the school authority should have the power and be required either to send a child to an institution, or to board out such child under proper inspection, and to contribute to his education and maintenance such annual grants as would be equivalent to the contribution now allowed to be paid by Boards of Guardians; and if there should be neither institution nor school available or willing to receive such child, the school authority should have the power, either by itself or in combination with other school authorities, to establish a school or institution for the purpose, and to educate such children under proper inspection.
- Para. 352. 3. That independently of the position of the parent a capitation grant not less than half the cost of the education of such child with a maximum grant of 10*l.*, should be given for all in the same way as in ordinary elementary schools, and that the fees payable by necessitous parents should not exceed those payable in the case of ordinary children, but that in all cases parents should contribute according to their ability.
- Para. 534. 4. That the age of entry should, as far as possible, be seven; that pupils should, as a rule, be admitted only once a year, that the school attendance should be compulsorily enforced for at least eight years, without any existing limit of distance from school, and that power should be given to the local authority to pay the rail or tram fare of children when necessary.
- Para. 355. 5. That on admission the cause of deafness should be stated in the school register on the certificate of a medical practitioner.
- Para. 347. 6. That in all schools and institutions the general health, hearing, and sight of deaf children should be periodically inspected by a medical practitioner, and that those possessing some hearing capacity should be carefully and frequently examined, so as to test and improve their hearing, pronunciation, and intonation, by mechanical means such as ear trumpets, &c.
- Para. 575. 7. That technical instruction in industrial handicrafts should be under the Education Department as part of the curriculum in schools for the deaf and dumb after the age of 12 or 13, and that this training be continued to 16. After 16 it may be left to institutions to apprentice their pupils or to send them to the technical or industrial schools provided for ordinary children.
- Para. 364. 8. That a special code for the deaf and dumb be issued, and that drawing, wood-carving, or modelling, be made part of the regular curriculum of instruction for both sexes.
- Para. 380. 9. That every child who is deaf should have full opportunity of being educated on the pure oral system. In all schools which receive Government grants, whether conducted on the oral, sign and manual, or combined system, all children should be, for the first year at least, instructed on the oral system, and after the first year they should be taught to speak and lip read on the pure oral system, unless they are physically or mentally disqualified, in which case, with the consent of the parents, they should be either removed from the oral department of the school or taught elsewhere on the sign and manual system in schools recognised by the Education Department. The parent shall, as far as practicable, have the liberty of selecting the school to which his child should be sent.
- Para. 489. 10. That children who have partial hearing or remains of speech should in all cases be educated on the pure oral system. The children should in all schools be classified according to their ability.
- Para. 475, 476, and 552. 11. [It must be understood that our suggestions are not intended to be applicable to all children now under instruction, and that the recommendations indicated will, by their very nature, have to be carried out according as circumstances permit.]

* The numbers at the side refer to the paragraphs in the body of the Report where the recommendations occur and where the arguments are fully stated. The two should be read in conjunction with one another.

12. That there should be teachers in the proportion of one to 8 or 10 pupils in pure oral schools, and of one to 14 or 15 in sign and manual schools. Para. 492.
13. That in institutions the principal or head master should reside in the school. Para. 590.
14. That the inspectors should be selected by the Education Department as far as possible from those who have had previous acquaintance with the work of inspection in ordinary elementary schools, and who in addition shall have become fully qualified by the knowledge of the systems of instruction practised both at home and abroad. They should also certify that the teachers are properly qualified. Para. 545.
15. That they should see that the schools are properly furnished with all the appliances necessary, and the internal arrangements requisite for the proper teaching of the pupils under the pure oral system where it is adopted. Para. 546.
16. That they should report on the knowledge of written language, speech, and the general efficiency of the schools, under whatever system. Para. 547.
17. That the individual examination by the inspector should be a means for merely testing the general progress of the scholars, and not for the purpose of paying individual grants, and that the grants should be proportionate to the higher cost of educating the deaf on any system. Para. 547.
18. That the different methods or systems of teaching should be left free from the control of the inspector so long as the result in written or spoken language is satisfactory. Para. 548.
19. We think that the present training colleges for the teachers of the deaf do not now fulfil all the conditions which ought to be required by the Education Department, nor can they be expected to arrive at that standard without Government assistance, examination, and inspection, all of which are enjoyed by ordinary training colleges, and with compulsory enforcement of two years training for the students. Para. 543.
- We recommend—
20. That if the Education Department should approve of them or of any other well qualified institution, they should be recognised as training colleges for teachers of the deaf, and should receive a grant at least equal to that given to ordinary training colleges, and that the examination of the students in training colleges for teachers of the deaf should be carried out by the inspectors specially selected by the Education Department for the inspection of schools for the deaf, supplemented by an examination in the physiology of the various organs of speech, conducted by a duly qualified medical examiner. Para. 543.
21. That, except in schools where the sign and manual system is exclusively used, all teachers should be in possession of all their faculties and have had previous experience in teaching hearing children. Para. 523.
22. That trained teachers of the deaf should, as in Germany, receive salaries such as would induce teachers of special attainments to enter the profession, and on a higher scale than those enjoyed by trained teachers of ordinary children.
23. That after sufficient time shall have elapsed to give full effect to the recommendations above given, the Education Department should enforce such regulations with regard to certificated teachers for the deaf as may be in force in ordinary public elementary schools, and that the certificates of any self-constituted bodies shall not then be recognised. Para. 515.
24. That there should be one uniform schedule of inquiry of the deaf for the census returns of the whole of the United Kingdom. The inquiries should be made on a wider basis than heretofore with reference to points selected and settled beforehand, which we have already indicated in our report. They should be carefully verified by a reference to the local sanitary authority, and should be made uniform for all parts of the United Kingdom. There should be one Government form of statistics to be kept in every school or institution for the deaf, which should be shown to the inspector, and a copy of which should be annually sent to the Education Department. Para. 577.
25. That the class should be spoken of as the deaf: the terms "deaf-mute" and "deaf and dumb" should be strictly applied to such only as are totally deaf and completely dumb. Para. 318.
26. That the deaf and dumb should be kept as far as possible from being a class apart. We think that the mixture of the sexes in school and especially in after life is, in all cases, unadvisable. We also think that the intermarriage of the congenital deaf should be strongly discouraged, as well as the intermarriage of blood relations, especially where any hereditary tendency to deaf-mutism prevails in the family. Para. 566. Para. 307. Para. 314.
27. That the children who are deaf, dumb, and blind should be taught in a school for the blind rather than in one for the deaf. Para. 585.