

BLIND, &c. COMMISSION.

---

VOL. 2.

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APPENDIX

TO THE

REPORT OF THE ROYAL COMMISSION

ON

THE BLIND, THE DEAF AND DUMB, &c.

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Presented to both Houses of Parliament by Command of Her Majesty.

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## APPENDIX 1.

Appendix 1.

LIST OF MEMORIALS, &c., SUBMITTED TO THE ROYAL COMMISSION. (*Referred to in para. 144 of the Report.*)

## BLIND.

No.	Memorial from	Subject.
1	United Kingdom Association of the Blind.	<p>Petition signed by 657 blind persons, over 16 years of age, praying that their evidence might be taken through delegates, on the subject of the inquiry into the condition of the blind.</p> <p>N.B.—The president of the Association, Mr. George Walker, was orally examined (<i>see</i> Questions 16, 114, <i>et seq.</i>).</p>
2	Industrial Blind of Scotland. (Signed by representatives of the Industrial Blind of the Asylums of Edinburgh, Glasgow, Aberdeen, and Dundee.)	<p>The Industrial Blind of Scotland, as represented by us the workers of the Edinburgh, Glasgow, Dundee, and Aberdeen institutions, hail with satisfaction the present Commission of Inquiry; and as we think our efforts to gain a subsistence by industry should qualify us to speak with some little authority on this most important subject, we beg to submit the following recommendations for your gracious consideration, and trust your labours may bear the fruit of future legislation, calculated to relieve the misery of our lot, and ameliorate the condition of our afflicted class.</p> <p>The whole drift of the following recommendations, which, with your kind indulgence, we here intend to set forth, leads up to the general conclusion, that our aim in seeking Government recognition and assistance to supplement voluntary effort, is because we believe an indispensable and satisfactory help can only through that medium be extended to us in a definite and reliable form, to be enduring with life, or the period of the infirmity, and, in its distribution, co-extensive with the calamity itself.</p> <p>The lack of those essential features from all purely voluntary projects, has had a most disastrous moral effect on our class, while the total absence of any properly organised charities on behalf of the blind in most districts, and its unsteady amount and unequal disposal in others, have tended in no small measure to dishearten and paralyse any spirit of enterprise that remained in us, and have resigned otherwise high-spirited men to go through life in humble and childish dependence.</p> <p>We greatly deplore this demoralisation in our ranks, as it is not inseparable from our affliction, but a consequent result of the present disorganised, but kindly-meant, prevailing treatment of our class.</p> <p>We are convinced that were a more prudent and efficient system devised than presently pertains, and adequate Government assistance granted, conjoined with proper supervision in its disposal, there would be nothing to prevent able-bodied blind persons discharging their social and civil duties almost on equal terms with the sighted community; and in this conviction we look forward with great expectation to the consummation of your valuable labours.</p> <p>We shall be better able to elucidate the condition and requirements of our class by treating the subject in its several aspects and departments separately, and therefore propose to deal—</p> <p><i>First. With the efficient education of the juvenile blind.</i>—We would humbly recommend that means be provided in all the ordinary board schools for their education with the other pupils, and, like the latter, under the sole supervision of the school authorities. Thus the instruction of a blind child in any locality would be as convenient, cheap, and efficient as for any other member of the family, without entailing their removal from home, deprivation of varied and suitable companionship, or the intervention of entire strangers. At present, it may be said there are only the asylum schools open for their reception, and the rule and method of strict discipline observed in these schools is an objectionable feature in the training and upbringing of the juvenile blind. We also greatly deplore the injudicious and misguided efforts of a benevolent public that condemns every sightless child to company equally bereft, thus excluding all sighted association, and leaving them a prey to their own delusions and distorted ideas, fostering uncouth and singular habits, often confirmed beyond cure, and in a great measure completely unfitting them for association with the sighted, and the due performance of the future duties of life. No wonder many of them fail to succeed in their struggle to gain a subsistence, falling a prey to the snares and temptations that beset the path of life, and sink to the lowest depths of misery.</p> <p><i>Secondly.</i> We would respectfully recommend the universal adoption of the "Braille" system for reading, writing, geography, and music, with Taylor's octagonal system for arithmetic, algebra, &amp;c., and that every teacher be qualified to instruct in these systems. In passing, we would desire to impress upon you the well-known fact, that a large per-centage of the juvenile blind are exceptionally gifted with abilities essential to take profitable advantage of a good musical training.</p> <p>The difficulties which have hitherto confined our education to the expensive, inefficient, and faulty system, as carried out in asylum schools, have mainly arisen through the want of one good system adapted to our special needs, out of the many bad competing systems. But we believe these difficulties have now entirely disappeared with the gradual perfection of the excellent systems we here recommend. The simplicity of their principles make them easily acquired, and the requisite appliances are comparatively cheap and portable, while they present no formidable expense, in a national cause, and leave no remnant of excuse for our longer exclusion from public schools.</p>

Appendix 1.

No.	Memorial from	Subject.
2	Industrial Blind of Scotland—cont.	<p>Our plea is that the blind child should have the same subject-lessons, and be treated in all other respects like his class companions, being allowed, when capable, to compete for bursaries in secondary or college education; also that the teacher should receive an additional grant for the efficiency of each blind child, as a reward for the necessary extra care and attention bestowed.</p> <p>Although the advantages of the system herein recommended were not so apparent as we believe they are, the futility of the present insufficient and expensive institutional educational system, must at least be acknowledged by all acquainted with the facts. We therefore venture to insist that the true measure of reform for the blind is to treat them from youth to age very much as you would treat any otherwise defective seeing person; and in school days this procedure is more desirable than at any later stage, the juvenile blind being more on a level with their companions as scholars than they will ever be in any other capacity in after life, as it is more in manual training we fall short of our more favoured sighted brethren.</p> <p>It is as self-sustainers that the blind must and will suffer as long as the calamity lasts, but give us all the advantages that sighted association can afford, and the development of a self-reliant manhood will prove the wisdom of the more natural system we here suggest.</p> <p>It is an unfortunate fact that the great majority of the blind are to be found amongst the poorer class, and the expense of the present system is so exorbitant, that few, if any, of this or the better artisan class are able to pay a large annual sum for the education and maintenance of their blind child or children. They are, therefore, under the dire necessity to apply for parochial aid, or make supplication to a patron to assist their application for admission to the institution. All this calls urgently for reform, to which we hope your honourable Commission will give due consideration, and recommend accordingly.</p> <p>Having thus submitted our views on what we deem the most advisable and practical system to be adopted for the education of the young, we now approach a question of far greater importance, and more difficult of solution, which is—</p> <p style="text-align: center;"><i>How best to ameliorate the condition of the adult Blind.</i></p> <p>We feel, in opening this part of our subject, that it will be unnecessary for us to enlarge on our calamities, as it must be evident to all enlightened and thinking men that, apart from the mental pain occasioned by our physical affliction, great difficulties are encountered by us when engaged in industrial pursuits in our endeavour to secure a modicum of comfort, when competing with sighted workmen, machinery, and foreign labour.</p> <p>As the result of our practical experience, we have no hesitation in recommending the universal adoption of the Scottish system of industrial institutions, which are regulated much on the same principle as ordinary public works, admitting of the workers living in their own homes, enjoying the comfort of the family circle, and taking part in the varied duties of civil life, which privileges tend to elevate and promote a feeling of independence greatly appreciated by us. We therefore feel it would be for the undoubted benefit of our class were the number of such institutions increased, localising them in large commercial centres, and in districts where sufficient and suitable work could be found. But they must necessarily be on a large scale, embracing several industries and affording sufficient accommodation for all the able-bodied industrious blind of the district. This aggregation of the adult blind is not open to the same objections as that of the juveniles. The adult character and habits are already formed, and the greater the number provided for in such institutions, it would be found that handicraft trade interests specially adapted to the blind can thus be more efficiently and economically conducted, and modern improvements, as applied to various industries, can be taken greater advantage of. All these important and profitable advantages would entirely disappear with the introduction and multiplicity of small workshops, which, in addition to creating various trade difficulties and complications, would entail the necessity of a separate staff of officials and teachers in each, and thereby excessively multiply officials and greatly increase the expense of management.</p> <p>In existing institutions, the workers are paid at the same standard rate of prices as sighted workers, who are engaged at the same industries. We thoroughly approve of this principle, which has operated constantly since the inauguration of the institutions, with, we regret to say, only one exception, viz., the Glasgow Institution, which for a number of years has paid several of its industries 10 per cent. less than the standard rates, a most uncharitable system, which is still maintained notwithstanding the repeated appeals and remonstrances on the part of the blind workmen.</p> <p>Now, even with full standard rates, and however industrious the ablest-bodied blind may be, it has proved quite impossible for most of us to reach to any degree of comfortable existence even with the benevolent aid received from a generous public. Up to the present time Christian philanthropy has persistently, but vainly, endeavoured to raise us to an equality with sighted workmen.</p> <p>To remedy this unsatisfactory condition of our class, we would respectfully suggest that State Aid of a regular and reliable nature be granted to all blind persons unable to earn a sufficient livelihood; but in asking that such aid be granted, we earnestly recommend that it should come to the individual direct, and not through the official channels of existing institutions. We are all the more encouraged to ask this aid, as we know that nearly all civilised States already recognise its necessity and justice. Such aid would give a degree of confidence and assurance in the performance of our obligations not obtainable under the</p>

Appendix 1.

No.	Memorial from	Subject.
2	Industrial Blind of Scotland—cont.	<p>present voluntary system. We would hope, however, that the receiving of such State Aid would in no way interfere with our civil rights and social privileges; and we also desire at this point to have it clearly understood that we fully and most gratefully recognise the indispensable voluntary assistance the institutions receive from a charitable public, which aid we would earnestly trust might not be diminished by any action taken by the State to alleviate our condition as a class.</p> <p>With reference to the management of existing and prospective institutions we would suggest that such should be placed in the hands of gentlemen selected from the benevolent subscribers and from public bodies, also that the workers in such institutions shall have the right to nominate one or more gentlemen to the board of management. In addition to this we would recommend that the institutions should be under the supervision of a Government inspector, as grave irregularities have occurred from time to time through the imprudent administration of the funds of such institutions to the great detriment of those for whom such funds were contributed. Restriction should also be made that no person be eligible for election to those boards of management who is actively engaged in the pursuit of the same industries as are in operation in the institutions, as we regret being compelled to state that it has been our unfortunate experience that such gentlemen have gained information calculated to benefit their own personal interest at the cost and to the injury of the trade interests of the institutions.</p> <p>We would further suggest that the attention of your honourable Commission should be given to the large accumulations of money which have been left from time to time for the benefit of our class, with a view to judicious administration and distribution of such endowments, so that as large a proportion as possible of the general blind may receive the benefit which generous benefactors intended for their behoof.</p> <p>Gentlemen, we have thus endeavoured to set before you our plea and views with, we hope, becoming courtesy and sufficient clearness. Should you, in your wisdom, deem it desirable that we should be called upon to give personal evidence before your honourable Commission, we would endeavour to appoint qualified men for that purpose from our own class.</p> <p>In conclusion, we earnestly desire your labours greatly to prosper; and, if not unto us, yet unto the unfortunate heirs of our sad calamity, may they bear sound and blessed fruit, to the honour of your memory and the laudable enterprise with which your representative Commission is so nobly identified.</p>
3	Blind Persons resident in Scotland. (a.) (Signed by 331 persons.)	<p>Urging that, inasmuch as in this country the national education system makes no special provision for the blind, and considering that in other countries, as, e.g., France, Austria, Germany, and the United States of America, assistance is provided for the blind on a liberal scale, the condition of the blind in our own country is a matter which calls for the attention of Her Majesty's Government, and praying that a Commission of Inquiry may be appointed for this purpose.</p>
4	The Mission to the out-door Blind for Glasgow and the West of Scotland. (b.)	<p>Praying that (1.) the Royal Commission may be enlarged so as to represent all classes and conditions of the Blind, especially outdoor adult blind; (2.) six additional Commissioners may be appointed, and that two at least should be chosen from Scotland.</p>
5	Aberdeen town and county Association for teaching the Blind at their Homes. (b.)	<p>Praying that (1.) additional Commissioners may be appointed so as to represent more especially the out-door adult Blind; (2.) at least two of these be chosen from Scotland.</p>
6	Scottish out-door Blind Teachers Union. (b.)	Ditto                      Ditto.
7	A Conference of Delegates representing the Blind Institutions of Scotland, held in Edinburgh on Saturday December 12th, 1885.	<p>Forwarding the following Resolutions which had been adopted, viz:—</p> <p>(1) That in the opinion of this Conference, the time has now come for the Government to accept in full its responsibility in the matter of providing adequate education for blind children at the ordinary Board Schools; that, if the present Education Act be not sufficient it should be amended to meet the requirements of the case.</p> <p>(2.) That this Conference recommend a uniform system of reading, writing, geography, music, and arithmetic for the use of blind children; and believe that Braille system of reading and writing, and Taylor's arithmetic are best for educational purposes.</p> <p>(3.) As blindness is a barrier to all industry, however diligent those afflicted may be, this Conference would recommend that the Government make some allowance in the shape of State Aid as is done in other countries on the Continent and America.</p> <p>(4.) That whatever allowance be given, it should come to the individuals direct, and not through any Institution.</p> <p>(5.) That the Conference recommend the appointment of Government Inspectors, with power to supervise all financial affairs and general management in connexion with Institutions for the Blind.</p>

(a.) Addressed to Prime Minister, and forwarded by him to Royal Commission.  
(b.) Addressed to Home Secretary, and forwarded by him to Royal Commission.

Appendix 1.

No.	Memorial from.	Subject.
8	The Managers of the Glasgow Asylum for the Blind. (a.)	Praying that (1.) such legislation (if necessary) be effected as would improve and ameliorate the general condition of the Blind; (2.) two additional Commissioners may be appointed who are acquainted with the wants of the Blind of Scotland.
9	Northern Counties Institute for the Blind (Inverness). (a.)	Praying that the Royal Commission may be one which would thoroughly represent the United Kingdom, and that six additional Commissioners may be appointed, four of whom should be chosen from Scotland. (b.)
10	Huddersfield and District Blind Association.	Praying that (1.) the provisions of the Elementary Education Acts should be so extended as to include exceptional provisions for the education of the blind. (2.) In a district where there is not a sufficient number of blind to form a special class, that school boards should be empowered to transfer blind children from one board to another, or a travelling teacher might be employed to undertake two or more districts. (3.) Blind children should be taught under the same roof with ordinary children, and that they should be permitted to mix with them during play hours.
11	Sunderland School Board.	Respectfully sheweth: Whereas there are within the School Board district of the Borough of Sunderland a number of children of the public elementary school class who are blind for whose education the ordinary public elementary schools make no suitable provision; And whereas the powers conferred upon poor law guardians to assist the parents to send these children to institutions established for their training are to a great extent inoperative, owing to the apathy and poverty of the parents, their unwillingness to part from their children, or because they are persons whom the guardians do not feel justified in assisting from the rates; And whereas your memorialists have therefore made provision for the suitable daily instruction of these children in a class by themselves; And whereas the expense of this arrangement, although much less than that of an institution involving residence, is greater than that of the ordinary elementary school; Your memorialists desire urgently to represent their opinion that provision should be made in the Education Acts, and in the Code of Minutes of the Education Department for the education of blind children, for a regulated course of instruction, and for the payment of grants commensurate with the cost and difficulties of the teaching. Your memorialists therefore pray that the Commission over which you preside may be able to approve these suggestions, and to recommend such amendments of the Education Acts and the Code of Minutes of the Education Department as may appear necessary to meet the case.
12	Barrow-in-Furness School Board.	Almost identical with the above.
13	Rochdale School Board	
14	Leeds "	
15	Swansea "	
16	Cardiff "	
17	Portsmouth "	
18	Plymouth "	
19	Croydon "	

## DEAF AND DUMB.

No.	Memorial from.	Subject.
1	Huddersfield and District Deaf and Dumb Association.	Praying that, inasmuch as there are 31 deaf children of school age in the district, and as every child in the Kingdom has a right to be educated, and this applies with even greater force to those children who are deprived of hearing and speaking— (1.) The provisions of the Elementary Acts may be so extended as to include exceptional provision for the education of the deaf and dumb and other similar cases. (2.) In those districts where there are only a few of such children and those very much scattered, the school boards of such districts may have the power of transferring such children to another district where provision is made for the proper education of these afflicted classes, or that a travelling teacher may be employed to undertake two or more districts.

(a.) Addressed to Home Secretary, and forwarded by him to Royal Commission  
(b.) One Commissioner from Scotland and one from Ireland were subsequently appointed.

Appendix 1.

No.	Memorial from	Subject.
1	Huddersfield and District Deaf and Dumb Association—cont.	(3.) Deaf and dumb children may be taught under one roof with ordinary children, and permitted to mix during play hours with hearing and speaking children. (4.) Suggesting that the Royal Commission should also consider the question as to what system of education, the oral or the manual, should be adopted, or whether this should be left to be determined by the school boards. (a.)
2	Govan Parish School Board.	Recommending that (1.) an Imperial grant, proportionate to the attendance of the scholars, of a sum not less than 5 <i>l.</i> per scholar, may be paid to school boards towards the cost of the instruction of deaf mutes in public elementary schools. (2.) These classes may be put under Government inspection. (b.)
3	Philadelphia, U.S.A., Clerc Literary Association.	Urging upon the members of the Royal Commission to move the Government of England to see the advisability of making liberal provision for the education of the deaf in the United Kingdom to the end that they may become intelligent, useful, loyal citizens, "such as is the case in the United States of America, thanks to the liberality of that Government."

## BLIND AND DEAF AND DUMB.

No.	Memorial from	Subject.
1	The School Board for London.	Recommending that, inasmuch as there are a number of blind and also of deaf and dumb children for whose education the ordinary Public Elementary Schools make no suitable provision, (1.) provision should be made in the Education Acts and in the Code of Minutes of the Education Department for the education of such children; (2.) the payment of Government grants should be commensurate with the cost and difficulties of the teaching.
2	Kingston-upon-Hull School Board.	Praying that— (1.) All institutions now providing education for blind or deaf and dumb children, which on Government inspection shall be found to be efficient, may be duly certified; that suitable provision may be made for their enlargement and improvement from time to time as may be required, and for the establishment of additional institutions in those centres where found necessary. (2.) All such institutions may be subject to Government inspection, and may be managed by governing bodies elected by public vote. (3.) Every facility may be given to secure the regular attendance as boarders, at duly certified institutions, of all deaf mutes and blind children, between the ages of six and 14 years, except in those cases where affliction prevents it, or where their education is otherwise efficiently provided for, and subject also to such efficient safeguards in relation to religious instruction as shall duly respect the consciences of the parents. (4.) A liberal grant may be made by the Government for each child educated in any such institution; and that in all cases where the parents cannot be required to pay the cost, a sum fixed by the Government may be paid by the guardians of the district to which such child belongs, for his maintenance and clothing, and the balance required for his education may be paid by the school board of his district, and in the event of there being no school board in his district then the guardians may pay this claim also.
3	Manchester School Board.	Praying that, inasmuch as there are within the school board district a number of blind and deaf and dumb children of the public elementary school class for whose education the ordinary public elementary schools make no suitable provision, and whereas the powers conferred upon the poor-law guardians to assist the parents to send such children to institutions established for their training, are almost entirely inoperative (from various causes)— (1.) Provision may be made for the suitable daily instruction of these children in connexion with all ordinary elementary schools, or at some centre convenient for the children. (2.) Provision may be made in the Education Acts and in the Code of Minutes of the Education Department for the education of blind and of deaf and dumb children in a regulated course of instruction. (3.) The payment of Government grants may be commensurate with the cost and difficulties of the teaching.
4	Salford School Board -	Similar to the above.
5	Cardiff School Board -	Similar to the above.

(a.) Mrs. Hull, member of the committee of this association, was orally examined (see Questions 5385 et seq.).  
(b.) Mr. Crichton, the chairman of the Govan Parish School Board, was orally examined (see Questions 15,536 et seq.).

## Appendix 1.

No.	Memorial from	Subject.
6	Blackburn School Board	<p>Recommending that—</p> <p>(1.) Provision should be made in our large centres whereby blind and deaf and dumb children should be educated at the existing elementary schools along with those who are not deprived of these senses.</p> <p>(2.) In the case of provincial towns and districts where the children of school age thus afflicted are not very numerous, and yet spread over a large area, powers should be given to school boards to contribute to the maintenance of blind and deaf and dumb children of school age at suitable certified institutions, and powers also to contribute towards the building, alteration, enlargement, or rebuilding of such institutions in a manner similar to that in which they are empowered to contribute to certified industrial schools.</p>
7	Nottingham School Board.	<p>Recommending that provision should be made for the elementary education of blind and deaf and dumb children of the poorer classes by the school boards of the country, and that increased Government grants in aid should be voted.</p>
8	Middlesborough School Board.	<p>Praying that, inasmuch as there are 19 deaf children of school age in the school board district, and that the education of blind children of the poorer classes is very inadequate—</p> <p>(1.) Special requirements for each year of schooling for blind and deaf and dumb children may be defined in the Code.</p> <p>(2.) A grant amounting to (say) 50s. may be allowed for each such child per annum, partly for attendance at school, and partly on condition of the requirements of the code being fulfilled.</p> <p>(3.) Provision may be made in the Code for two or more districts to unite for the purpose of establishing a class or classes for such children.</p>
9	Stranton School Board	Similar to the above.
10	Sheffield School Board	<p>Recommending that—</p> <p>(1.) School boards should be authorised to conduct schools or classes for the deaf and dumb either separate from or in connexion with ordinary public elementary schools.</p> <p>(2.) That as the cost of carrying on such schools must necessarily be greater than that of ordinary schools, there should be a proportionately higher grant from Government, and such grant should be fixed on average attendance and not upon results of examination.</p> <p>(3.) That schools or classes for the deaf and dumb should be annually inspected and reported upon by some competent authority, and that the payment of the grant should be dependent on evidence of satisfactory work being done.</p> <p>(4.) * * * * it is suggested that school boards should be empowered to contribute towards the maintenance of both poor blind and poor deaf and dumb children whenever found necessary or desirable to place them in Institutions.</p>

## APPENDIX 2.

## Appendix 2.

## LIST OF INSTITUTIONS, &amp;c. VISITED BY THE COMMISSIONERS IN THEIR TOURS OF INSPECTION.

Name.	Date.	Page.
ABERDEEN: Adult Deaf Mute Mutual Improvement Association	5 October 1886	46
" Asylum for the Blind	5 October 1886	46
" Institution for the Deaf and Dumb	5 October 1886	46
" Miss Falconer's School	5 October 1886	46
" Blind men from, Interview with	18 October 1888	47
BATH: Blind School Home, 36, Bathwick Street	18 February 1887	30
" Industrial Home for Deaf and Dumb Females, 1, Vineyards	19 February 1887	31
" Institution for Blind and Deaf and Dumb, 8 and 9, Walcot Parade	19 February 1887	31
" Union, Clerk to the	19 February 1887	31
BELFAST: Association for Employment of Industrious Blind	30 September 1887	53
" Home Mission Work among the Blind		53
" Ulster Institution for Deaf and Dumb and Blind	30 September 1887	53
BERLIN: City School for the Blind, Alte Jacob Strasse	12 June 1887	68
" City School for the Deaf and Dumb	9 June 1887	67
" Royal Institution for the Deaf and Dumb	10 June 1887	67
BIRMINGHAM: Mr. Plater, Bradford Street	5 March 1888	38
" Royal Institution for Deaf and Dumb Children, Edgbaston	6 March 1888	38
" General Institution for the Blind, Edgbaston	6 March 1888	39
BOLTON: School and Workshops for the Blind	27 September 1886	23
BOSTON SPA: St. John's Institution for the Deaf and Dumb	11 April 1883	41
BRADFORD: Institution for the Blind	19 July 1887	33
" School Board Class for the Blind	19 July 1887	33
" School Board Class for the Deaf and Dumb	19 July 1887	33
BRIGHTON: Asylum for the Instruction of the Blind, Eastern Road	21 May 1887	32
" Dr. Moon's Embossing Establishment, 104, Queen's Road	21 May 1887	32
" Institution for Deaf and Dumb Children, Eastern Road	21 May 1887	31
BRISTOL and Clifton Association for Home Teaching of Blind, 65, Park Street	14 February 1887	27
" Asylum for the Blind, Queen's Road, Clifton	14 February 1887	27
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## ENGLAND AND WALES.

## METROPOLITAN INSTITUTIONS.

## BLIND ASSOCIATION, BERNERS STREET, W.

Visited 13th May 1886.—The association for promoting the general welfare of the blind was founded in 1856 by the late Miss Gilbert, daughter of the late Bishop of Chichester, for the purpose of teaching trades to the adult blind, giving them employment in the workshops of the association at their own homes, providing them with material, and ensuring a market for the sale of their work. The trades consist of the manufacture of brushes, brooms, baskets, mats, rugs, and firewood chopping by the men, and of brushes, chair caning, knitting, and fancy woolwork, and sash-line making by the women. The blind who are admitted by election, have no payment to make, but between elections pupils admitted by the committee must guarantee a weekly payment of 6s. for learning basket making, and 4s. for all other trades taught. As a pupil learns a trade this weekly payment is diminished. All blind find their own board and lodging.

During the year 1886, 88 blind persons received assistance in one form or another; the wages paid to mat, basket, and brush makers in their own homes was 382l. 15s. 9d., and to those in the institution, 1,071l. 3s. 6d.

At the present time (1889), 67 men and women are employed in the workshops, and 27 others are receiving small pensions. During 1888 the workers have been kept in constant employment, and four new pupils have been admitted. The list of applicants for tuition and employment is quite full, and numbers are continually applying in vain for work. The committee have resolved to seek for larger premises, where other trades suitable for the blind are to be introduced.

## ASSOCIATION FOR THE ORAL INSTRUCTION OF THE DEAF AND DUMB, FITZROY SQUARE.

This association was founded in 1871 by the late Baroness Mayer de Rothschild, who, by the success which attended the system of lip-reading in the Jews' Deaf and Dumb Home which she founded, determined to extend its benefits to the afflicted of every race and creed, and to establish a day school in which the deaf and dumb generally of all classes and denominations should be taught to speak. The system in use is the pure oral system. There are 38 male and 21 female pupils; they are admitted at the age of 6, and after this age, at the discretion of the director. The average length of stay since the establishment was opened is four years and a half, but eight years is required for the full course. The annual amount charged for education is fixed by the committee according to the means of the parents, the nominal charge is 50l. per annum, but this is often reduced by the committee; the maintenance of the pupils is not provided by the association. Those pupils, whose homes are at too great a distance, are boarded with private families in the neighbourhood of the school, which houses are inspected from time to time by the teachers. There are two male, teachers and five female, all hearing, besides two special, teachers for drawing, painting, gymnastics, and drilling. The amount paid in salaries during 1885 was about 1,168l., and in wages 42l. 10s. Forty-four of the pupils were born deaf, four partially deaf, two had speech before loss of hearing, two have defective sight and were also born deaf, and seven became totally deaf after birth, but before acquiring speech. The pupils are medically inspected on entry by Sir William Dalby, F.R.C.S.; there is also an occasional inspection by medical men connected with the association. Spectacles and hearing trumpets are in certain cases used to assist the defective organs of sight and hearing of the pupils. All the teachers employed have been trained or are in course of training by the association; four hold certificates from the Science and Art Department, College of Preceptors, and the Ladies' Educational Association, University College. The subscriptions, donations, &c. amounted, in 1885, to nearly 822l., while the total capital was about 5,084l., invested in various securities, against which a debt of nearly 1,000l. is due to bankers. Besides the school of the association there has been, ever since its opening, a special college for training teachers in the pure oral system, at which there are at present 10 students; in addition to these 37 have been trained, of whom 23 have passed their examination, and have received

the association's certificate; seven have failed in passing their examination, and seven left before completing their training. Besides those who have actually received certificates, many ladies and gentlemen have spent some considerable time at the college to make themselves acquainted with the theory and practice of the pure oral system, but could not stop sufficiently long for the regular college course.

Where ladies or gentlemen trained here cannot at first afford to pay their fees they are at liberty to do so after they have succeeded in getting posts as teachers. The association is willing to train teachers sent by public institutions for the deaf, free of all charge. Ten students are here preparing to be teachers.

Visited 13th May 1887.—The Royal Commission was received by Earl Granville, the president, Mr. L. Van Oven, member of the committee, and Mr. Van Praagh, the director. 59 deaf pupils are here under instruction. Every child in the school costs the association about 20l. per annum. Board is found for those who wish it, at 9s. a week and upwards, according to the status of the family with whom they reside.

Preparatory class.—There were 11 children in this class, who had come at six and seven years of age. They had been from three to nine months under instruction. Instruction was given in pronunciation of words of one syllable, which they afterwards wrote on the blackboard. It was remarked by one of the Royal Commissioners that it was a pity for the students to teach in the elementary classes, as in these classes the instruction ought to be of the best possible character. We were informed, however, that the lowest class was under the special care of the director.

Lower division of the 2nd class.—The children were all in the third year. They wrote sentences on the blackboard and did small sums in mental arithmetic at the dictation of one of the Commissioners.

Upper division of the 2nd class.—The children here were in the fourth year. One of the Commissioners asked numerous questions in the multiplication table, and was successfully answered.

The children in the highest class but one were in the fifth and sixth years. A short description of the Royal Commission and its duties was given by the mistress and written down from dictation by the pupils. There were very few mistakes in these exercises. One girl had made only one (*as* instead of *has*), another three mistakes, and a third pupil one mistake.

The highest class consisted of six pupils, who had been here seven, eight, and nine years. A portion of a cablegram with details of Mr. O'Brien's tour in Canada was dictated to them from the "Standard" newspaper. This, however, they had read previously to our arrival. A second telegram (difficult and entirely new to them) appeared not to be understood by the children, and was therefore very imperfectly done. Sums in interest were given to the pupils and worked mentally by them. Two old pupils, a lady and gentleman (congenital cases), were introduced to the Royal Commission. One, Arthur Behrend, was a young man studying for an artist's profession. He was at Mr. Van Asch's school prior to the establishment of this association.

The synopsis of an old lecture on the human voice was given by the director, and the students to whom it was delivered answered questions in regard to the subject matter put both by the director and the Royal Commissioners.

## JEWS' DEAF AND DUMB HOME, NOTTING HILL.

Visited 13th May, 1887.—This home was founded in 1864; it contains at present 29 children, 19 boys and 10 girls, who are taught on the pure oral system. Children are not admitted after 12 years of age; the average time they remain is eight years. No pupils at present are paid for by the guardians of the poor, formerly there was one who was paid for at the rate of 20l. per annum. There are two male teachers, and one female teacher in the home, all hearing. Seventeen of the children were born deaf, one partially deaf, 10 had speech before loss of hearing, and five have defective sight. There is a medical inspection when the children enter the home; a periodical inspection takes place every year. Spectacles are used to assist the defective organs of sight. The teaching staff is said to

be insufficient, through the scarcity of efficient teachers. One of the teachers holds a certificate from a training college for teachers for the deaf. The subscriptions, donations, including proceeds of triennial ball, &c., during 1885, amounted to about 1,580l., and the total capital, including the value of the site, is about 7,416l.

The children are divided into four classes.

Primary Class.—Children admitted at seven years of age. On the occasion of the visit of the Commissioners an exercise in vowel pronunciation was first given, and then consonants with vowels. Then words were dictated, and the children wrote all these on the board.

Second Class.—A lesson in dictation was given by Mr. Schönheil, different children writing the words and sentences dictated. A few questions were asked by him respecting various pictures on a card.

Third Class.—Eight pupils in this class had been about four years under instruction; the first boy had been a little over three years. They wrote a lesson from dictation on the blackboard, the writing was excellent, and the manner in which they lip-read from the teacher and from several of the Royal Commissioners was good.

Fourth Class (highest).—Six pupils wrote a lesson in dictation on the blackboard from the lips of the teacher and from the lips of the Royal Commissioners. The teacher then dictated an extract on the Destruction of the Temple from Lady Magnus's book. The lip reading was excellent.

Mr. Schönheil showed the Royal Commission his system of writing, which reduces all letters to ovals and straight lines; these, as he contends, are the elements or foundation of every letter.

A small synagogue adjoins the schoolroom, where the law in Hebrew is read to the pupils. The Commissioners were struck by the excellent knowledge of Hebrew reading and writing, which appeared to have been acquired by several of the pupils.

The elder boys receive technical instruction from a competent master twice a week, in a neatly furnished workshop.

## CORPORATION OF THE SCHOOL FOR THE INDIGENT BLIND, ST. GEORGE'S-IN-THE-FIELDS, SOUTHWARK.

Visited in 1886 and again on 13th June 1888.—This is both a school and an industrial institution, the latter containing 150 pupils and 25 adult out-workers, the education of the young blind being carried on at Linden Lodge, Wandsworth Common, where there are 50 children under instruction. One of the special features of this institution is that the pupils when once elected are clothed, fed, instructed, and taught a trade for a period of six years free of all cost. The Committee are in favour of an extension of this period, but are bound by their Act of Parliament.

The education both at St. George's and at the Branch School is carried on by Government duly certificated masters and mistresses. The types used for reading are Alston, Moon, and Braille. The pupils learn to write both in the ordinary letters of the sighted and in Braille on specially made frames, and several educational works have been embossed in the Alston or Roman type, and published by the Corporation. All the pupils are regularly drilled by a competent instructor.

The principal occupations carried on are basket, brush, mat, and rug making and wood-chopping for the males, and knitting, basket, and sash-line making and chair-caning for the females. Music is only taught as a profession to a few pupils (about 20) showing exceptional talent, but it is encouraged as an amusement and resource, and there is an excellent band of about 30 performers under a blind conductor, a former pupil.

The blind foreman in the female basket shop considers that pupils should not commence to learn making baskets before 14 years of age. Sash-line making is considered by the committee to be a profitable occupation. At their own homes the pupils can earn 7s. or 8s. a week if provided with the necessary apparatus. The age of admission at the branch school at Wandsworth is from 7 to 12, and the pupils come here at 12 years of age.

In the male basket shop there were two elected cases which were more suitable for imbecile asylums as they were unable to do any industrial work. These have since been removed.

The old schoolroom has been converted into a well appointed gymnasium. All the rooms in the institution appeared to be exceptionally large and

airy, and there is sighted supervision in all the dormitories. A handsome chapel has lately been erected in the centre of the grounds, in which daily and full services on Sundays are conducted by the resident chaplain who also acts as secretary.

Infectious cases can be sent for treatment to hospitals direct from an isolated infirmary instead of being brought through the dormitories.

An outfit and tools are given to the pupils on leaving school so as to enable them to carry on their trade at home. Old pupils are supplied with material at cost price at the Institution.

Out-working department.—In this department the out-workers receive every day a free dinner and half a pint of beer, value 8d. In addition to this they are paid the full ordinary journeyman's wages when work is brisk. When there is not sufficient work they are put on half time.

## JUNIOR BRANCH SCHOOL, WANDSWORTH.

Visited 20th May 1887.—There are at present 50 children in the school, who are taught by the Alston, Braille, and Moon systems. The limits of age of admission are from 7 to 12. The children are divided for teaching purposes into three classes, the advanced, the second, and beginners. There are two blind monitors in the school, one is 24 years of age, and the other is 18. Neither of them has passed the standards, but the seeing teacher, who is certificated, thinks that the elder one might have passed the 6th Standard, and the younger one the 4th Standard. The subjects taught in the school are Scripture, reading, writing, arithmetic, geography, and English history. The teacher thinks that the children from 11 or 12 to 13 years are capable of passing the 4th Standard. A few children have been transferred to the school at the age of 13, having been found very backward on admission at Southwark. There is a drill muster in connexion with the school.

The children receive Kindergarten instruction under a special teacher. Object lessons are given by means of models of animals, &c. Two boys who had each been 18 months in the home are said to be unable to learn anything. They came with full certificates, but in spite of every endeavour nothing can be taught them. They appear to be suitable cases for an imbecile institute, but quite unsuited for a blind school. Some questions in mental arithmetic were put by one of the Royal Commission. There are no raised maps in use, except some of Ireland; a globe is to be seen in the school. The infirmary arrangements seem very good. The dormitories are under strict sighted supervision.

## INSTITUTION FOR THE BLIND, KENSINGTON.

Visited 23rd May 1887.—This is a small industrial workshop for the manufacture and sale of goods made by the blind. It is situated in a back street off the Kensington Road. The goods in the window appeared to be dusty and ill cared for. The manager complains of the number of carts in the street, chiefly belonging to a neighbouring firm, which has a deterrent effect on the customers. He also states that he cannot buy except on credit. He considers he would do better in a leading thoroughfare, with a rental of 200l. per annum. They have supplied the vestry this year with machine brooms. There are four brush makers in an unwholesome dark cellar. One worker earns from 16s. to 18s. a week. He became blind at 23, and married a blind wife. The basket making is carried on in an old coach house in Church Court, for which 25l. rental is paid. There are no annual meetings, teas, or gatherings for the blind. One basket maker earns from 12s. to 14s. a week. He has been at St. George's and Peckham Institutions. He learnt Braille from another worker. At that time Braille was not the recognised type at St. George's in the Fields. He complained that Braille was not convenient to write to sighted people with. Another man considers that packing-case making would be a good occupation for the blind.

## BRITISH ASYLUM FOR DEAF AND DUMB FEMALES, CLAPTON.

Visited 24th May 1887.—This institution was founded in 1851. Its objects are:—(1) to educate the ignorant female deaf mute; (2) to keep up and increase the knowledge of those who have left the different educational institutions throughout the kingdom, and also to teach them trades; and (3) to provide a home for the friendless and destitute, who, from age or infirmity, are unable



## Appendix 2.

to support themselves; and to endeavour to impart religious training to the blind. One of the rules of the institution is "that the benefits of this asylum be available to all adult deaf and dumb females in Great Britain and Ireland." There are two modes of admission of inmates, one by election, free for three years, by the votes of the subscribers and donors, the other by an annual payment. Cases are admitted from 10 years of age and upwards. Candidates for election must be under 30 years of age. The Committee are anxious to obtain a larger number of admissions to the asylum of free cases. The short period of three years is now found to be inadequate for the purpose of giving such practical training and education as would enable a deaf mute to earn a livelihood. It is hoped, as one result of the labours of the Royal Commission, that a return will be obtained through Parliament of the number of deaf mutes in unions throughout the country, and that what is at present only permissible to the guardians of the poor under the amended Poor Law Act of 1879 will be made compulsory, namely, that they should contribute towards the education and maintenance of deaf mutes in properly certified institutions. There are at present 35 inmates, and the amount charged for education and maintenance is 22*l.* per annum for each person. It is proposed to enlarge the asylum so as to accommodate more inmates. There are 12 pupils paid for by the guardians of the poor. The females are taught laundry work, needlework (by hand and machine), millinery, and dressmaking. The total amount paid in salaries during 1885-1886 was 330*l.*, and in wages 28*l.* There are four teachers belonging to the asylum, all hearing. Twenty of the inmates were born deaf, three partially deaf, 11 had speech before loss of hearing, two are totally blind, and five have defective sight. The pupils, on entering the asylum, are always examined by a medical officer, who attends the asylum when required, and also periodically. Those who have defective sight use spectacles; gymnastic exercises suitable for women are practised, and there is regular open-air exercise. Hitherto some great difficulty has been realised, through the unwillingness or inability of parents or guardians to give any accurate information concerning the pupils. The teaching staff of the asylum is sufficient for the present requirements. Speaking and reading from the lips is encouraged in those who have been taught upon the oral system before entering the asylum, and, in those who may be termed "semi-mutes," i.e., those who have lost their hearing from disease, between the ages of 4 or 7 years. The head master is a "Bachelor of Arts." The subscriptions, donations, legacies, &c. amounted to about 1,120*l.* The accounts are audited monthly by a member of the finance committee, and annually by two experienced auditors, but not chartered accountants. There are inmates of all ages ranging from 11, 15, 20, 40, and over 60. The pure oral system is considered impracticable and useless as regards most of the inmates of the asylum. The intermarriage of blood relations would appear to be the chief cause of deaf mutism. The managers and governing body of this asylum are impressed with the desirability of making it compulsory, on the part of guardians of the poor, to send all deaf mutes to properly certified institutions where they may receive proper religious secular and technical instruction. Doubtless there are a great many deaf mutes above the age of 10 at present in unions without the proper care and instruction which their afflicted condition requires.

## HOME FOR BLIND CHILDREN, KILBURN.

Visited 24th May 1887.—This home was founded in 1869, its object is to give a plain education, with music, to blind children. Moon and Braille types are taught on alternate days. There are 12 boys and 23 girls, and the annual amount charged for maintenance is 8*l.* 10*s.* 4*d.* a year extra is charged for clothing, and 2*l.* for music. They are admitted between the ages of 3 and 8 years, the boys leave when they are 12, but there is no fixed age for the girls to leave. Knitting and sewing are done by the girls, and chair caning by both boys and girls. No outdoor pupils are received for instruction in trades. One sighted teacher is employed by the home; the elder girls help with the younger ones. The work done by the children is sold at the home, and the amount realised during the last financial year was 15*l.* The subscriptions, donations, &c., and proceeds of a fancy sale amounted to about 346*l.* for 1886. The accounts are not audited by a chartered accountant, but by two business gentlemen.

In 1888 the numbers increased to 16 boys and 21 girls.

## EAST LONDON HOME AND SCHOOL FOR BLIND CHILDREN, HACKNEY.

The Commission also paid a visit to Miss Rye's Home for blind children in the east of London, where 16 blind children are educated. The pupils were much cramped for room, and the sleeping rooms were so small that the doors could not be shut. A small garden at the back is used as a play ground. A limited education seemed to be given. The house is not vested in trustees but has been conveyed to Miss Rye herself. (See questions 3519, 3550, and 3561 in Evidence). There is no committee of management.

## THE SURREY ASSOCIATION FOR THE GENERAL WELFARE OF THE BLIND, PECKHAM.

Visited 25th May 1887.—This association was founded in 1857. Its objects are:—(1) To give employment to the blind, (2) to teach them trades, (3) to supply them with books to enable them to read the Bible at their own homes, and (4) to provide the blind workers with good and wholesome meals daily in the institution. There are 25 male workers and 6 female workers at the institution; 6 female workers are also partially employed at their own homes. During the year 1884-5, 2,700 baskets were made and repaired, 1,200 brushes, 142 mattresses and palliasses, 1,680 chairs re-caned, 836 articles of domestic wood ware, such as meat safes, steps, cinder rockers, clothes horses, &c., made 1,140 dozen of fish and poultry bags, and 162,000 bundles of firewood. Nineteen males and ten females are employed in the workshops, all being non-resident. There is sighted supervision, but no sighted workmen are employed. A retail shop is in connexion with the association, and goods not made by the blind are also sold there. The value of the goods made by the blind and sold during the last financial year was about 950*l.* The subscriptions, donations, &c. amounted to about 443*l.*; this sum included a grant of 100*l.* from the Gardner Trust Fund. The amount of wages paid to the blind was 651*l.* (including supplement), and to the sighted 289*l.* The accounts are audited by a chartered accountant. In order to carry on efficiently the work of this institution a fixed endowment is necessary, as no reliance can be placed on its present uncertain sources of income. The committee are of opinion that it would be very desirable if some central depot could be established for the purchase and sale of work made by the blind, as by these means additional employment could be given to many.

Basket-making, wood-chopping, mat-making, brush and mattress-making are all carried on. Had this Association the capital they could do treble the amount of work they do. There is room for 70, 80, or 100 blind people. They do a good business in fish and poultry bags. Some men here can earn 20*s.* to 25*s.* a week by basket making. The Committee were questioned and expressed themselves favourably as to the expediency of inter-communication between the different institutions, so as to supply each others deficiencies. They state that they made Post Office baskets for a time, but eventually lost the work, although they would have been only too glad to have supplied them at the rate by which the institution was undersold by a Leicester firm. The Association teaches trades to lads, and to some adults. They feed the workers on the premises, and gives them three good meals for 6*d.* a day, which is deducted out of their wages. The Association gets extra assistance from the local tradesmen, by means of which they are enabled to give them excellent food. The doctor attached to the institution reported that whereas the illness averaged formerly 10 per cent., now that the meals are supplied by the institution, the proportion had fallen to 1 per cent.

The subscription from the board of guardians is five guineas yearly, and the Association keeps seven or eight men out of the workhouse, which saves the rates (so they contend) about 100*l.* per annum. The building was originally a convent, and a subterranean passage connects it with a neighbouring church. The fish and poultry bags are made from old mats used to bring silk, &c. from China, Italy, &c.

## LONDON SCHOOL BOARD CLASS FOR THE DEAF AND DUMB, CAPLAND STREET, W.

Visited 4 November 1887.—The Royal Commissioners were received by the Rev. W. Stainer, superintendent. The rooms were opened in January last; 43 children on the books and 38 in attendance. Four rooms, specially constructed, were provided with circular desks and nine or ten pupils in each room.

## Appendix 2.

In the case of one boy, the parents, who were deaf and dumb, took objection to the oral system and withdrew the child from school.

In the lowest class at Capland Street there were seven children, two of whom live in Mr. Stainer's children's home. The teacher, Miss Macgregor, has passed the Cambridge local examination, and had one year's training at Ealing.

The children wrote simple syllables in response to the teacher; the answers were fair, but the writing not good. Mr. Stainer says that three-fifths of those who are of school age attend. This he stated in his evidence last year, and the proportion holds good now.

The second class consisted of 10 pupils from six to eight years of age. The teacher holds a diploma of the College of Teachers. She began her training in 1874 at the London Asylum at Margate.

The children were asked the names of various ordinary objects, and answered fairly. The highest class for girls has nine pupils in three divisions. A lesson in dictation was given by the teacher to four girls, who formed one division. The lesson was taken from a German book on object lessons by M. Hill, translated by the Rev. W. Stainer.

The boys' class at Capland Street consisted of 11 boys. An ordinary sum in addition was set to them. None had been in school above three years. Questions were put, and fairly answered by the boys. Some of the boys held conversation with each other orally and by lip reading.

The superintendent stated that the boys are now making much better progress under a male teacher than when taught by a female teacher in the same class with the girls.

About one half of the children attending this centre reside in one of Dr. Stainer's homes in the neighbourhood. Others come considerable distances to school, and are consequently somewhat irregular in their attendance.

The Commissioners were informed that the classification attained by having four classes in separate rooms, as at this centre, has a great advantage over the former arrangements where boys, girls, and infants were taught in one class room, and that this principle could be extended with advantage to all the pupils under instruction by the Board.

## STEPHEN STREET, LISSON GROVE, BOARD SCHOOL, INFANTS' DEPARTMENT.

Visited 4 November 1887.—The Commissioners were shown a class of 80 children in which there were four blind children. These four, in March 1888, passed the Government examination, as well as any of their class, and were moved up to the girls and boys departments.

The seeing children must be promoted out of the infants' class when they reach the age of seven, but blind or otherwise defective children (such as cripples, &c.), who as a rule do not come to school so soon, are occasionally kept longer.

In the boys' class there was a lad who is blind and rather deaf. The latter infirmity appears to get worse. The master devotes special attention to this boy's teaching.

## LONDON SOCIETY FOR TEACHING THE BLIND TO READ, UPPER AVENUE ROAD, REGENT'S PARK.

Visited, 5th November 1887.—The object of this institution (founded in 1838), which has been recently re-organised, is to teach the blind in Lucas, Braille, or other type, to educate and train them for industrial or professional occupations, to provide workshops and appliances, and to assist similar schools, if expedient, within five miles of St. Paul's. Resident pupils are taken between 7 and 17 years of age; day pupils of any age above seven are received on a nominal payment of 10*s.* a term. Free resident pupils are also admitted on certain conditions. Pupils paying only 15*l.* per annum, and free pupils, are not taught music except when there is sufficient musical capacity and intention to adopt music as a profession. Except in special cases male pupils leave at 21 and female pupils at 24 years of age.

The general invested funds of the Institution amounted in 1887 to 12,326*l.*

The Lucas system of embossing was the only system which previously prevailed here, and a large number of books in that type exist in the school. Other systems of embossing have been recently introduced.

All creeds are taken, and attendance at church is only enforced when parents or friends do not take them to their own places of worship. There were four classes in all. The pupils in the highest class had been from four to six years under instruction. The majority in the school read and emboss by Braille, and read Lucas. An oblong block about 3 inches in length with six moveable pegs is used for teaching Braille, and is found useful for beginners.

Music is one of the great features of the school, and a large concert room is in course of re-construction. The musical professor, Mr. Barnes, is assisted by a music mistress. One girl aged 20 sang a florid air from "The Messiah" remarkably well, and two played a duet satisfactorily; musical drill is carried on.

The technical training is very limited. The printing room turns out a good many works. In the basket shop there were six men and lads basket-making, and four chair caning. Pianoforte tuning, sash-line making, knitting, and needlework are also carried on.

There are 54 beds in the institution occupied, and there is room for 78 in all.

## ASYLUM FOR THE DEAF AND DUMB, OLD KENT ROAD AND MARGATE.

## OLD KENT ROAD ASYLUM.

Visited 8th March 1888.—This asylum is used as a preparatory deaf mute institution on part of the site of the old asylum. At Margate the elder children, 300 in number, are provided for. The Committee thought it would be highly undesirable that the old site should be given up. It was also considered that it would be valuable as a place of rendezvous for the children on first admission.

About 50 children are here in residence. All the children are first of all received at the Old Kent Road, and taught on the oral system for one year. They are then taken to Margate.

There are five classes under five teachers. One case was that of a boy whose uncle and grandparents, and whose cousin, the offspring of the same uncle, had all been in the institution. Another case was that of a child who hears at intervals, and to such an extent that the head master thought she might be taught in an ordinary hearing school.

Two of the teachers, Miss Richards and Miss K. Smith, are certificated. The former had been pupil teacher in a neighbouring hearing school. She instructed the children in the presence of the Royal Commissioners, in the crescendo and diminuendo enunciation of vowel sounds, an exercise not much practised in England. In the highest class but one there was one little girl whose whole family, including herself, had very defective eyesight. She is the offspring of first cousins.

In the corridors and other parts of the building fire hydrants are fitted up. There is a window opening on to each dormitory, which enables the teachers to supervise at night. An excellent and very lofty playground, measuring about 42 by 50 feet, is at the top of the house.

## MARGATE ASYLUM.

Visited 23rd February 1889.—This Institution consists of two establishments, the branch in the Old Kent Road, for first-year children, who are taught on the oral system, and the main school at Margate. 4,934 have been admitted since the foundation of the asylum in 1792.

The average age of entry into the asylum is nine years, the limits of admission being 7 to 10.

The number of children taught on the sign system is 92, and of these 42 have been tried, more or less, on the oral method, and in consequence of failure to make satisfactory progress have been drafted to the sign and manual side. The remaining 50 have not been tried at all on the oral method. The majority of those transferred from the oral to the sign and manual system had been tried more or less for about two years. Since 1885, when the distinctly oral teaching was commenced at Margate, the annual numbers of failures have been 17, 9, 9, and 10, making a total in four years of 45 who have been rejected and drafted off to the sign and manual side, out of a total of 200 received. But Dr. Elliott, the head master, considers that had he had greater teaching assistance he might have persevered and done better with these so-called failures.

## Appendix 2.

There are 17 oral and seven combined classes. The new buildings erected since the first visit of the Commission, contain separate and well-lighted classrooms, well suited for classes of 8 or 10 pupils on the pure oral system, but the old school-buildings appeared to the Royal Commissioners to be not well adapted, in their present state, for the full exercise of the oral system. In the large school-room oral and combined classes were being conducted at the same time. Some children who might have been taught on the oral system, through having commenced their instruction before that system was definitely adopted, are found in the combined classes. One girl, 11 years of age, who lip-reads and speaks to a certain extent, has been drafted into a combined class on account of her being so exceedingly volatile and difficult to teach. The instruction in articulation and lip-reading given in the combined classes is three-quarters of an hour per day.

The senior "combined" class was carefully examined by one of the Royal Commissioners, and showed considerable proficiency and intelligence. One of the lady teachers, who lost her hearing completely at the age of nine, but talks and lip-reads with wonderful facility, considered the oral method was very good with some pupils, but a failure with others.

The two lowest classes, consisting mainly of very dull or mentally defective children, have to be taught entirely on the sign and manual system. One boy was relegated to this class, but his parents regretted his giving up speech. He is unable to answer questions orally, but does so on the sign and manual system without difficulty. Dr. Elliott attributes this to the amount of intercourse which he has with his companions by the sign and manual system during play hours.

The children in the ninth oral class (two years under instruction) repeated the Lord's Prayer fairly.

The eighth oral class, all of whom, with the exception of one girl, had been three years under instruction, were receiving a letter in dictation, and repeated the Creed fairly.

In the seventh oral class, after a short lesson in dictation, the children were encouraged to read sentences, chosen at random from a Royal Reader, to each other in succession, and this was done by nearly all with success.

In the first and second oral classes taken together, the pupils had been between five and six years under instruction. They answered questions in mental arithmetic, and repeated the Lord's Prayer and the Creed.

The aural or auricular class consisted of six girls and six boys, who had more or less hearing. None of them had any knowledge of reading nor of connected speech when they were first admitted. They can all speak, and are all taught lip-reading. A double ear-trumpet was also used. The teacher's ordinary plan of instruction is to speak to them continuously in a loud voice.

Dr. Elliott, the head-master, had an interview with the Royal Commissioners in which he was questioned at some length on general points connected with this institution. He stated that, "the present arrangement is to teach the oral pupils quite apart from those taught by the sign and manual system, both classes mixing out of school hours. The Committee have had the question of complete separation under consideration, but as yet have not been able satisfactorily to provide for it.

"The resolution of the Committee upon which the head-master is acting was to teach all by the oral system who were capable of being so taught effectually.

"Since the first visit of the Royal Commissioners in 1886, the separate temporary experimental school which they saw at Ramsgate has been discontinued. "Twelve extra class-rooms, in a separate building, have been built at Margate, with extra accommodation in the domestic department. The oral system has been definitely adopted, and the children under that system, experimentally, have been received at Margate. A new institution has been built on the site of the old asylum in the Old Kent Road, and there the children are received, and have the initiatory instruction exclusively on the oral system."

Dr. Elliott also stated that signs are used by the children throughout the school, from picking them up from each other in the playground. A code of signs was also established by the oral children among themselves at the Ramsgate school, they having partially formed it themselves, and partially acquired it from

"sign and manual" or "combined" system adults and pupils whom they had met.

Dr. Elliott mentioned a case of a girl with partial facial paralysis, who, though unable to speak plainly, lip-reads very well. He considers that in her case the oral system has conferred great benefit, and was the most advantageous system.

He states that he takes care to respect the wishes of the parents, when expressed, in regard to the particular system which they may prefer for their children. He thinks the parents, as a rule, talk to their children when the latter come home, and so keep up the oral teaching.

He considers it to be often more difficult to teach a child that has had speech and lost it than one that never had speech. He thinks that the free association of those taught by the sign and manual method and the oral system is prejudicial to speech and lip-reading. He considers the oral system is the best medium of instruction generally to the deaf and dumb. He disapproves of the combined system, as he considers that the fatal facility of signs prevents the teachers from devoting sufficient attention to the oral teaching. Deaf adults can easily learn the sign and manual system afterwards if they desire to do so. "Deaf-mutisms" are far less frequent among those orally-taught than among the sign-and-manually-taught.

Dr. Elliott mentions that a child transferred from the oral to the sign and manual system generally cries and laments, whereas a child is very glad to be transferred to the oral side. He is favourable to the intermixture of the sexes in school, but after the age of puberty he thinks it is undesirable.

There were present on the day of the visit of the Royal Commission, 23rd February 1889, 272 boys and girls. These the head master had previously tested as to their hearing powers, the degrees of hearing being classified as follows:—

- 0.—None apparent; absolute deafness.  
 a.—Can hear a whistle blown loudly, a loud utterance of a vocal sound, a loud clap of the hands, or a hand-bell struck, all in the close vicinity of the pupil.  
 b.—Ability to imitate from hearing only some of or all the vocal sounds.  
 c.—Ability to give the sound of, or a near approximate to, some easy words spoken near the ear.  
 d.—Ability to do the same in the case of a short sentence.

(Dr. Elliott says it must be remembered that after instruction in articulation and lip-reading the perception to recognise sounds is increased. The above tests mainly refer to ability, apart from such instruction.)

DEGREES OF HEARING.—TABLE I.

	Standard.	Si children = about 30.5 per cent.
Absolute deafness -	0	71
A slight perception of a loud sound -	0 a	22
Standard -	a	117
" - - - - -	b	5
" - - - - -	c	4
" - - - - -	d	10
		272
		100

Dr. Elliott thinks that Standards c and d can certainly be benefited by aural training, and possibly Standard b as well.

TABLE II.

Children deaf from birth	194 or 71.3 per cent.
" with acquired deafness	78 " 28.7 "
	272 " 100 "

TABLE III.

Age at which deafness was acquired:—	
At 1 year and under	20
" 2 years	3
" 3 "	4
" 4 "	5
" 5 "	6
" 6 "	2
Age not specified	8
	78 children.

## Appendix 2.

TABLE IV.  
Degrees of hearing in the cases in which deafness was acquired:—

Standard	0, 23 children, or about 29.5 per cent.
" 0 a, 23	" 29.5 "
" a, 21	" 27.0 "
" b, 7	" 9.0 "
" c, 3	" 3.8 "
" d, 1	" 1.2 "
	78
	100

There are in the school at the present time, children of six families in which both parents are deaf and dumb. The numbers in the families severally are as follows:—

(D) No. 1,	3 children, 3 deaf and dumb.
(S) " 2,	6 " 3 "
(F) " 3,	6 " 3 "
(M)* " 4,	4 " 1 "
(H) " 5,	1 " 1 "
(I)* " 6,	7 " 6 "
	27
	17

The children in the school, 295 in number, are the offspring of 274 families; 67 of these families have more than one child deaf and dumb. In these 67 families there are 416 children, of whom 191 are deaf and dumb.

The Committee give six of the girls a thorough domestic training for six months after completing their educational work. All the girls take domestic duties in turn.

The usual apprenticeship fee is 5*l.* for girls, and 10*l.* or 15*l.* for boys. The Committee have paid altogether in premiums 17,988*l.* to enable old pupils to learn trades, 24 children received assistance in the shape of apprenticeship fees in 1888. The apprentices are regularly visited by the apprentice-officer, and their master (or mistress, as the case may be) appears twice during their apprenticeship before the Committee. In country cases the Committee have to rely on the reports of clergymen, magistrates, and other independent testimony. 104 children are now serving their time.

Dr. Elliott thinks any training college established hereafter should have a practising school attached to it. He trains most of his own teachers, and finds it much more difficult to secure and retain the services of young men likely to become successful teachers, than of suitable lady candidates.

An epidemic of ring-worm once caused a great disorganisation of the institution.

There is a good gymnasium in an iron building with a tan floor, where the Commissioners saw one of the girls' classes go through a variety of exercises. A cricket-ground is attached to the Institution, and there is a kitchen garden, where the boys like to be employed. The children do not bathe in the open sea, but at the public sea-water baths.

The Commissioners were informed that just before Christmas, 1888, a dramatic representation entitled "Scenes from the Life of Alfred the Great," was acted by the oral pupils, and that the clear articulation of the children gave great satisfaction. Although some of the parts were heavy, but little prompting was required. The play was followed by a pantomime, in which the boys taught on the sign system took part.

## ROYAL NORMAL COLLEGE AND ACADEMY OF MUSIC FOR THE BLIND, UPPER NORWOOD.

Visited in 1887 and again on the 20th June 1888.—The Royal Normal College embraces two preparatory schools (girls and boys), two grammar and high schools (girls and boys), and a technical school especially for young men but also affording preparatory technical training to the pupils of the other schools. The Academy of Music is common to all and forms a bond of union, and all, to a greater or less extent, enjoy its privileges. The College thus comprises five distinct schools; the pupils of these schools occupy separate buildings situate in different parts of the grounds, with arrangements, rules, and regulations suited to their different ages and requirements.

The children enter the primary school between 7 and 12 years of age. At 13 years of age they may by scholarships be promoted to the upper school, or if better

suit for mechanical training, be sent to some other school where they will have the special advantages they require.

The course of instruction includes the following:—  
 1. Physical education, including gymnastics (Swedish, German, and American), military drill, swimming, skating, rowing, cycling, and other sports.  
 2. General education, including kindergarten, modelling, and a normal class for training school teachers.  
 The religious instruction given is of an unsectarian character.

3. The science and practice of music, including the training of music teachers, pianists, organists, choir-masters, and vocalists.  
 4. Technical education, including mechanical training and pianoforte tuning.

The scholarships established by the Gardner trustees are held by several of the college students, and of the 14 pupils who gained certificates last year 10 were Gardner scholars, six of these being already well employed. The total number of old Normal College students who have held Gardner scholarships and are now established in business is 36. Of these, nine are employed as teachers in schools for the blind or teaching blind children in board schools.

During the years 1885 and 1886, the average number under instruction was 170; of these, 37 passed the required examinations and obtained certificates.

The Principal reports that since the opening of the College in 1872, 130 pupils have had a sufficient length of training to enable them to undertake business for themselves. Of these, three are failures, 11 have died, 16 who have recently left the College are already earning something, and their work is increasing, 19 have been moderately successful, and 81 have been highly successful, earning from 60*l.* to 400*l.* a year. Several of the young women have earned from 70*l.* to 100*l.* a year, and the aggregate earnings of 100 ex-pupils in the year 1886 amounted to close upon 10,000*l.*

Besides these, 87 pupils came to the College for a time, but did not go through a complete course of training. Of these, 19 were discontinued—character and conduct unsatisfactory five died, 26 left for various causes, some had very excellent ability but preferred to throw themselves on the world rather than undergo a sufficient training to enable them to overcome the difficulties arising from their blindness, five were obliged to give up on account of deafness, and 15 from ill health, two were discontinued on account of improved sight, and 15 came for short periods for special purposes.

Physical training and games are a great feature in the Royal Normal College. There are separate gymnasiums and rinks for roller-skating for both girls and boys. The swimming bath is so arranged as to be used at different times by pupils of both sexes. The playgrounds are admirably adapted for the requirements of the blind, special devices are arranged to encourage the pupils to engage in sports and plays. They play with as much delight as pupils in schools for the seeing. Portions of the playgrounds are asphalted so that the children can get out to play whenever it is not actually raining. The different sexes and ages have also pretty lawns for their games, some without trees to encourage running, others with trees, swings, tilts, rocking-boats, &c.

In the primary school the charge is 35*l.* inclusive of all except clothes. A private scholar pays 50*l.* Out of 162 pupils there are only 10 who pay entirely for themselves. The principal has the power of taking children in temporarily, pending the decision of the committee. The principal estimates the cost per head of his pupils at from 65*l.* to 70*l.* per annum. Of this, 7*l.* 10*s.* represents the rate per head of the existing mortgage on the premises.

Excellent specimens of kindergarten and modelling were seen in the school building whither the primary school children had been brought to meet the Commissioner. The children occupied themselves with forming geometrical figures on a green baize board, with modelling, and other kindergarten work. A lesson, descriptive of ordinary household duties, was given by one of the pupils, who was in her fifth term. An object lesson on the subject of leather was given by one of the pupils, who is preparing to be a teacher, to a class of five boys. The principal showed the Commissioners his system of teaching the ordinary musical notation so as to qualify the students for teaching seeing children.

\* This boy has a large amount of hearing.



DARENTH SCHOOL FOR IMBECILES.

Visited 3rd December 1887.—There are 600 children in the school, and only about 362 of them are capable of being educated. One-third of the total number are epileptic cases. The school is divided into eight classes. The 1st class contains about 35 boys and girls, who are taught together; they were reading from Nelson's IVth Standard book. Their average age was from 8-16 years, at which latter age they are transferred to the adults' branch, which is in a separate building. The Medical Superintendent thinks they ought to come to the school at five years of age. They begin kindergarten work at once, and colour test as soon as they come into the school. A special examination is made every year to see what progress the pupils have made. All cases first go to the reception ward for a fortnight, during which time their intellectual and physical condition is examined, and then it is decided into which block they shall be placed. Each block is tenanted, as far as possible, by children of the same degree of intelligence.

The 2nd class, which consisted of a mixed number of children, were receiving an object lesson. The children appear to learn more from one another than from the teacher.

The children in the 3rd class were receiving a lesson in writing; they were transcribing on their own slates the writing on the blackboard. The writing was good.

The children in the 4th class were doing geometrical drawing and writing from a copy on the blackboard.

The 5th class children were doing kindergarten work, which appeared good. The arrangement of a circular desk seemed very suitable for teaching this work. Some of the pupils in this class were speechless, but not deaf.

The 6th class (lowest but one). The Commissioners heard the children go through a lesson in counting. There were about 60 pupils in this class, many of whom are improvable cases.

There is a "speechless class," which contains about 35 children. Those who can learn are taught the manual alphabet, and some of them can be made to speak eventually. There is also a sewing class, and last year 1,723 articles were made in the schoolroom.

There is no resident chaplain, but on Sundays the children receive religious teaching at school and afternoon service. Prayers are read every morning.

The children are allowed to choose their manual occupations as soon as they show sufficient intelligence. The trades taught are shoemaking, tailoring, and mat making. In the tailor shop the children do all the repairs for the institution. Both the tailoring and boot department are self-supporting. The children get no payment for their work; the value of their work averages about 2s. 3d. per week, and this goes to reduction of the cost of their maintenance. A few, who are very efficient, are kept on in the industrial department after the age of 16. There is a large store shop of boots. Twenty-nine boys work at shoemaking, nearly all the boots are made and repaired on the premises.

Only 2 per cent. of the total number of the children are really cured. Congenital imbecility is considered incurable, but 20 or 30 per cent. can be greatly improved. In the adult department the inmates are kept for life. Of late the number of helpless cases have increased, owing to the parents being unemployed, and the consequent distress and starvation of the children. The classification of the children seemed good. There are several cases of what is called "moral imbecility" which is incurable, i.e., their intellect is good, but they steal, lie, &c.; they seem to have no will to resist the evil inclinations. The Medical Superintendent thinks that 10 per cent. of the cases of imbecility result from drunkenness of parents. It is believed that there are several imbecile children in the board schools of London who ought to be sent here. If the parents who are able to do so refuse to pay the guardians sometimes, but not often, withdraw the children. There are some here who are not pauper children, but the parents pay the full money through the guardians, which is about 12s. a week.

The Committee appointed by the Metropolitan Asylums Board come down from London once a fortnight. All the children are lodged in separate blocks. Each block on the male side, except the infirmary, is under the care of a married couple. It consists of dormitories and play rooms. The whole school, with the exception of the worst cases, dine in the hall. The Commissioners heard the children sing grace very well before dinner. The dining room is used also as a recreation room. There is a stage, and the attendants act occasionally. There is a fancy ball once a year for the children.

The (intellectually) better classes have separate play-rooms; these are exceedingly bright and cheerful. They are lodged in a separate block. No block holds more than 40 children. The sexes are kept separate in the blocks, except during school hours. Whenever the sexes mix they are under the most careful supervision. There is a very good bath room, and swimming bath.

All the infirmary, epileptic and helpless cases are on ground floor blocks; all others are in three-story blocks.

WORKSHOP FOR THE BLIND OF KENT, GREENWICH.

Visited 25th May 1887.—There are four workrooms, in which were employed eight basket-makers, three chair-caners, one mattress-maker, one sighted and two blind fender-makers. One basket maker, 3½ years under instruction, earns about 10s. a week. He became blind at 42. One room is devoted to fender making there were two blind men and one sighted teacher at work. The General Steam Navigation Company and St. Katherine's Dock Company and Messrs. Cory and Sons have been good customers. The workmen can earn from 15s. to 20s. a week if there were work enough. In the mattress making department there was a sighted teacher (a master upholsterer, who only comes in occasionally), and a blind man at work. The latter was paid 15s. a week. He is now paid by the piece, and this system is found to answer much better than payment by fixed rate. In the chair caning room there were three chair caning and three basket making. The workmen live at Woolwich, Greenwich, Deptford, and New Cross. The baskets in the second shop were of a heavy description, made of cane for carrying sugar and for coaling vessels. During the first six months pupils receive 3s. a week, but after that no subsidy is given. The head chair caner receives from 18s. to 20s. a week.

The committee do not affect to make very light and cheap baskets, though they consider that more fancy articles are made by their blind men than in most blind institutions. The workers are inclined to understate their earnings. The guardians, at a distance, supplement their receipts up to 13s. a week; 5s. a week is demanded by the institution for teaching. This the Local Government Board do not allow the guardians to pay, so the latter now subscribe to the workshop instead. The books appeared to be kept in very good order. The manager books each man's work under four columns as under.

Labour.	Materials.	Carriage.	Selling Price.

Another book registers the names of the workmen, the causes of their blindness, teaching occupation, address, means of support, and any special remarks.

The Committee of the Institution supplied the following table regarding earnings, &c., of workers, which shows how many are or have been assisted by unions.

WORKSHOP FOR THE BLIND OF KENT.

1887.

Name.	Age.	Present Trade.	Cost of Tuition now or formerly defrayed by Guardians.	Average Wage, 1887.	Number of Persons wholly or partly dependent on Earnings.	Remarks.
R. S.	54	Basket maker	-	25s.	Wife and mother-in-law.	—
R. L.	30	" "	-	-	Wife	Taught at St. George's. (L. works at home, and can earn from 5s. to 1l. 13s. 9d. a week).
R. W.	35	" "	Woolwich	14s. 7d.	Three children	—
W. M.	39	" "	-	18s. 10d.	Wife; four children	Taught at St. George's.
J. D.	46	" "	Greenwich	10s.	One son.	—
F. C.	22	" "	-	13s. 10d.	—	—
W. T.	28	" "	West Malling	*4s. 1d.	-	*This is for nine weeks only. W. T. suffers from epileptic fits and sometimes cannot work.
J. F.	24	" "	Woolwich	†5s. 2d.	-	†Since March, when first six months ended. J. F. appears to be partially recovering sight.
R. W. H.	29	" "	Woolwich	-	Wife; 4 children. They are now getting out relief.	—
G. C.	26	Chair caner	-	-	Wife; one child	Taught at Peckham.
C. P.	20	" "	Woolwich	10s. 4d.	-	C. P. is getting up a connection for himself at Woolwich.
T. B.	37	" "	-	3s. allowance.	Wife; 3 children. Receives out relief.	—
G. M.	32	Fendoff maker	Greenwich	16s. 8d.	Wife, children, and mother-in-law.	—
S. R. T.	43	" "	Greenwich	15s. 6d.	-	Would earn as much as M. if he had anyone dependent on him.
P.	43	Mattress maker	Greenwich	15s.	Wife; 4 children	P. learnt basket making till he took to mattress making, Nov. 1885.

Six other men not now employed here have been sent by Unions. Highest wage previous to departure is given.

Name.	Age on Entry.	Present Trade.	Place.	Wage.	Number of Persons wholly or partly dependent on Earnings.	Remarks.
C. McC.	20	Fendoff maker	Stepney	1l. 1s.	Wife; 2 children	Discharged for insubordination, 1/82.
E. R.	32	Chair caner	Greenwich	8s.	-	Left, 26/4/79. Died.
W. McK.	40	" "	Greenwich	12s. 1d.	-	Left, 18/10/79.
W. G.	22	Basket maker	Woolwich	11s.	-	Rejoined father in New Zealand, 11/83.
C. J. D.	30	Basket and chair caner.	Dover	6s. 6d.	Wife; 3 children	Fell ill 12/83, returned to Dover after, set up there as chair caner.
W. C.	26	Mattress maker	Sevenoaks	4s.	-	Discharged, incapable of further instruction, 12/86.

Appendix 2. **EALING TRAINING COLLEGE FOR TEACHERS OF THE DEAF, AND SCHOOL FOR DEAF CHILDREN.**

Visited 22 July 1887.—The Royal Commission were first shown a variety of anatomical models and drawings for the use of students in one portion of their study. Most of the drawings were enlarged copies from standard works on anatomy, English and foreign, and executed at the college.

The number of pupils in the school is limited to 32, as the society desire to multiply small schools rather than large ones. The number of students, on the other hand, is limited by want of accommodation only.

The founder of the training college, Mr. Ackers, said he would welcome Government help and inspection most cordially. Although a great improvement had taken place since the establishment of this college in the status and training of teachers, the authorities of Ealing are aware that it is by no means perfect. Mr. Ackers urged that the Government should pay the same proportion of the total cost of training colleges for teachers of the deaf as it does for training colleges for teachers of ordinary children; that the same rule of a compulsory two years' attendance should be enforced, and that Government should pay for higher salaries to teachers of the deaf than to the teachers of ordinary children, as is done in Germany, for the work is harder and the training longer and more expensive.

As it is, it is found impossible to induce male students to take up the work and give the necessary time for training. The only male students (two) at Ealing have had to be paid instead of paying, as all do in ordinary training colleges.

Female students are more easily obtained, and nearly all have paid the full fee, but some have been helped by the "Assisted Students' Fund," and have repaid the amount advanced on their obtaining employment after receiving their certificates. All teachers of the deaf should first have thorough training as teachers of ordinary children, and, in addition to this, should undergo the special training necessary to render them efficient teachers of deaf children.

This means more expense in training, and there should, therefore, be a certainty of higher salaries. When this college was started the number of trained pure oral teachers in the United Kingdom might have been counted on the fingers of one hand, whereas 90 students have been trained wholly or partially by the Ealing Society since its foundation 10 years ago. 49 of these students have obtained the minimum Ealing certificate of less than two years' training, and eight students have obtained the full certificate for two years' training.\*

At the time of the visit of the Commissioners there were four resident and five non-resident female students, and one non-resident male student. In the examination half marks must be obtained in each subject for a pass certificate, and 90 per cent. for honours. Appended hereto are the question papers for the past year, *i.e.*, 1887-8.

In addition to the papers the candidates have to pass a *visu voce* and an examination in practical teaching of the various grades and classes. The value and success of this form of training has been endorsed publicly and privately by well-known teachers and by parents and relations of deaf children. The society's certificated teachers have been employed in schools or families in Great Britain, Ireland, and Channel Islands, Germany,

- \* 71 Ealing.
- 15 Manchester.
- 1 Bradford.
- 1 Leicester.
- 1 Staines.
- 1 Greenock.

90

49 certificates granted from Ealing.

Australia (two institutions and one private family), and Gibraltar and Natal.

Pupils have been admitted into this school as young as five and a half years, but the principal is strongly of opinion that where the minimum period of instruction, *viz.*, eight years only, can be afforded, it is better to admit pupils at seven years of age.

The instruction of the pupils begins (after attention and discipline have been obtained) with a series of elementary gymnastic exercises in standing and sitting positions; further, exercises for training the eyes to quick and accurate observations of the motions of the mouth, face, and throat in speaking, all of which have to be imitated by the pupils, *but without voice at this stage*. Breathing exercises are then introduced, first through the nasal passages, in order to clear any obstruction and to accustom the child to healthy breathing; next, more vigorous expiration, 1st to expand the lungs, 2ndly to form the basis of speech.

When this preliminary work has been accomplished the sounds necessary to the English language are proceeded with; of these 31 are articulations (commonly but erroneously termed consonants), and 25 pure vowel sounds. As each sound is produced by the teacher it is imitated by the pupil, then written by both, and finally repeated by the pupil from the written form. The acquirement of all these sounds, vocal and non-vocal, singly and in combination, occupies from three to twelve months, and with dull pupils even longer.

The teaching of language is the next step, and begins naturally with object teaching or naming; next the naming of actions, qualities of objects, qualities of actions, &c., &c.

The pupils shown to the Commission numbered only 17, so that the classes were small; of these eight children were quite young, five of the oldest were not original pupils of the school, but had been educated elsewhere, before coming to Ealing. Six pupils were unquestionably dull, and two were of very weak development both mental and physical. What teaching could be effected during the unfortunately limited visit of the Commissioners was by their request undertaken not by the principal (Mr. Kinsey) or his certificated assistant, but by the students in training, which naturally accounts for the different degrees of success noticed by the Commission. *Inter alia* a lesson in dictation was given, illustrating the power of the pupils in lip reading, not merely from a hearing person, but from one another.

The syllabus of the school course is as follows:—

Articulation, lip reading, writing, reading, object teaching, action teaching, &c. Construction of sentences, development of language, diary and letter writing. Counting. Religious instruction, arithmetic, geography, history, natural history, elementary natural philosophy, elementary botany and astronomy, &c. Elementary freehand drawing, sewing, &c.

Latin and mathematics to the older pupil. Freehand drawing from copies, models, and nature. Water-colour drawing. Architectural and engineering drawing (extra). Drilling to all, fencing, dancing gymnastics and swimming (extra).

The principal (Mr. Kinsey\*) was then requested to lecture to the students, ten in number, the lecture being limited to half-an-hour.

Mr. Kinsey began with some general remarks upon the condition of the deaf before education, the mistaken notion of the general public that dumbness and weak intellect are necessarily associated with deafness, and then proceeded with the help of models and drawings to demonstrate the organs of vocalisation and articulation.

Several questions were put by the Commission to the students to ascertain how far this portion of their study was of practical use to them in teaching, to which satisfactory answers were given.

\* Since deceased.

## ENGLAND AND WALES.

### PROVINCIAL INSTITUTIONS.

#### NORWICH ASYLUM AND SCHOOL FOR INDIGENT BLIND.

Visited 16th July 1886.—This Institution includes a school for the young blind and an industrial department where chair-caning, basket, mat, matting, rug, hassock, and bottle-envelope making are carried on by males, and knitting, crochet, and needlework by females.

There are three aged men and six aged women who reside in the asylum. Six boys and girls are under 16 years of age, and 20 above 16. There are a choir and a brass band of 10 performers.

The premises are tolerably roomy, and there are two and a half acres of land attached to the Institution; but in consequence of an outbreak of typhoid fever in September 1886, and the general unsuitableness of the

house, which was originally designed for a dwelling-house, for the purposes of a public institution, it is now (1889) being thoroughly rebuilt.

#### INSTITUTION FOR THE BLIND AND THE DEAF AND DUMB, ST. PETER'S GATE, STOCKPORT.

Visited 23rd September 1886.—The object of this Institution is to afford industrial instruction to the indigent blind and deaf and dumb residing within a radius of three miles of the Institute. There are 18 blind (11 males and 7 females) and one deaf and dumb man employed. Brush making is the principal industry, cane seating, skip and mat making being also practised.

The total number of blind in the town is roughly estimated at 65, and the deaf and dumb at about the same number. There is no school for the young of either of these classes at Stockport, and no branch of the Home Teaching Society for the blind. Some of the young blind are sent by the poor law guardians to the Sheffield and other Institutions.

The sales of the wholesale department of the Institute amounted in 1884 to 2,530*l.*, of which 525*l.* represented the value of goods sold to the ladies' committee, who manage the retail department. The sales of the latter realised only 495*l.* during the year. About 25 per cent. of the amount earned by the workers (calculated at the usual trade rate) is added on as a gratuitous supplement, but even then four of the men employed on pitch work brush making received only an average of 7*s.* 3*d.* per week.

#### HENSHAW'S BLIND ASYLUM, MANCHESTER.

Visited 24th September 1886.—This Institution, founded 1839, is to afford an asylum for imbecile and aged blind, and to provide instruction to indigent blind capable of employment. The education given is a good general education, including Latin, Mathematics, and Music. There are 101 males and 49 females, the amount charged for maintenance being from 7*l.* 16*s.* (or 3*s.* a week) up to 15*l.* The inmates are appointed by the election of the trustees and of the subscribers. The minimum age of admission is nine years, but the authorities of the Institution, in reply to the Commissioners, expressed themselves willing, if the Court of Chancery or the Charity Commissioners approved, to get this limit lowered.\* Females once admitted remain for life; males till 21 years of age in the case of boys, and for the period of seven years in the case of men, unless there be special reasons for retaining them longer.

On the educational work here carried on a satisfactory report was made in December 1885 by Mr. J. Sutton, Inspector of Manchester Board Schools.

A very satisfactory report by Mr. B. St. J. R. Joule, J.P., on the musical class was also made in the early part of 1886. The music master, Mr. Hague, now devotes his whole time to the instruction of music, and much more attention is given to it. Nine concerts, attended by 475 people, were given in 1885.

The Commissioners were specially pleased with the gymnastics. A paper of results of measurements of height, weight, girth of fore-arm and upper arm was handed in, showing the development of all, both girls and boys, who undergo gymnastic training.

Besides the education, industrial training is also carried on at the asylum, and 56 males and 19 females, all resident, are engaged in the workshops. No outdoor pupils are received for instruction in trades.

The Institution is well endowed, the amount of the investments being nearly 70,000*l.* and the value of the freehold lands, buildings, and furniture being estimated at upwards of 23,000*l.*

A very important extension of the asylum has taken place since the visit of the Royal Commission, on which over 4,000*l.* were spent in additional dormitories and enlarging the workshops and schools; three more teachers have been appointed and the Kindergarten system introduced.

There are 15 blind employed on basket making and chair seating in the out-door workshops, which were placed under the management of Henshaw's Blind Asylum in 1883. The premises are occupied at an annual rental of 56*l.*, and the capital is supplied by Henshaw's Blind Asylum. The wages are only supple-

\* The authorities of the Asylum have since determined to apply to the Court of Chancery to alter the limit so as to admit of the election of children of 7 years and upwards.

mented in very special cases, and 9*l.* 3*s.* only was thus spent in 1885.

Since the visit of the Royal Commission the outdoor workshops have continued their work on the same lines. Nineteen males and two females were under employment in May 1888. The Board have secured a site in Deansgate, Manchester, for the erection of works and a sale shop.

#### MANCHESTER (OLD TRAFFORD) SCHOOLS FOR THE DEAF AND DUMB.

Visited 24th September 1886.—Founded 1838. The total number of pupils in this institution on the 31st March 1886 was 165, 94 being boys and 71 girls. There has been an important enlargement of the premises during the year, which has provided accommodation for 45 new pupils. The ages of these pupils range from 7 to 16, the minimum age of admission being seven and the maximum being 12. But, speaking generally, the average age of admission is 9 or 10, and the period of instruction is about five years. The average cost per child for board and education is 25*l.* per annum, of which 11*l.* 15*s.* is derived from pupils' fees, leaving a balance of about 13*l.* 5*s.* to be made up from charitable sources and the invested funds. Taking the number of children left over from last year's election and the number of applications for admission during the year, there are 62 children altogether waiting for admission to the school. In the school board district 20 deaf and dumb children are known to be without instruction and 36 more in the surrounding district. The Manchester School Board have established no class for deaf and dumb children; their opinion being that the Education Department should be empowered to make grants (10*l.* per annum is an amount which meets with some approval) to Institutions for such children as, apart from their infirmities, would be required by law to attend at a public elementary school. (See p. 5 of Parliamentary Command Paper C. 4639, 1886.)

There are 12 teachers on the oral system at the institution, and three on the sign and manual system, the two branches being kept separate. There appears to be but little difficulty in obtaining employment for the pupils when educated as joiners, cabinet-makers, tailors, shoemakers, &c.; but the committee consider that there should be a permanent apprenticeship fund, which would greatly facilitate the placing out of pupils.

The Royal Commission considered that the new pupils should be subjected to an examination at the hands of an ophthalmic surgeon, and they were inclined to think that the period of instruction, especially under the oral system, might with advantage be lengthened.

Since the visit of the Commission these schools have become filled to their utmost capacity, there being 204 pupils in residence, *viz.*, 126 boys, 78 girls. Of these, 155 pupils are being taught upon the oral system and 49 upon the silent system, the latter being located in an attached building and being provided with separate accommodation. There are two separate playgrounds attached to the building. The two classes of pupils, however, do intermingle when doing drawing, sewing, and drill, and also when in church. The separation is thus not complete, and of this defect the Committee are sensible, but until sign pupils can be moved away to a separate and distant building a more perfect arrangement cannot be devised.

The staff of teachers has been increased to the number of 19, in addition to the head master.

Special attention is being paid to the physical training of the pupils, for whom an excellent gymnasium has been provided in the basement of the new wing.

In March 1889 there were 143 pupils taught on the oral system and 52 on the sign system. Two important additions had been made, *viz.*, a cookery class for girls and a carpentry and wood-turning class for 16 boys, each of whom has a separate bench and set of tools and receives about nine hours instruction per week.

#### LIVERPOOL SCHOOL FOR THE DEAF AND DUMB.

Visited 25th September 1886.—This institution was founded in 1824. The present building was erected in 1840, and it has been successively enlarged in 1860, 1875, 1881, and in 1885. There are at present 126 pupils in the institution, of whom 85 are boarders and 41 are day scholars. The day scholars are admitted free, and a dinner is provided for them; the terms for boarders vary from 10*l.* to 14*l.* per annum; intermediate pupils are also received at a higher rate. There are a head master and nine assistants, five males and four



## Appendix 2.

females. Of the boarders 59 per cent. are paid for by the boards of guardians, the parents paying the guardians from 1s. 6d. to 2s. 6d. per week in most cases; of the remaining 41 per cent., about half are supported by their parents and the remainder by friends taking an interest in them. In consequence of the Act being only permissive and not compulsory boards of guardians sometimes refuse to assist in needy cases, and the children are not sent to school. This was so in the case of a girl T., whose parents are deaf and dumb, and whose father in addition has defective sight, and five children, two of whom are deaf and dumb, and never earns more than a guinea a week at his trade, ship caulking. The grandfather of the girl was a retired chimney sweeper in comfortable circumstances, but refused to help. The guardians declined to contribute on the ground of the grandfather's ability to pay, and up to February 1888, when the family removed to Glasgow, the child remained uneducated. The authorities of the institution say it is common, especially in country districts, for deaf and dumb children to be kept at home till they are 11, 12, or 13, instead of being sent to school at 7 or earlier.

The average time that pupils remain at Liverpool is four and a half years, but this is considered too little by the head master, and he suggests a period of eight years to be the compulsory minimum.

The authorities of the institution consider it unadvisable, except in rare instances, to have day scholars; they lose much through irregular attendance, especially in the winter months, and the children are very often spoiled by their parents, who generally have the mistaken notion that they should not treat their "afflicted ones" like other children.

Since 1879 two questions, "State relationship of parents?" and "State if other relations are deaf?" were introduced into the form of application for admission to discover how far the deafness of applicants might be traced to consanguineous marriages or to hereditary transmission. Since then 170 pupils have been admitted, and the parents of 14 of these were either first or second cousins, which gives 8.24 per cent. as the children of consanguineous marriages. With one exception there is reason to believe that the above are congenital cases, but parents are often loth to admit that their children are born deaf and prone to ascribe it to other causes.

Sixty per cent. of the pupils are taught on the oral system, but in the opinion of the Commissioners it suffered much from one oral class being conducted in the middle of the sign and manual room. The one-handed system of manual alphabet, generally in use in America, is also practised and considered more convenient under certain circumstances.

## LIVERPOOL ADULT DEAF AND DUMB SOCIETY.

This society has been in existence since 1864, and provides religious services for the adult deaf and dumb of Liverpool and Birkenhead which number about 300. The Holy Communion is administered at regular periods. There are also Saturday evening public lectures, and assistance is given in various ways to deaf and dumb persons. Mr. Armour, the missionary, complains of the action of the Liverpool Post Office in refusing to find light employment for deaf mute adults, though Mr. Fawcett managed to provide employment for 150 deaf mutes when he was at the Post Office.

The income of the society was over 300l. last year, and a sum of 3,602l. has been collected in addition towards a new building for which a site has been secured, but for which 2,000l. more is still required.

Since the visit of the Royal Commission (in September 1886) the new building in Prince's Avenue, which cost over 5,000l., has been completed, and opened by H.R.H. the Princess Louise and the Marquis of Lorne on the 16th May 1887. It contains a lecture hall, reading room, and gymnasium and office; and a chapel over lecture hall provided for religious services, and licensed by the Bishop of Liverpool on the 3rd June of the same year.

## LIVERPOOL WORKSHOPS AND HOME-TEACHING SOCIETY FOR THE OUT-DOOR BLIND, CORNWALLIS STREET.

Visited 25th September 1886.—The Home-teaching Society for the Blind here was established about 28 years ago, and the workshops grew out of it and were opened about 17 years later. There is a school where the children

are taught in the Moon and Braille types, but the pupils only attend twice a week, on Tuesdays and Thursdays. Some of them come from quite four miles distance. Some of the children are kept in a cottage home, and to the others free dinners are given twice a week, through the liberality of a lady.

In the workshop there are 121 pupils, male and female, all non-resident, employed in brush making, mattress making, upholstery, mat making, and basket making. No pupils are received for instruction in trades, but apprentices are received at any age up to 40, and paid according to capacity. The teachers are sighted, and sighted workmen are employed to assist in finishing the work of the blind, and as journeymen. During 1885 the sales amounted to 12,905l., of which probably seven-eighths was the work of the blind, to whom the sum of 3,214l. was paid as wages. A large stock is unavoidable in the business, and its value varies from 4,000l. to 5,000l. Considering the large amount of the business transacted, the amount of the funded investments is small, the interest thereof being only 85l. during last year (1885). The workpeople are paid (piecework whenever practicable) on the basis of the wages paid elsewhere to sighted people. These wages are supplemented by a weekly bonus on a graduated scale, by which the less capable receive a little more assistance proportionately to the value of their work than the more able men. The general effect is that some can get 18s. a week or over, and no journeyman less than 10s. a week. The supplement may be estimated at about a quarter of the total sum paid to the blind. The Commission were not favourably impressed with the operation of this method of supplementing wages, as it seemed to a certain extent to be in the nature of a premium on little work, or at all events not to offer sufficient encouragement to the energetic and industrious. Some workmen who have been taught music or tuning in other institutions and found that fail, have come to these workshops to learn industrial occupations. Every adult is required to read before the Committee to their satisfaction before being so admitted. It appeared to the Commission that these workshops have well adapted their manufactures to the maritime requirements of the port of Liverpool.

Mats and fendoffs are made and sold though competition is keen. Brushes are the most important manufacture, and employ quite one half of the total number of hands.

## SCHOOL FOR INDIGENT BLIND, HARDMAN STREET, LIVERPOOL.

Visited 25th September 1886.—This institution was established in 1791, and claims to be the oldest of the kind in the world, that of Paris excepted. Its object is to cause the blind to be instructed in some art or trade to enable them to earn something at their own homes towards their subsistence. The constitution is peculiar, the institution being regulated by a private Act of Parliament, 10 George IV., 1829. For a long time it was quite full, and about 10 years ago the premises were enlarged; but during the last few years there has not been a full complement of inmates on the female side, the committee being more particular about the length of residence of each pupil, and applications from localities having a school for the blind nearer than this one are not so readily accepted. The relatives of the pupils, or the guardians of the poor for the parishes to which they belong, are called upon to contribute to their support. There is accommodation for 110 pupils, and at present there are 64 male and 31 female inmates, the charge for maintenance being 4s. 6d. a week or 11l. 14s. per annum, any clothing supplied by the institution being charged for in addition. They have not experienced a definite refusal on the part of guardians to pay for the maintenance of inmates. The limits of age for admission are, not under 10 or over 45; and, generally speaking, the term of education is six years, but this is at the committee's discretion. Both Moon and Braille are taught, but the latter is more in use. At about 16 years of age the industrial training commences, the males learning mat making, basket making, chair-caning, and pianoforte tuning; while the females learn knitting and chair-caning. No out-door pupils are received for instruction; the committee have on a few rare occasions taken a day pupil, but the authorities do not care to have them. The schoolmaster, schoolmistress, and music master, and the mat and basket masters are all sighted;

## BOLTON SCHOOLS AND WORKSHOPS FOR THE BLIND.

Appendix 2.

there is a blind pianoforte tuning master. The sales during the year 1885 realised 671l.

The workers do not receive any wages, their labour being paid for by their instruction and maintenance, towards which 898l. was received from friends and guardians of the poor during 1885, and 146l. for clothing. A donation of 200l. was received from the Wardens of St. Mary's Chapel for the Blind, which is within the precincts of the school and forms a part of the institution; and a sum of 112l. the proceeds of a collection in the same chapel on Founder's Day; and a sum of 532l. was realised as interest on the investments, which amounted to 13,366l. in the same year.

Here again the question suggested itself, what means are taken to educate the young blind, the education given at Cornwallis Street being for only two days in the week, and the Hardman Street Institution being apparently precluded from taking any below 10 years of age. The Institution does not take any steps to follow up the blind who go back to their friends after passing through their course of training.

Since the visit of the Commissioners both male and female inmates undertake most of the household work, thus enabling one or more ordinary domestic servants to be dispensed with. Massage is now taught to some of the women, who have already found frequent employment in Liverpool and district. A small cash gratuity is given to each pupil on leaving the school.

## CATHOLIC BLIND ASYLUM, LIVERPOOL.

Visited 25th September 1886.—This institution, founded in 1841, affords to the Catholic blind an elementary education and instruction in those branches of industry which shall be found suitable to each pupil's capacity, and to bring them up in the principles of their religion. The system of type now in use is Braille's. There were 32 males and 40 females in the institution at the close of 1885, and the amounts charged for maintenance are 10l. and 14l. per annum. Several of the pupils are taken free of charge. The limit of age for admission of pupils are from 10 years and upwards, some are occasionally taken below that age. There is no time fixed for their length of stay at the institution. The qualifications of the candidates consist of blindness, fair health, and freedom from fits. It is one of the rules for the admission of inmates, that the charge to each pupil shall be 4s. 6d. per week, and 3l. a year for clothes, guaranteed to the satisfaction of the committee. The males are employed in weaving (wool and coir yarn), mat-making, basket-making, patent sash cord making, and brush-making, while the females do knitting, chair caning, washing and household work. No outdoor pupils are received for instruction in trades. There are 45 resident blind people employed in the workshops. Sighted teachers are employed to instruct the pupils, and sometimes to finish work which they have done. There is a retail shop in connexion with the Institution, where fancy goods, not made by the blind, are also sold. The value of the goods made by the blind and sold realised 450l. The income from subscriptions, donations, legacies, &c., and investments was 911l. The capital of the institution, including the value of the site, is about 12,000l. The expenditure during the last financial year was about 1,773l. The subscriptions and donations have been reduced very much, and moreover, the committee have had to meet an additional expense of about 200l. for sanitary purposes. The wages are supplemented to the extent of about 22l. 7s. The accounts of the Institution are audited by a chartered accountant. The guardians pay from 2s. to 3s. a week for the cases sent by them. The mats and rugs were exceedingly neat and attractive in appearance, and the sash line is here made by a special machine, invented by a blind man, which requires only one person to work it. The industrial work does not meet the expense of the institution, there being an annual loss of from 100l. to 200l.; mat-making is the most profitable occupation, but no wages are given to the workers, who are boarded and lodged gratuitously. The authorities of the institution say that the guardians do not send the children soon enough. The Newcastle guardians sent one girl at 19 years of age, she was 9 years in the workhouse school, but was taught nothing there, she knitted while the others did their lessons. A lady visited her once a month and taught her the Braille type.

While the female side managed by the sisters was in excellent order and admirably administered, the Commissioners noticed with regret that the men's side contrasted very unfavourably.

Visited 27th September 1886.—There are perhaps 70 blind people in Bolton, and about 27 men and four or five women out of this number are generally employed in the institution, none being resident. The chief industrial occupations are brush, basket, and mat making for males, and brush making and chair caning by females. An expanding revolving stand or framework guide was here used to enable the basket workers to gauge the dimensions and shape of their skip-baskets. Three or four of the basket makers who have been trained at the institution are said to be employed at ordinary workshops in the town. A machine for boring holes in a spiral brush for cotton spinning was here in use, and also a registered machine, of which the blind foreman, J. Kinlay, is the inventor, for clipping spiral brushes. (He appeared as a witness before the Commission: see questions 15,550-15,652.) The value of the goods made by the blind and sold in the last financial year was 1,969l. The endowment fund was 1,824l. and the dividends were 73l. The workmen's wages are supplemented according to circumstances and not under any fixed rule.

## PRESTON INDUSTRIAL INSTITUTE FOR THE BLIND.

Visited 27th September 1886.—The objects of the institute are to ameliorate as much as possible the condition of the indigent blind of Preston and neighbourhood. Besides the industrial work here carried on there is a small day school where reading and writing are taught, on the Moon and Braille systems, gratuitously under a blind teacher. There is no restriction as to age, some children having been taken as early as six years old. In the workshops the males do skip and basket making, and the females cane seating, the total number employed being 17. Brush making has been abandoned, partly because of the waste caused and partly because of the difficulty of obtaining a market. The basket makers use a gauge with guides for the purpose of securing accuracy of form and size in the baskets made, but opinions vary at other institutions whether such a contrivance is a real help or not. The foreman is blind; he travels about to get orders and recommends the establishment of a central depot in Manchester for the sale of the work of the blind in Lancashire (see his evidence 18,778-18,975). There is a retail shop where both goods made by the blind and by others are sold, the value of the former class of goods being about 380l. during the year ended March 1886.

The income from subscriptions, donations, &c. and investments was 240l. and the wages to the blind and the sighted were 252l. and 77l. respectively. The wages are not supplemented.

Steps are being taken to collect funds to build a boarding-house for blind children and a bazaar has been held (1887) which, with other donations, has resulted in a fund of 6,700l. being raised for that purpose. About 10 years ago endeavours were made to find out the deaf and dumb children in the locality, but the number proved to be too small to encourage the committee to engage a teacher. The committee have, however, granted the gratuitous use of a room for religious services for adult deaf and dumb in connexion with the "Manchester Society for Promoting the Spiritual and Temporal Welfare of the Adult Deaf and Dumb." The intermarriage of the blind is strongly discouraged under penalty of dismissal from the institution. An example of the advantage of a suitable site for a sale shop is afforded by the fact that when the town gas office was in the same thoroughfare as the institute the sales were double the amount to which (on the removal of the gas office) they subsequently sank. The Committee lay stress on the necessity of better industrial teaching for the blind.

## ROYAL ALBERT ASYLUM FOR IMBECILES, LANCASTER.

Visited 28th September 1886.—This institution receives 8,500l. from paying patients. All are encouraged to pay something, even the poor. The income is about 19,000l. a year. There is an excellent infirmary which cost 5,000l. The elected pupils are kept here seven years. There are 10 private pupils who pay 60 guineas; 14 who pay from that to 200 guineas.

## Appendix 2.

From 10 to 15 per cent. of the elected cases, when discharged, may be said to earn their own livelihood, 25 per cent. can do something, 25 per cent. at home and of little or no use, 30 per cent. gravitate towards lunatic asylums and workhouses. The rest die.

The cost of maintenance per head, including building and furnishing items, is 12s. 3d. per week. Pauper cases, 111 in number, pay rate charged for lunatics in country asylums. By the Idiots' Act, 1886, the Government grant of 4s. per week will be continued for pauper imbeciles. The Lunacy Commissioners visit the asylum under the new Act.

There are a great number of imbeciles capable of education throughout the country who are not in institutions.

Industrial training in mat-making, brush-making, mattress-making, shoe-making, tailoring, carpentering, tinwork, and laundry work is carried on.

In the opinion of the authorities it is undesirable to turn them adrift after training is completed. There ought to be some institution where they could practise what they have been taught.

The Commissioners were informed of various curious cases among the inmates. One lad, a tailor's son, was utterly unteachable at home; he now seems very intelligent after three years in the asylum. A case of a deaf and dumb boy, also mentally affected, who could be taught easily, and who knew the deaf and dumb alphabet, was noticed by the Commissioners. He is engaged in learning tailoring. Another case was formerly of very destructive habits. As soon as picking fibre for matmaking was provided for him the destructive tendencies disappeared. Another case, the son of a clergyman, has been 10 years in the asylum, and has become a good carpenter. One pupil attracted the special attention of the Commissioners by his remarkable power of calculating dates, money, &c., e.g., if asked on what day of the month the second Tuesday in May 1981 would fall, he would answer correctly in far less time than the Commissioners could work out the sum on paper. All his calculations were mental.

An improvement in habits is often observable when educational improvements are not attainable.

In educational training finger exercises and joining straight lines and curves on the black board are first tried. A knowledge of the ordinary duties of shop assistants is conveyed in this branch. Musical drill is successfully carried on. Music is found not unfrequently to be a stepping-stone to education and speech when the pupils cannot be educated at once in the normal way.

Some cases after lying dormant for several years then seem to awaken and the pupils will act like other children. That dawn of intellect may come quite unexpectedly. The teachers are obliged to wait patiently. One boy was seven years under instruction before he wrote copies and did sums. Sometimes the pupils refuse to answer their teacher, but will prompt a neighbour.

In the farm the inmates are occupied in feeding the animals, weeding, milking, &c. There are 20 acres of arable land, five acres of which are worked as kitchen-garden. Three horses are used entirely on the farm. Manure obtained by earth closet system at the asylum; on the farm it is drained into tanks. Ten pupils are regularly employed on the farm. One old pupil has been taken as an assistant on the farm. He is maintained, gets his clothes, and is paid 1s. a week in addition. Other of the inmates of the Royal Albert Asylum pay for their maintenance by the value of their work in the institution.

Some elected cases, on account of their extreme poverty, ought to be sent by the poor law guardians, and paid for by them.

Many parents who have had the care of such children taken off their hands for a long period are unwilling to have anything to do with them when they come home.

Since the visit of the Commissioners a large recreation hall for the patients has been opened by Lord Herschell.

#### WORKSHOPS FOR THE BENEFIT OF THE BLIND OF CUMBERLAND AND WEST-MORELAND, CARLISLE.

Visited 28th September 1886.—This institute, founded in 1872, affords employment to poor blind persons, who can work at suitable trades and instructs those (from 14 years of age and upwards) who have no other opportunity of learning a trade.

The aim of the committee has been to make the institution as far as possible self-supporting, but this becomes more difficult as the number of blind increases. There is great difficulty in getting sufficient work to keep all constantly employed, owing to the depression in trade.

The workshops are in connexion with the Carlisle and Cumberland Association for teaching the blind to read, and are visited by the teacher employed by that society, and supplied with books in Moon's type. It was stated that there are probably not more than five or six blind children in the city of Carlisle. Mills here are not so busy as they were, and spirit merchants do not use so many baskets for bottles as they did. Being in the midst of sparsely populated districts, they are obliged to house such young men as come to learn from the country.

This year trade has been very bad. The authorities of the institution have been obliged to put some of the men on short time. They obtain some of the brushes which they sell from York and Leicester. They do not use forms for baskets. Plant baskets are made here. They anticipate a very fair trade in this branch of work. Mattress-making pays its way. Mats might be made of more attractive appearance, but they seem to think more sighted supervision would be required for this. Penrith and Keswick are the principal markets for their goods.

It is one of the rules for the admission of inmates that "when an inmate is unable to earn sufficient to pay the cost of his board and training, or such contribution towards it as the committee shall fix, such deficiency shall be met by a weekly payment from the inmate or his or her friends or relatives; and in case they shall be unable to make such weekly payments, application may be made to the parish to which the proposed inmate belongs, for a weekly allowance in aid."

Prayers are held at 8 a.m. There are five blind people, four males and one female, who live in the institution. The charge for maintenance is 8s. per week for the former and 7s. per week for the latter. The limit of age for admission is from 14 years and upwards. There is no limit to time of remaining provided they are capable of being made useful. The males make mattresses, mats, and matting, and basket work, while the females sew covers for mattresses, and do cane chair seating. The qualifications of candidates consist of their being sufficiently blind to prevent them from earning their living in an ordinary way, and showing intelligence and aptitude for learning a trade. There are three out-door pupils received for instruction in trades; there is no limit to age, nor is any charge made for their training. One lad, who is 19 years of age, earns 6s. a week; he picks wool and does odd jobs. The authorities of the institution cannot give the same wages for basket-making as for mattress-making, and this causes jealousy among the workpeople. The total number of blind people during 1886 was 16, and the value of the goods made by them and sold was 1,630l. There is one sighted teacher for the males and one for the females; there is also one sighted manager who assists in finishing the finer kinds of work done by the blind people. There is a retail shop where goods are sold, and some not made by the blind are sold also to a small extent. The estimated capital of the institution, including site, building, furniture, &c. is 3,600l. The subscriptions, donations, and legacies amounted to 40l. The whole of the expenditure during 1885 was 1,937l., of which 687l. was paid in wages and salaries, about 400l. being earned by the blind.

The wages are supplemented to the extent of about one-third. The business account is audited by a professional accountant.

#### SUNDERLAND AND DURHAM COUNTY INSTITUTE FOR THE BLIND.

Visited 29th September 1886.—This institute, founded 1877, is for the purpose of providing work for the blind by which they may be enabled to support themselves. The education of the blind children of the town is undertaken by the school board, who rent a room, at a cost of 10l. per annum, of the institute, where classes, with an average attendance of 12, are taught daily by a blind teacher and where the pupils receive an elementary education. The school work has been in operation about four years, and the expense would seem to be small. The school board make it compulsory for the blind children to attend school, but Mr. Backhouse, one of the committee, explained that difficulty was experienced in the case of the deaf and dumb as well as the blind in sending them to school, in consequence of the rule making it a reasonable excuse for the school to be more than two miles distant from place of residence. The School

## Appendix 2.

Board were of opinion that the Act of 1876, sec. 11, should be amended by the abolition of the limit in case of deaf and dumb and blind children, and those incapable of instruction in an elementary school. A similar class for the education of the deaf and dumb was considered by the board to be too expensive an undertaking to embark upon.

There are 33 blind and partially blind workpeople and one deaf and dumb girl employed at the institute, all being non-resident; the males make mattresses and other bedding, baskets, cork fenders, mats and matting, and also do hair teasing and feather cleaning, while the females sew covers for mattresses, both by hand and machine, and do chair caning. Goods to the amount of 3,243l. were sold during 1885, there having been a considerable falling off from the figures of the past three years, owing to the depression in trade. As a general rule the workpeople are employed on piece-work at rather more than the average trade rates. The amount paid in wages to the blind and partially blind in 1885 was 732l., while the amount paid to the sighted foremen and workpeople, manager, and clerks, was 652l. The institution find, after an experience of eight years, the plan of allowing the blind to come to the workshops from their own houses or lodgings, one which works satisfactorily, and in prosperous times the wages earned, especially in the mattress department and in the rougher kinds of basket work, were exceedingly good. Mattress making is considered by the honorary secretary an excellent trade for the blind; the mattresses are disposed of to the country shops, many of them for use of miners who prefer very high mattresses. A useful feature in the annual report is the list of persons employed at the institute, with details of their former and present employments, and their average wages per week for the past three years.

In 1888, in consequence of the competition in trade, it was found necessary to reduce the wages of the blind employes to the market rates for seeing men, and those who required assistance to 25 per cent. under these rates. The reduction is said to have been accepted by all the men without difficulty.

#### NORTHERN COUNTIES INSTITUTION FOR THE DEAF AND DUMB, NEWCASTLE-ON-TYNE.

Visited 30th September 1886. This Institution was founded in 1838 for the indigent deaf and dumb for the counties of Northumberland, Durham, Cumberland, and Westmoreland, the city of Newcastle-upon-Tyne, and borough of Berwick-upon-Tweed. Persons not requiring the gratuitous aid of the Institution are received for instruction on terms fixed by the committee. The religious instruction of the Institution is in accordance with the Church of England. There are 108 deaf and dumb children in the Institution, and about 16 in Roman Catholic and other schools. The system in use is the combined system, chiefly manual, and about one-third of the children are taught articulation for about three-quarters of an hour daily. There are 62 males and 46 females in the Institution, the limits of age of admission being from 7 to 12. A few exceptions are made in special cases. The pupils are elected by the committee, and not by vote; they are expected to remain seven years in the Institution, but the average time is 4½ years. The amount charged for education and maintenance is 13l. per annum, but the committee reserve the power of reducing this charge in special cases. The total number of pupils paid for by the guardians of the poor is 72. Domestic work only is taught in the house and garden; the committee contend that to teach them trades would be attempting too much with young children, and would interfere with their educational progress. The committee stated that many years ago trades were introduced into several of the British Institutions, but were abandoned, the results being very unsatisfactory. There are seven teachers in the Institution, including one deaf female. The amount paid in salaries during 1885 was 566l. 3s. 1d. The number of pupils in the combined classes average from 13 to 17. Sixty-five of the pupils were born deaf, the rest lost their hearing at the age of six months and upwards. Two of the pupils have defective sight, and three of them had their speech before they lost their hearing. The children are inspected by their family doctor before being sent to the institution. There is no periodical medical inspection of the children, but the doctors attend when their services are required. The head master of the Institution was articles in 1832 to the then head master of the Glasgow Institution "to serve night and day, Sunday and holiday, for seven years, under a penalty

"of 50l." He has been, for 40 years, a Fellow of the Educational Institute of Scotland. He considers that there would be no lack of teachers for the deaf and dumb if the Institutions had sufficient funds to retain their services after being trained. Four of the teachers have been, respectively, 17, 16, 10, and 7 years in the employ of the institution. The income from subscriptions, donations, legacies, &c., and investments was 6,614l. The money capital on the 31st December 1885 was 12,963l. 9s. 9d. The house and grounds are held on a hospital lease for 99 years, of which 72 are unexpired, but, being restricted to the purposes of the charity, could not be sold or applied to any other purpose.

A very satisfactory letter from Messrs. Clark, Chapman, Parsons, & Co., Engineers, of Gateshead, was handed to the Commissioners by Mr. Neill, the head master, certifying to the good work done by some of the old pupils who had been trained to boiler-making, and saying that the firm hoped that their yard would never be without some of the lads from the Institution.

The following memorandum on the employment of the deaf and dumb trained in the Institution was prepared for the Commission by the head master:—

#### Employment of Deaf and Dumb.

The deaf and dumb in this district are chiefly employed in the engineering works and shipbuilding yards as engine fitters, boiler-makers, joiners, draughtsmen, pattern-makers and unskilled labourers. Their wages are equal to those of other workmen. Many others are employed as printers, compositors, engravers, paper rulers, tailors, shoemakers, painters, iron founders, brass finishers, French polishers, glass blowers, farmers and agricultural labourers. Some of these have businesses of their own and employ hearing men. For instance:—A boy, the son of poor parents, on leaving the institution was apprenticed to an engraver. After saving a little, he commenced business on his own account, and for several years has successfully carried on two establishments; one in North Shields and the other in South Shields.

A large number of the females are married and have homes of their own. Others reside with their parents, making themselves useful in household work. Several are dressmakers, carrying on businesses on their own account. Others are machinists and seamstresses.

The head master also submitted a memorandum, based on the census figures and showing that provision is made for the education in the Institution of two-thirds of the deaf and dumb, between the ages of 7 and 15, at present in the four northern counties, and that about 62 are probably growing up without education.

Number of children paid for by guardians	42
Number of children partly paid for by guardians	30
	72
Number of children whose parents pay the full charge of 10l. or 13l.	19
Number of children whose parents are assisted by subscriptions &c.	13
Number of children paid for in full (private pupils)	4
Number of children on roll	108
Average annual sum paid by parents	4l. 19s. 3d.

No. of years at school.	6	5	4	3½	3	2½	2	1½	1	Six months.	Less than three months.	Total.
No. of pupils for each number of years	11	10	16	4	6	8	9	6	9	10	17	106

\* Five of these are very backward in learning and have not got beyond the elementary stages.

Six of the pupils now in the institution have defective sight; two of these especially.

The system of instruction pursued is the same as heretofore, the chief aim being to make the pupils acquainted with written language, which to them is the grand instrument of communication with society, and this is accomplished chiefly through the medium of the manual alphabet and writing, signs being only used to interpret the meaning of the word until the child has acquired a sufficient acquaintance with language to comprehend a definition in words. Articulation and lip reading are taught for about an hour daily to such of the pupils as are likely to be benefited thereby. This is, in general, called "the combined system."



## Appendix 2.

On the occasion of the visit of the Royal Commission education in the school was found to be given by natural signs in one of the lower classes examined. The working of the combined system resulted in very little speech being taught, and generally only in the case of those who had some remnant of speech.

At the examination held in the schoolroom in March last, under the superintendence of a representative of the Science and Art Department, 60 papers were worked. Eight of these were returned as "excellent," 38 as "good," 13 as "fair," and only one failure.

## ROYAL VICTORIA ASYLUM FOR THE INDUSTRIOUS BLIND, NEWCASTLE-ON-TYNE.

Visited 30th September 1886.—This asylum was founded in 1838, to provide instruction to the young blind. The education given is an elementary education, including reading, writing, arithmetic, geography, and grammar, with music, vocal and instrumental. The blind are taught on the Moon and Braille systems. There are 42 blind inmates altogether, the annual charge for maintenance being 10*l.* 10*s.*, but there are six blind people who pay only half that amount. So far as is known, the guardians have not refused any case where the parents have been unable to pay. The limits of age of admission are from 7 to 16 years of age, and the blind people remain various periods. The candidates are not required to be totally blind in order to gain admission to the institution, practical blindness being sufficient. The males make mats, mattresses, baskets, and do chair caning and fancy knitting; while the females do chair caning and fancy knitting. Outdoor pupils are received so long as it does not interfere with the resident pupils. There is no limit of age, neither is there any charge made, but they must be of good character. One boy, who was three years in the school, is now in the basket shop. There are three others, rather older, in the basket shop who are under sighted supervision; there is also a blind teacher for the boys in the school, who was trained in the institution. The pupils in the basket shop go to a night school three times a week; the assistant teaches them Braille, and the schoolmaster hears them read it. There is no supervision of the boys after they have gone to bed, except that a teacher sleeps in the middle of one of the rooms. In view of the gradual increase of pupils, and considering that there are two applicants, who cannot be admitted for lack of accommodation, the committee have determined to convert two rooms of the main building, now used as workshops, into dormitories, and some outbuildings into workshops, in lieu of them, at an estimated cost of about 60*l.* The guardians at Gateshead maintain four pupils in the institution.

We were informed that the guardians will not keep children in these institutions unless the parents make a statement of utter poverty.

The total number of blind inmates during 1885 and 1886 was 44, and the value of the goods made by the blind and sold was 196*l.* Both blind and sighted teachers are employed, as also is a sighted manager, who has the supervision of every department of the institution, and who receives all business orders, and sees that they are executed.

There are many blind people who have left the asylum, and several are making a living, either by music or by handicrafts, which they may have been taught in the asylum. There is a sale room in connexion with the institution, and last year goods not made by the blind were purchased for resale to the value of 7*l.* 12*s.* There is one blind man, formerly trained in the institution, and now employed as mattress-maker by a firm in the town.

The foreman, who in past time has earned 7*s.* a day, suggests that more trades might be taught blind people.

The subscriptions, donations, &c. amounted, in 1885, to about 780*l.* The invested capital, together with the nominal value of the site, is 13,503*l.* The accounts of the institution are audited by two auditors appointed by the governors.

It was stated by the committee that the present unsatisfactory condition of the asylum was due to the unsuitability of the premises, and the committee hoped to be able soon to remove the objection.

There are about 150 blind people in Gateshead and Newcastle, and there is a home teaching society, of which Miss Richardson is the lady superintendent.

## NEWCASTLE ASSOCIATION FOR ESTABLISHING WORKSHOPS FOR THE ADULT BLIND.

Visited 30th September 1886.—This association was founded in 1870 to provide work for blind persons who have learnt a trade and a means of selling their goods. The object was to remedy the distress of the blind who had learnt a trade at asylums, or schools, but who almost invariably found that on leaving these institutions their knowledge was of little use because of their inability to compete with sighted persons, either in buying their materials or selling their work. The original intention was to admit only those who had thoroughly learnt a trade, but it has been found in practice that the technical education at some of the asylums is so unsatisfactory that those who were admitted from other institutions had to be re-taught their trades. The occupations carried on are straw, wool and hair, mattress-making, hassocks, mats, baskets, and cushion making by males; the females sew the cases for the mattresses. The sighted manager assists in finishing the finer kinds of work, while he and a sighted shop assistant (female) do the cutting out of the mattresses, cases, &c. Goods not made by the blind, such as iron bedsteads and chairs, are sold, but only such as help to sell the work of the blind. The total number of workpeople during 1885 was 17, and the amount realised by the sale of their work was about 1,600*l.*, the total sales being 1,970*l.*, one noteworthy feature of this institution is that it is practically speaking unendowed; the only capital being a sum of about 500*l.* The wages paid to the blind amounted to 377*l.* in 1885, while that paid to the sighted was 182*l.* The blind workpeople are paid a small excess amounting to about 15 per cent., out of the profits of the general sales, over the average wages received by sighted people for similar work. The institution is greatly crippled for want of funds, and amalgamation with the older institutions, the Newcastle "Asylum for the Blind" is much desired, but the authorities of the latter are not persuaded of the expediency of the proposal. The latter admitted, however, that the Asylum premises were unsuitable for educational purposes. It is these premises which the Workshop Association consider so suitable for shops.

## BRISTOL SCHOOL BOARD DEAF AND DUMB CLASS.

Visited 14th February 1887.—Eight children were here being taught on the oral system round a circular table. The room was small, not specially adapted, and lit by a skylight. The teacher, Miss Vint, holds the Ealing College certificate; she had one year's training. She receives 100*l.* per annum, and the pupil teacher 12*l.* 10*s.* per annum.

The school board officers were directed to bring in the names of all uneducated deaf and dumb children in Bristol, and 14 were discovered, of which two were weak-minded. Eleven of these 14 are on the books of attendance; ages now range from 7½ years to 11. The teacher prefers them to come in at 6 or 7.

The class has been started since September 1885. It would have been established sooner had a trained teacher been procurable. Two or three are very irregular in attendance, in consequence of distance from the school. Irregularity of attendance is a great hindrance. It was suggested that the children living at a distance might be conveniently sent to an institution, provided the guardians paid the cost of maintenance. It has never been done, however.

One boy had once spoken a few words, became deaf and dumb at 2, but as he did not begin to be taught till 9½ no remnant of speech was left when his education was taken in hand.

The writing was very good, and compared well with that of hearing children. The discipline was also very good.

The chairman had been in United States, and had seen the working of the Washington and New York institutions.

N.B.—Since the visit of the Royal Commission a new room has been specially provided at the Castle Board Schools, which are more centrally situated, and the attendance has improved.

## HOME FOR BLIND WOMEN, 23, ST. MICHAEL'S HILL, BRISTOL.

Visited 14th February 1887.—There are 10 inmates here, whose maintenance is paid for by friends and subscribers; the women clean their own rooms. None of the women here resident come from Bristol. The guardians contri-

## Appendix 2.

bute 4*s.* a week for each case sent by them. The home is managed entirely by ladies. Many applications have been refused for want of more space.

## DEAF AND DUMB INSTITUTION, TYNDALLS PARK, BRISTOL.

Visited 14th February 1887.—The chaplain, the hon. secretary, and the head master met the Commission. There are 46 pupils in the institution, and the limits of age of admission are from 7 to 12 years of age. The average time they remain is 5½ years. The charge for education and maintenance combined is 25*l.* per annum for the middle class pupils, and 15*l.* for the poorer class. When there are not sufficient vacancies admission is by election. Supposed cause of deafness and amount of hearing are registered. Thirty-four deaf and dumb children are paid for wholly by the guardians of the poor. The pupils are employed out of school hours in domestic work, but the head master does not think it advisable to allow anything to interfere with the primary object of the institution, which requires all the time they have at their disposal. There is no periodical surgical examination of the eyes of the pupils, but they admitted that such an examination and an annual report of medical officer would be very useful. Cases of defective sight are attended to and provided with spectacles.

No manual trade is taught here. There is no endeavour made to keep up the knowledge of speech acquired elsewhere. If board school children taught on oral system are sent here, the master cannot spare time without another teacher to continue the oral teaching. Signs are not systematically taught, but are used to elucidate teaching.

One boy lost his hearing at 4 and came at 11 years of age; no effort appears to have been made to develop any power of speech left in him. A lad, age 15, of scrofulous tendency, lame, and with defective sight, has been three years under instruction. He has made good progress; must leave very soon, and it is difficult to say what he is to do.

The head master holds the diploma of the College of Teachers of the Deaf and Dumb. He was taught in Manchester and Liverpool Deaf and Dumb Schools. The male assistant teacher is deaf and dumb.

There is no window from the teachers' rooms overlooking the dormitories, though in each case this might easily be carried out. House very clean; children in good health and spirits. There are a small playground and a covered gymnasium. There is room for one boy and three or four girls more in the institution.

The teacher narrated the parable of the prodigal son entirely in signs, as illustrative of supplementing manual alphabet by signs. A boy rendered substance of it in writing.

There are four teachers, including the head master. The amount paid in salaries last year was 250*l.*, and in wages was—in 1885, 38*l.*; in 1886, 42*l.* Thirty-seven of the pupils were either born deaf or lost their hearing in infancy. The teaching staff is considered sufficient for the present number of pupils taught as they now are, though not to allow of any attention being given to articulation. The subscriptions and donations amounted to 239*l.* 17*s.* 6*d.* The collections to 31*l.* 15*s.* 4*d.* The dividends to 142*l.* 16*s.* 1*d.* The legacies to 2,187*l.* 10*s.*, including an exceptionally large legacy of 2,000*l.*, and the total capital, including the site building, and investments, is 13,850*l.*

## ASYLUM FOR THE BLIND, QUEEN'S ROAD, CLIFTON.

Visited 14th February 1887.—The Royal Commission were met by full meeting of house committee who were appointed about twelve months ago, and who have carried out many reforms, sanitary and otherwise.

The buildings cover rather over two acres, and are capable of holding a larger number of inmates than at present. Long and commodious store rooms. Badly ventilated dining room. There are no special arrangements against fire. The doors are locked between male and female quarters. No man sleeps on the ground or on the first floor. In former days the chapel attached to the Institution used to pay its own expenses; twenty-five years ago there was a good congregation. The Chairman and other Commissioners attended the Sunday morning service; singing appeared very indifferent. The Chaplain, non-resident, receives 150*l.* per annum, instead of as previously 50*l.* and pew rents; he suffers at present from ill-health. He has never asked for book of record of moral and religious state of the inmates as provided by the rules. A new chaplain has been appointed since the visit of the Commissioners.

The Institution is governed by an Act 2 William IV. Sess. 1831-32 (Bristol Blind Asylum), which provides inter alia for apprenticeship of children. The Institution is open to all England. A useful report by the medical officer appears in annual report, showing how many cases of blindness might be prevented. No continued supervision kept of after career of pupils.

They are beginning to take up the Government standards, but the teachers are not certificated and there appears to be no probability of their sitting for these certificates. Children are compelled to pass the third standard before they enter the workshops. They afterwards work up into the higher standards in the night schools. There is plenty more room in the institution for fresh pupils. The school board do not give assistance in sending blind cases.

The monitor system in operation here. The school has been lately examined. Braille and a little Roman types in use. Music taught to all in three years course, and at the end of that time it is decided whether there is sufficient proficiency exhibited to warrant their being drafted off to musical profession.

In the outdoor department, which, though in the same building, is entirely distinct from the school department, basket-making and mat-making are carried on. Most of the basket makers are engaged in the repair of baskets for the Post Office. The willows used in the basket shop come from Gloucestershire and Somersetshire. Wicker shapes for dresses are made here. There is a fair sale of goods. No forms for baskets are used. The establishment charges appear to be very high for the number of inmates. The Commissioners were, however, impressed with the zeal with which the committee had already entered into various reforms and their readiness to do more.

The music was performed in a large hall capable of holding at least 300. Programme of concert was supplied. A music master (who also acts as organist) and a governess take charge of the instruction.

## BLIND ASSOCIATION, 65, PARK STREET, BRISTOL.

Visited 14th February 1887.—This home is not residential, the women and girls coming daily from 10 a.m. to 5 p.m. The women and girls bring their own food, and have a cup of tea at the institution. Most of them are too old for other institutions. They are taught reading, knitting, crochet, chair caning, and basket-making, free of charge, except to girls residing at a distance from Bristol, and are paid wages weekly according to the amount of work done. Some of the blind are put under teachers to learn a trade on payment of a small fee. This institution fills up a gap, and the practice of giving instruction to the adult blind appeared to the Commissioners to be one requiring extension.

## DEAF AND DUMB SCHOOL, LLANDAFF.

Visited 15th February 1887.—This school was founded in 1862, and has 22 pupils (14 male and 8 female), who are taught on the combined system. Mr. Melville, the founder and the master of this school, would take the pupils at about 7 years of age. He thinks that to take them younger would break home ties. He does not teach Welsh. No charge is made for education, and 10*l.* a year is charged for maintenance. Instances of children who retained fragments of speech were here met with, and four pupils could speak, but appeared to the Royal Commissioners to have insufficient practice. Mr. Melville is much in want of a good teacher, to act as assistant to undertake the oral department. R. J. Allan, a deaf young man, 22 years of age, lip reads very well; he has a remnant of speech in a high treble voice, he lost hearing from a fever. There are several cases of deaf and dumb children believed to be growing up uneducated in the neighbourhood.

Recently 300*l.* has been raised for Mr. Melville's school by a public movement in Cardiff.

The amount paid in salaries in 1885 was 69*l.*, while the wages amounted to about 64*l.* The medical officer only attends at the school when his services are required. The subscriptions, &c. and dividends arising from investments during 1885 was about 150*l.* The accounts are audited by a chartered accountant.

The school is more in the form of a private house, than of an institution, there is full liberty to the public to visit the school at all reasonable times. It is managed entirely by Mr. and Mrs. Melville. The boys help with cleaning, gardening, mending clothes, and other domestic duties.

## Appendix 2.

Mr. Melville says: "In my opinion what is mainly wanted is power vested in the Local Government Board, to whom we could appeal, to compel reluctant poor law guardians to send indigent deaf and dumb children to school, and when there they ought to be allowed to complete their education without threats of withdrawal."

## CARDIFF INSTITUTION FOR THE BLIND.

Visited 15th February 1887.—Founded in 1865. There are 23 males in the institution and the limits of age of admission are from 14 to 45. Many blind lose their sight in surrounding districts from accidents. Nothing seems to be done for the blind women of Cardiff. There appears to be no school for the blind in North Wales, so no doubt many blind children are uneducated.

The Cardiff school board made a census of those of school age about five years ago. They now employ a blind teacher who is paid 70l. a year, and the Braille system is taught. The classes were only started last year. There are four centres, and the teacher devotes two days a week to each. Difficulty was experienced in getting children from their homes to attend school. The committee of the institution consider that the Board could undertake the education of all the blind children in the town at these classes, except the distant and isolated cases which would go more advantageously to an institution. The guardians at Pontypridd paid the amount asked for at Bristol for the education of one child.

Miss Shand, the founder of the Cardiff institution, left 1,000l. in the hands of the trustees of the institution which is expended in small pensions of from 5l. to 10l. per year. The guardians provide 5s. a week for the apprenticeship of pupils to trades, and 3s. is provided by the institution. There is a good conduct fund of 60l. which is expended as a supplement to the weekly wages. The sick money allowed, amounts to 15l. per annum.

Basket-making, mat-making, and matting-weaving are carried on here. Two basket makers earn 19s. 4d. and 19s. 10d. The coal baskets here made for ships clearing for foreign ports (in which there is a good trade) are stronger (so the committee assert), and better than those made by sighted labour; they carry five cwt. of coal; the mats are sold at less than cost price; in these prison competition is much felt. A semi-blind overlooker does the binding of the mats, he is paid 14s. a week and 1s. 6d. for good conduct. Goods not made by the blind are also sold in the shop. The value of the goods made by the blind and sold in 1885 was 1,800l. The subscriptions amounted to about 150l., and the expenditure during the last financial year was about 960l. The buildings are worth about 3,000l. The wages are supplemented in all to the extent of about 100l. The workshops claim to be carried on without loss; they are airy, well ventilated, and would hold many more, but want of funds is an obstacle.

One of the subscribers secures free tickets for concerts for blind men.

A striking instance of the want of communication between different institutions was afforded by the fact that they themselves have been obliged to have recourse to the open market to complete their orders, while other institutions were unable to dispose of their stocks.

Provision is made for outdoor relief to the blind. Unless blind people wish to enter the house they are not pressed to go into it; if too infirm to help themselves, an able-bodied pauper from the house is sent with allowance to look after them. One reason for this arrangement is that the workhouse is full.

## SWANSEA AND SOUTH WALES INSTITUTION FOR THE BLIND.

Visited 16th February 1887.—This institution was founded in 1866. There are 10 blind women; and four boys and five girls are under tuition; total number of inmates 19. The committee decide as to the admission of pupils. The Braille system has been in use about two years for writing and for notation. No Kindergarten is taught. The workshops, which are under the same management and in the rear of the school building, about pay their way. There are 11 men employed besides apprentices. Basket-making is the most profitable occupation for the neighbourhood. A supplement of 2d. in the shilling is given to all workers. When baskets accumulated in stock men had to be put on short time. The institution has felt the times of depression very keenly, especially in regard to baskets, which have deteriorated through being kept long. The highest average earnings are about 15s. a week without supplement. Some of those who had left the institution had failed to make a living by themselves as basket makers. Mr. Joseph

Hall, the honorary secretary, is in favour of central workshops, with some organisation to procure orders. One woman receives pension from the Painters' Company, and one workman (who is also deaf and dumb) from Gardner's Trust. There might be an opening for a pianoforte tuner in the town if he were efficient. A blind female teacher at 25l. is coming from Norwood College to teach music and help with other work. In reply to questions the committee considered it would be useful to employ an able-bodied pauper to look after aged blind, as is done in some parts, in lieu of forcing them into the workhouse. They also thought that the institution might be entrusted with the task of distributing weekly the pensions now granted direct to the blind, at quarterly intervals, from the Pensions Societies. There is no home teaching society outside Swansea, they think it would be useful to have one. There are separate dining rooms for the males and females. The amount realised by the sale of work done by the blind in 1885 was about 460l. The committee would have been glad to know that the Cardiff Institution was short of baskets some time ago, for they (Swansea) could probably have undertaken to supply them. Since the visit of the Royal Commission the workshop has been extended to accommodate 10 additional workers, and a new store shed erected, towards which the Gardner's Trust have given 100l.

Mr. Hall sent a circular some time since to all clerks and boards of guardians throughout South Wales asking for particulars of blind children within their knowledge, but no adequate response was given. The subscriptions, donations, &c. for 1885 amounted to 507l. A memorial was presented to the Royal Commission by the Swansea School Board. (See list of memorials &c., submitted to the Commission.)

## CAMBRIAN INSTITUTION FOR THE DEAF AND DUMB, SWANSEA.

Visited 16th February 1887.—This institution was established in the year 1847. Since 1876 there have been admitted 26 pupils, whose ages at admission varied from 14 to 23 years. Of these 15 were neither born nor resident in Wales, and 11 were sent by boards of guardians. Cases have occurred where the guardians have refused to contribute. Mr. Payne, the head master, lost his hearing at about 10 years of age, he speaks fairly well.

The school is not full, there being room for from five to ten more. Articulation has been taught here for about three years, and oral instruction is given for about one hour a day. Miss Fellows, the oral mistress, was first at the Cambrian Institution, and then went for seven weeks to Mr. Schönthcil's school. The oral method has not been tried with adult deaf mutes. Physical defects, age, and incapacity, are the main causes why the oral system is not tried with all. Where the period is only two years, more advance (in Mr. Payne's opinion) will be made with sign and manual system than with combined or oral, of the children admitted, three-fourths would (in Mr. Payne's opinion) be suitable for some oral instruction, but in no case (he thinks) should instruction be absolutely and exclusively oral.

The statistics as to congenital deafness given in the general remarks are founded on the certificates of persons who have answered the questions from their "own actual knowledge and from personal acquaintance with" the children and friends. These should, in the Commissioners' opinion, be checked by the examination of a medical man at the institution. There is medical inspection previous to admission, and thereafter twice a year. The honorary surgeon of the institution attends when called in. This was considered by the Commissioners to be insufficient. No pupils have competed in the drawing examination of the Science and Art Department.

A capitation grant from imperial funds of 8l. per annum would be sufficient, in the opinion of the committee, for their needs, and they recommend that the amounts granted by the guardians in all necessary cases should be compulsory. Some board of guardians make allowance during apprenticeship of the girls, giving enough to keep them for a time. There is no apprentice fund in connexion with the institution. In tinplate works the lads are not apprenticed but have to learn the trade. A lad aged 20 was educated here eight years. He is now in a solicitor's office; he writes a good letter and good hand, a specimen being shown to the Commissioners. He was educated on the combined method.

The school is inspected by a Local Government Board inspector. The girls do a certain amount of their own dressmaking, and they and the boys do nearly all the household work except cooking and washing. There is no Government certificated teacher in the school, and they say they cannot afford it.

There are no deaf candidates kept in waiting outside, or rejected, and the head master said that the committee had not rejected a single deaf candidate since his connexion with the institution commenced 11 years ago. There are, unfortunately, many deaf mutes growing up in ignorance in Wales. Some applications have been made in behalf of candidates who, it was shown, were idiots or imbeciles and not deaf at all, and these have, of course, been rejected, and higher terms have lately been demanded from those interested in English candidates, which may have checked applications in behalf of this class.

The following memorandum was forwarded by the authorities of the Institution.

## CAMBRIAN INSTITUTION FOR THE DEAF AND DUMB, SWANSEA.

## INQUIRY IN REFERENCE TO PAST PUPILS.

On the 8th of February 1887, we addressed letters of inquiry to the employers or friends of all pupils who have left the institution since the 1st of January 1876, the number being 73.

Up to the present (February 22, 1887) we have received 57 replies.

The above-stated 57 replies relate to—

9 dressmakers	-	} females.	
4 assistant housekeepers	-		
3 general servants	-		
1 laundress	-		
1 milliner	-		
1 paper bag maker	-		
1 invalid	-		
8 tailors	-		} males.
5 shoemakers	-		
5 operatives in tin works	-		
2 carpenters	-		
1 solicitor's clerk	-		
1 custodian of institute	-		
1 weaver	-		
1 blacksmith	-		
1 basket maker	-		
1 cabinet maker	-		
1 stoker	-		
1 packing-case maker	-		
1 puddler	-		
1 inn-keeper's assistant	-		
1 corn chandler's assistant	-		
1 baker	-		
1 french polisher	-		
1 hair dresser	-		
1 engine fitter's assistant	-		
1 gardener,	-		
and	-		
1 farmer	-		
57	-		

Of the above 57, five are said to perform their duties better than those not so afflicted and following the same occupation; 40 "as well"; 9 "nearly" as well; and 3 "not" so well. Seven are of excellent character; 35 very good; 12 good; and 1 very fair. The testimony to character is very remarkable, the terms used in many cases being most highly commendatory. We procured employment for only two of the above, and indirectly.

Of the remainder, two are deceased, and five gone away with friends, the address being unknown, and in respect of nine there have been no replies received.

Summary:—57 cases, replies received; 2 deceased; 5 address unknown; 9 no replies; total, 73.

February 22, 1887. B. H. PAYNE.  
Examined and found correct.  
February 22, 1887. L. A. FELLOWS.

A memorandum on Deaf-mutism in Wales was also furnished by the Committee, and will be found in Appendix 28.

## BLIND INSTITUTION, EXETER.

Visited 17th and 18th February 1887.—The institution, which is a freehold, consists of a school for blind children (10 boys and 3 girls), who are educated until 16 years, after which they are transferred to the workshops, and an outdoor department where 24 outworkers are employed, of whom 13 are men and 11 women. The type taught is principally Braille; Lucas, which was

formerly taught, is falling into disuse. The reading, writing, and arithmetic appeared to the Commissioners to be unsatisfactory. There is no gymnasium and no drill, both of which could probably be provided without difficulty, as the institution stands on three acres of ground; the carriage and department of the pupils appeared to be good. They play skittles. Music is taught by a music master and assistant, who give instruction for 30 hours and 15 hours per week respectively. There is no school board class for blind children in Exeter.

There is no night school for the pupils after 16, when they begin their proper technical training, but the committee thought it might be desirable to start on. In the workshop for adult blind there are 13 journeymen employed principally on basket work (including baskets for hot water bottles), and also on cocoa and rope mats, matting weaving; sash line and reed work and chair caning; the females do knitting and fine basket work. There is a good sale for the work of the men, and the industrial work results in a profit. The guardians of the poor do not compel the blind of good character to enter the workhouse, but make an allowance of 3s. 6d. or 4s. per week.

A supplement of 2d. in the shilling is allowed to accumulate in the case of all the workers and when they leave the institution they are provided with tools, &c. out of this fund. So far as is known there is no blind visiting society in the four western counties, from which this institution is recruited.

## WEST OF ENGLAND INSTITUTION FOR THE DEAF AND DUMB, EXETER.

Visited 17th February 1887.—This institution was founded in 1826, and has at present 44 pupils, 26 males and 18 females, who are said to be taught by the oral system, which has been adopted throughout the school within the last three years, but the head master occasionally resorts to the finger alphabet and signs. The limits of age of admission are from 7 to 12, some on special occasions being admitted after the latter age. The average time they remain in the institution is five years.

Children on the foundation pay	-	£	7	s.	16	per annum.
Children not on the foundation pay	20	0	"	"	"	"
17 children paid for by guardians of the poor	-	-	20	0	each.	"
Private pupils pay	-	-	50	0	"	"

It is not thought advisable to teach the children industrial occupation, as they generally leave the institution at 14 years of age. A medical officer inspects each child on entry. Instruments have been tried for hearing, but hitherto have been found of no great practical use.

Drawing is taught, and two have passed in freehand and model drawing, and intend to go in for second grade. A grant of 2l. 9s. 6d. was earned from the Science and Art Department. Sewing is taught one hour daily. Some boards of guardians have refused to pay altogether.

There are three deaf and dumb servants at the institution. A great many uneducated deaf and dumb are known of; 140 children of those mentioned in the census for the four western counties are unaccounted for. There is great difficulty in getting the parents to send the children. In Mr. Addison's opinion parents prefer speech for their children, especially those who do not understand spelling. Only one boy has gone out into high class trade of late years. Eight years is considered the proper period of instruction. There is room for 70 pupils, the total number at present being 44. (In 1888 the number was 47 pupils, 29 males, 18 females.)

Mr. Addison says that he makes use of manual signs as auxiliaries to instruction; he would prefer to have pure oral teaching if he could get the necessary conditions. He is favourable to the children being sent to ordinary infant schools before they are admitted to the institution. Some schools have not consented to take them. The brain, in his opinion, should not be allowed to stagnate, it is desirable to take them young so as to teach them discipline and obedience, even before they go to an institution for regular instruction. The classes are partitioned off by screens covered with baize. The youngest class seemed very promising, a proof of the advantages of taking them young. One feature of teaching in the lowest class was for the teacher to write short sentences of command on the board and for the children to carry out the action; the teacher also draws an object represented by a short, easy word, and makes them repeat the name. There were 13 in the first class and 12 in the second. There was a little girl here with hearing, but suffering from paralysis and



## Appendix 2.

weakness of intellect, also two others who had been stationary for some time; the question was whether they should be here or in an asylum for imbeciles.

Mr. Addison says he finds under the oral system that a small remnant of hearing will develop and increase. He also stated that he had seen pupils taught on the old grammatical method, i.e., learning long lists of words under the heading of various parts of speech, without practical application, and that such children, at the end of their school career, could often not understand the meaning of simple orders such as are used from the beginning in a course of language based on action teaching.

The chaplain conducts the service on Sunday afternoon, takes the shortened form of the Church of England prayers, and then gives a practical address on the Gospel of the day, with the master at his side to aid in explanation. He informed us that formerly the responses were conducted on the sign system, and there was a constant breathing, sneezing, and coughing. Since the responses have been conducted on the oral system this has greatly disappeared, and the chaplain thinks the throat and pulmonary organs have been strengthened. Many of the children are defective in sight. There is outdoor drill. They complain that the prospect of the Government doing something for the education of the deaf had diminished the subscriptions.

There are four teachers, including the head master. The head master holds certificates from the College of Preceptors (A.C.P.), the College of Teachers of the Deaf and Dumb (member) and the Science and Art Department for Mathematics, Stages 1, 2, 3, and 4, Sciences 4 advanced, Drawing. The amount paid in salaries during 1886 was 267l. 10s., and in wages 103l. The subscriptions, donations, &c. amounted to about 1,217l., and the amount of capital is about 11,199l. The value of the site is estimated at about 3,000l. The accounts of the institution are not audited by chartered accountants, but by two of the governors.

## STARCROSS ASYLUM FOR IDIOTS.

Visited 17 November 1887.—The total number of inmates is 146, 93 boys and 53 girls, 18 being private cases. The other cases are paid by friends and guardians at the rate of 5s. and 4s. per week respectively. The four western counties send cases which are admitted at 9s. a week. Preference is given to cases from these counties. 12s. per week is charged for those outside the area. About two-thirds of the private cases pay their full cost.

The superintendent thinks the Government grant on behalf of bona fide cases should not pauperise, but should be granted through a competent authority, say a magistrate or clergyman, and not through the board of guardians. He thinks that the assistance of pauper cases by the board of guardians ought to be compulsory and not permissive.

The institution has about seven acres of ground attached to the place; gardening is carried on, but there is no farm. During 1887 three girls have been sent out into service. No boys have been sent out this year to earn their living. The average period of detention for education and training is three to five years.

The institution does not profess to take quite hopeless or epileptic cases, but epileptic cases do nevertheless occasionally obtain admission, and even these cases are generally improved in habits. The superintendent says that after a lengthy and apparently ineffectual training a sudden fit of laughter or similar incident will often start the working of the brain and gradual progress is then observable.

About five or six cases are still waiting for admission.

No communication is kept up with cases which have left the institution. The poor classes are not given to letter writing and personal inspection is almost impossible.

For medical purposes certain statistical information as to parentage, &c., is asked in the admission form, but there is great difficulty in getting the information. There is a disinclination to confess to the existence of consanguinity between the parents.

The superintendent considers that consanguineous marriages lead in many cases to deafness and dumbness, but not so much to idioty.

He thinks illegitimate children are often idiots possibly because the mother passes through much worry and trouble previous to birth.

The kindergarten exercises were excellent. Baskets are made, and there is some thought of building a basket-making shop on the premises.

Two of the female servants in the institution were formerly patients.

The following statistics respecting the inmates were furnished to the Commission by the superintendent:—

No. on the school registers:—

Boys	-	93	
Girls	-	53	Total 146

Mentally unimproved, but habits in many cases improved:—

Boys	-	12	
Girls	-	11	Total 23

Capable of being taught simple things:—

Boys	-	6	
Girls	-	19	Total 25

Number taught and trained in school and workshop:—

Boys	-	75	
Girls	-	23	Total 98

Subjects taught.

School work, boys and girls.

Speaking lessons, writing and drawing, arithmetic colour and form, drilling exercises, dumb bell exercises singing, kindergarten.

Industrial Work.

Boys.

Shoemaking, tailoring, cordmaking, coir picking, yard and garden work, boot cleaning, knives and forks cleaning, laundry helps, scrubbing floors, &c.

Girls.

Needlework, knitting and wool work, laundry, kitchen and housework.

Boys.

Shoemaking class numbers	-	16	
Tailoring " "	-	12	
Cordmaking " "	-	17	
14 others have learnt cord-making, and can do it still, but are now at other work.			
Drill class numbers	-	20	

Girls.

Domestic, laundry, and kitchen work numbers	-	14	
Needlework, knitting, and wool work numbers	-	27	

Speech.

Number of totally dumb boys	17		
" " " girls	14	Total	31

Can articulate a few words:—

Boys	-	21	
Girls	-	14	Total 35

Can speak intelligibly:—

Distinctly, boys	29		
" girls	18	Total	47

Indistinctly, boys	26		
" girls	7	Total	33

Hearing:—

Defective, boys	-	6	
" girls	-	3	Total 9

Sight:—

Defective, boys	-	7	
" girls	-	2	Total 9

Number attending divine service at chapel:—

Boys	-	55	
Girls	-	35	Total 90

## BLIND SCHOOL HOME, 36, BATHWICK STREET, BATH.

Visited 18th February 1887.—The institution was founded in 1857 in a house belonging to Miss Broke. All the

inmates, 11 in number, here are orphans. Miss Domager, the lady formerly associated with Miss Broke, left an annuity of 12l. to each of the inmates of the house, and 20l. to the five oldest inmates, who are still there.

In 1886 the expenses were 449l.; in 1887 they were 442l. Two of the inmates used to act as organists, and the rest used to form a choir. They had to practice eight different hymns every Sunday, but this has now entirely ceased. Miss Broke does not wish the home to be enlarged, and one inmate who has left will not be taken back. Considering the capital at the disposal of the committee the Commissioners regret the disinclination to enlarge and improve the institution.

The amount invested from three legacies last year was 1,880l., and the total amount of investment was near 4,500l. The total amount vested in May 1888 was 5,000l. The institution clothes the inmates. One special work done by the inmates is the making of fine baskets.

Two women here are deaf as well as blind, but not dumb, and can understand manual alphabet. One deaf and dumb lady comes to read to them. In church one of the blind interprets the service to one of the deaf; all the blind inmates know the manual alphabet. There is a deaf and dumb man not blind who comes in to do the harder work which the blind women cannot do, and to teach them.

## INDUSTRIAL HOME FOR DEAF AND DUMB FEMALES, 1, VINEYARDS, BATH.

Visited 19th February 1887.—Four or five of the inmates (12 in number) resident here work in the town. The inmates pay 5s. a week for board. 12 live in the house. A woman named Clark partly supported by the guardians was refused at other institutions but admitted here. A handsome legacy was left the home by Miss Domager to the amount of 1,780l.

## INSTITUTION FOR THE BLIND, THE DEAF AND DUMB, 8 AND 9, WALCOT PARADE BATH.

Visited 19th February 1887.—Children are admitted into this institution, as boarders, for the sum of 12l. per annum. The sum of 1l. is required for each child at entrance for the purchase of clothing. Boys are not eligible after 10 nor girls after 13 years of age. No child of deficient intellect can be admitted.

The oldest blind inmate, E. D., entered the institution at 4, 17 years ago. She has been acting as assistant teacher to the younger children. She has been appointed organist at Kensington Chapel, Bath, and the guardians, who have hitherto paid 12l. a year for her maintenance now, allow 6l., until she can earn sufficient to support herself. The present number of pupils is 14 blind, two of whom are also deaf, and ten deaf and dumb, of whom one is also blind. This last case (that of a little boy 9 years of age) is one of peculiar interest. He was born deaf and dumb, and became totally blind in his fifth year. Instruction is therefore conveyed to him by touch only. He is a child of remarkable intelligence, and eager to receive instruction. Already, in the course of a few months, he has acquired the knowledge of several words which he learns to express by natural signs, and by letters formed on the fingers. He is also learning to knit, and to make baskets, and is pleased to be so employed. (Since the visit of the Commissioners this lad has been sent to Swansea Institution.) One boy sent to Cheltenham can speak, and taught himself lip reading. One girl, deaf and dumb, who is very intelligent came here at 5 years, has been here six years, can say a few words. 30l. a year is paid for T. B., who is between 15 and 16 years of age, at Worcester College.

Music master comes twice a week for music lessons of half an hour, and once a week for singing. The singing was very poor. Four did not appear to sing at all. The drill of the deaf and dumb was not regular, a drill sergeant was much wanted. (Arrangements have been made since the visit of the Commission for the engagement of a drill master.) All the children, blind, as well as the deaf and dumb, have two half hours instruction a week in basket work.

The matron finds the deaf and dumb children do not like being associated with the blind, and vice versa.

## BATH UNION.

19th February 1887.—The clerk to the Bath Union attended on the Commissioners at their request and informed them that there are 6 city parishes and 19 country

ones over which the authority of the union extends. Every case is taken on its merits, varying amounts being given to persons residing with their relatives and also to institutions. For four at Walcot Parade, 6l., 6l. 10s., 8l., and 7l. 16s. are paid. The actual cost in the workhouse would be 2s. 8d. per head per week, for food and clothing, not including establishment charges. No deaf and dumb are in workhouse. The guardians pay for two deaf and dumb at Clifton; 15 receive relief at their own homes, amounts varying from 3s. to 2s. 6d. a week. No preference is given to the blind, and deaf and dumb above seeing persons. Out of 15 persons two require nursing, and 2s. 6d. a week extra is paid for the nursing. The relieving officer overlooks these cases, and reports to the board. Every case has to be reconsidered every three months. The clerk says they cannot live on the amounts allowed, but in nearly all the cases they have relatives who can assist.

The outdoor relief given by the guardians is supposed to supplement contributions from friends but not wages as a rule.

In the case of children, clergymen or friends ask the guardians to make up the amount after obtaining a guarantee for a certain amount. Mr. Longe, poor law inspector, has made the necessary inquiries to enable the Local Government Board to certify certain schools in accordance with the provisions of section 2 of 25 & 26 Vict. c. 43. The clerk has never known applications for maintenance refused by the guardians. A case was mentioned of a boy at Clifton for whom 15l. was paid per annum; in that case the parents refused to allow the boy to remain at school. Guardians have induced the parents to let him return there for 12 months to complete his education in basket making. The guardians have never had an application for assistance to enable boys to be apprenticed.

The amounts paid by the guardians at the time of the visit of the Royal Commission were as follows:—

Children or Adults towards whose support Contribution is made by the Bath Union.	Annual Amount paid by the Guardians.
<b>DEAF AND DUMB, OR BLIND—</b>	
Mary Ann B., 14 - - - - - Walcot Parade, Bath	6 0 0
Lily L., 14 - - - - - " " - - - - - " " - - - - -	6 10 0
William G., 10 - - - - - " " - - - - -	8 0 0
Rose W., 10 - - - - - " " - - - - -	7 16 0
George N., 14 - - - - - Tyndall's Park, Clifton	15 0 0
William R., 12 - - - - - " " - - - - -	7 16 0
<b>BLIND—</b>	
Mary Ann T., 81 - - - - - 30, Grove Street - - - - -	7 16 0
Grace T., 68 - - - - - 27, Grove Street - - - - -	6 10 0
Charles W., 81 - - - - - 19, Villa Place - - - - -	6 10 0
Kate H., 29 - - - - - Miles Cottage, Dolemeads - - - - -	7 16 0
Thomas A., 51 - - - - - 8, Little Corn Street - - - - -	7 16 0
Sarah H., 75 - - - - - 7, St. James' Place - - - - -	7 16 0
Jane R., 89 - - - - - 3, Howell's Cottages - - - - -	7 16 0
Ann W., 51 - - - - - 5, Howells Court - - - - -	7 16 0
Jane W., 23 - - - - - 34, St. James' Parade - - - - -	6 10 0
William Y., 69 - - - - - 23, Peter Street - - - - -	6 10 0
John C., 81 - - - - - Crowdon Cottage, Twerton - - - - -	6 10 0
Jane H., 58 - - - - - 12, Lampards Buildings - - - - -	7 16 0
Phoebe H., 61 - - - - - 18, Avon Street - - - - -	7 16 0
Richard P., 75 - - - - - 3, Arundel Place - - - - -	7 16 0
Sophia R., 88 - - - - - 15, Rose Hill - - - - -	7 16 0

## INSTITUTION FOR DEAF AND DUMB CHILDREN, BRIGHTON.

This institution was founded in 1842. There are 90 pupils in the school, 48 males and 42 females, who are taught on the sign and manual system. The limits of age of admission are from seven to twelve years, though the committee admit special cases over 12 years. The children are elected by the committee, and they remain about five years. Those children admitted under 12 years of age pay 12l. 10s. per annum, and those admitted after that age pay 15l. per annum, exclusive of clothing. Some pupils pay from 20l. to 25l. per annum. Thirty-two of the children are paid for by guardians of the poor. It is thought advisable that both the boys and the girls should be apprenticed out in the ordinary way of business to a respectable master or mistress. Experience proves they learn all ordinary trades as quickly and as well as others. The elder boys are taught to make themselves generally useful before leaving school. They go errands, work in garden, clean knives and shoes, windows, &c. The elder girls are thoroughly taught all kinds of needlework, &c. by a competent workmistress. They repair their own and the boys' clothes, make beds, sweep and scour the bedrooms, schoolrooms, &c. The stronger girls go in the laundry and scullery at stated times, learn to wash, iron, &c. It is considered unwise to train deaf and dumb girls for household servants, as they cannot take their part in answering bells, giving messages, &c. It is considered

## ROYAL COMMISSION ON CONDITION OF THE BLIND, &amp;c.:

## Appendix 2.

they should not be apprenticed out till they are 16 years of age, as they are at least two years younger when compared with hearing children of their own age. There is no medical inspection of the children on their entry into the school, though each child is required to bring a medical certificate on being admitted, neither is there any periodical medical inspection, but the medical officer attends when sent for. No appliances are used to assist defective organs of sight, speech, and hearing. When the children require special treatment they are at once returned to their parents or guardians, as the institution is not a hospital for medical or surgical attention. The parents are for the most part very unwilling to speak of the affliction as a family complaint, they do not like even to say their children are born deaf.

The whole time of each teacher is given to the work of the institution. The headmaster takes private pupils, answers all letters, receives children's payments, &c. He has also held a religious service on Sunday after-noon for over 40 years in the sign and manual language, which has been regularly attended by the adult deaf and dumb residing in Brighton and neighbourhood. The amount paid in wages during 1886 was 107l. 13s. 6d. The head master and the two assistant masters hold diplomas of the "College of Teachers of the Deaf and Dumb, London." The committee of examiners, of which the head master is a member, have been elected by the votes of headmasters of institutions in Great Britain and Ireland. The subscriptions, donations, &c., during the past year have amounted to about 1,035l. The accounts are audited by a member of the committee.

On the occasion of the visit of the Royal Commissioners, on the 21st May 1887, some excellent specimens of shaded drawing were shown. Hollick, the experienced designer of plates for the "Challenger" expedition volume, was educated here; also the Rev. R. A. Pearce, the first ordained deaf mute clergyman of the Church of England and missionary to the deaf and dumb in the Diocese of Winchester. A girl who had come here at the age of 14, and had been three years under instruction, wrote part of the Lord's Prayer on the black board in presence of the Commission, but with great difficulty, and in very bad handwriting. This case showed the necessity of having deaf and dumb children placed under proper instruction not later than seven years of age. One boy, two and a half years under instruction, wrote down "boats are built by boat builders," but when asked "who builds boats," he could not answer. Another lad, six years under instruction, wrote down from manual dictation, "These gentlemen are Commissioners from the Queen." A gentleman in the top class was asked to give synonyms of murder, and wrote down kill, threat, hate, slay, and massacre; as synonyms of help he wrote, assist, relieve, and aid; and for beauty he wrote, wonder. One old pupil (a semi-mute) had married a deaf and dumb husband, and had taught her own children to speak. One lad, of Russian parents, 10 years of age, was placed here through the kindness of Mr. Hubbard. He has been here three years. One girl who had scarlet fever at five, and is now 11, had a bad discharge from the ear, which had been allowed to go on unchecked under the popular delusion that to stop it would be fatal. This and other cases impressed the Royal Commissioners with the absolute necessity of periodical medical examination of all pupils. One teacher employed here became stone deaf at seven years old. He left school at 13, having been 18 months under instruction and came to the Brighton Institution as a teacher at 23 years of age. He can lip-read fairly well, but does not practise it. This institution has taken children younger and also older than other schools. There are two male teachers, both hearing, and one deaf male teacher. The elder pupils act as monitors in turn, which is found to be very useful in giving them an opportunity of recapitulating the lessons they have learned. The headmaster considers it is not desirable to train deaf and dumb boys to be teachers, a trade being better for them. The Commissioners observed that there was no night supervision in the dormitories but a teacher sleeps on the same floor.

## BLIND ASYLUM, BRIGHTON.

Visited 21st May 1887. There are 21 boys and 22 girls in this institution. The guardians pay 12l. per annum for 13 children, besides providing their clothing; the others are paid for by their relatives or friends. When the children come late they are sometimes taught Moon's type, if the touch is not sensitive enough for Braille.

The assistant teacher has been here 2½ years; he became blind at 15. Fourteen boys were being taught reading in Braille, and arithmetic with octagonal boards; the others had passed out of the school, and were exclusively employed in the basket room. One lad, 18 years of age and of feeble mind, was unable to say what he could do when he came, but he can now read and do sums. The music master says they can learn music twice as well by means of the Braille notation as they could formerly by ear. He considers the Braille system for music as nearly perfect as possible. The following table of the after-career of 92 who have left the institution (possibly half of the total number) was handed in by the matron:—

Working in their homes	-	-	15
In business (basket shops)	-	-	4
Knitting, netting, and chair work	-	-	4
Reading in the street	-	-	1
Gone to other schools	-	-	17
Gone to workhouses	-	-	16
Imbecile	-	-	4
Deficient in intellect	-	-	3
Ill	-	-	4
Insane	-	-	1
At home unoccupied	-	-	5
Have died	-	-	18
Total	-	-	92

The Royal Commission also visited the embossing establishment, which is largely supported by private contributions and which is under the management of Dr. Moon, and were shown the entire process of reproducing the large amount of literature for the blind which is here issued in Moon's type, and of which he gave a full account in the evidence, Q. 17,484, and Dr. Moon has also formed a small local benefit society which assists a certain number of the indigent blind in the town.

## BLIND SCHOOL, YORK.

Visited 18 July 1887. This institution comprises a school for blind children and an industrial department for adults and young persons. About three-fourths of the pupils are paid for and sent by guardians, who contribute 10l., and in one case 12l. No more is asked of them. In the basket shop 10 men and lads were basket making, and chair caning. The boys begin to work after 12 years of age, and work more or less for half time; they remain 6 or 7 years till they have learnt their trade. A small museum of specimens of stuffed animals, including a fox, birds, fishes, horns, and various other articles, serves for instruction. Basket work tables on frames are made here, and the maker earns 13s. a week; the average earnings of basket makers who work by piece-work is 15s. a week. Other kinds of baskets are also made, many of them on forms.

A new wing containing boys' schoolroom and two workshops was erected in 1885, which cost, with fittings, 2,000l. One blind workman, Charles Holmes, who is in the brush shop, has been 50 years in the institution. Both he and his wife are blind. In the second basket shop there were seven outworkers. King Henry VIII.'s wine cellar, on which the new wing is built, is used for steeping willows. There are two sighted supervisors for the basket and brush departments, and four other seeing journeymen. In the ordinary brush shop there were 14 employed and 7 outworkers, who earn on an average 12s. a week. Drilling was carried on in the yard, nine lads went through exercises with wooden dumb bells. They afterwards marched up and down the yard. The elder boys are taught swimming in a public bath close by the school. The pupils engaged in the workshops get for themselves 10 per cent. of what they would earn at the rate of journeymen's wages. This is invested and given to them on leaving. In the brush making shop five lads were employed. Palliase and mattress making are also carried on. In 1886, 1,700l. worth of brushes were sold, and 850l. worth of baskets.

The music consisted of part singing by nine girls and twelve men (four of them outworkers) and two pupil-teachers. The singing was tasteful. A female soprano, Miss Schofield, sang Gounod's Serenade with a pleasing voice and a simple unaffected style. Musical instruction is given four afternoons a week by the music master, Mr. W. Barnby. A pianoforte solo was given by a blind pupil, Kinsley, now employed at

brush making. He tunes pianos a little, gets an occasional service at a church, and hopes to get permanent employment hereafter. Almost all those who are taught music are taught a trade as well. One bass singer, Wagstaffe, sang a florid air from "Judah Macabæus" in excellent style. He sings sufficiently well to earn money by his singing. His ordinary trade is brush making, at which he earns 17s. a week. He can see a little. The bass air was followed by a chorus, "Sing unto God," which was rendered with great spirit.

In the dormitories there is no sighted supervision. The boys make their own beds, but do no cleaning. The boys and girls are taught in separate parts of the building. In one room two girls were chair caning. In the girl's workroom there were 26 girls and two grown up women at work knitting and reading. Six or seven of these have partial sight. One child read exceedingly well. There is no periodical ophthalmic examination or inspection after admission, and there is ground for supposing that some might be benefited by such examination if it were instituted.

A fund for assisting former pupils of the school called Mrs. Markham's Fund is in existence. The fund consists of 800l. invested in N. E. railway stock. A journal was shown to the Commission, in which the visits to individual workers were entered with particulars of each pensioner visited. A form of application for assistance gives complete information respecting the blind applicant. In 1886, 27 former pupils were assisted to the extent of 63l. No money is paid direct to the blind, but to responsible people on their behalf.

The school work of the institution is conducted by the superintendent, schoolmaster, schoolmistress, and three blind assistants. Pupils are admitted from 10 to 16 years of age. No kindergarten is taught. In the lowest class seven boys were doing multiplication. In the two upper classes there were four children who were writing with the Guldberg frame.

Mr. Buckle is favourable to the education of blind in elementary school classes, as preparatory to the special blind school to which they should be sent not later than 12 years of age for further instruction and industrial training. The pupils begin to read Moon before Braille. One little girl read both most fluently. She had learnt Moon in 18 months and Braille in six months. Some large maps, some American, and some prepared by Mr. Buckle himself were seen. The lines of railways were marked with wires and lines of latitude and longitude stretched across the map by strings. There is a fair library of Moon and Braille books. Sir C. Lowther gives each pupil a volume of the Bible and Psalms.

## BRADFORD BLIND INSTITUTION.

Visited 19th July 1887. This institution is industrial; the education of the blind being carried on by the school board.

The institution gives pensions and relief from the Harrison Fund, worth 120l. a year, to old and poor blind.

The Bradford guardians give out-door relief in many cases to the blind; some of the blind women in the institution are assisted by them. An allowance for clothing, &c. is also made by them, and, on the whole, the Bradford guardians appear to act liberally.

The average wages in the brush department are 11s. 6d. a week per head, distributed among 26 blind and 19 sighted people. This admixture of the two classes is considered an advantageous arrangement. The brush department is worked at a profit. There is special trade in circular and long brushes which are in local demand. The machinery for boring and finishing the brushes is driven by a gas engine on the premises, which also works the lifts.

In the basket department there were 10 blind and 2 sighted, their average wages being 11s. a week. This department hardly pays, though a good trade is done in skips, strengthened with hoop iron. The willows used are English and German. The mill skips are here made by seeing workmen, the blind being apparently considered incapable of doing the work. The Royal Commissioners have, however, seen this class of work most successfully carried on at Oldham, Preston, and other places, by blind persons. (See para. 110 of the Report.)

In the pitch workshop business has been so good that the Committee have had to employ three extra seeing hands. At the time of the Commissioners' visit there were four pitch tables going.

1 24966.

The bristles are bought at Manchester. They are believed to be imported from Germany, India, and other places, and are prepared on the spot by sighted men. The stock-keeper has been 19 years in the institution. There was a large stock bought by a previous manager, and at present there is a large accumulation of hair brushes.

In the knitting department there were 28 blind women and two seeing people, the average wages being 6s. a week. Two blind women and a guide are sent annually with a basket of knitting to fashionable watering places, and Yorkshire towns and villages where no institution for the blind exists, to sell the manufactures. They receive 2d. in the shilling commission, in addition to their salary as well. One lady in the neighbourhood becomes responsible for their board and lodging. One or two blind men are also employed as travellers. The knitting appeared remarkably good. Comfortable rooms are provided in which the meals are served.

The committee hope that the institution will be able to supplement the educational work of the school board, and give industrial instruction to the blind children.

No blind person resident in the district is refused industrial instruction.

A mission woman visits, teaches, and reads to all blind in Bradford and the neighbourhood.

It is believed that all the blind children in Bradford are not receiving education, but as there are some gentlemen who are members both of the school board and blind institution, the powers of the former are more easily brought to bear on all available cases.

Five pounds used to be demanded and subscribed for every applicant for work, coming from towns outside of Bradford. This is to cover cost of tuition, fire, and general expenses. But there are now so many applicants from Bradford that there is practically no room for outsiders. All work, except in the case of learners, is paid for by the piece, and at the same rate as that paid to seeing workmen. All the seeing men belong to trades' unions.

Eleven girls reside in the house at a weekly cost of 6s. per head. There is a difficulty in providing safe homes for them outside of the institution.

## DEAF AND DUMB CLASS, BRADFORD SCHOOL BOARD.

Visited 19 July 1887. There are 15 children here under instruction. The class has been started on the oral system two years, but for three months Miss Bryant, the teacher, had not the full supply of appliances for teaching, owing to difficulty in obtaining them. Miss Bryant was nearly two years at Ealing College. She receives 110l., and the pupil teacher 15l.

One boy, Arthur Broadey, could hear well, but was quite unable to speak when he first came. He required the individual attention which could not be given in an ordinary board school, and is now fit to receive ordinary education.

A lesson in addition was given by the teacher, and some of the pupils repeated the Lord's Prayer very well. The Royal Commission considered the teacher to be painstaking, energetic, and successful, and they were of opinion that it afforded an example of the advantage which is derivable from a two years' course in a training college.

The class was inspected on the 20th October 1886 by the Principal of Ealing College, who reported favourably of the progress and regular attendance of the pupils.

## BLIND CLASS, BRADFORD SCHOOL BOARD.

Visited 19 July 1887. Out of nine children, from 9 to 13 years of age, three are partially blind, attendance irregular; an ophthalmic surgeon inspects the class. The teacher, Miss Holden, is blind; she was educated at Norwood. The children attend from 9.30 to 11.45 and 2 to 4. The Braille system alone is used. The arithmetic was extremely good. There are other blind children in the town, but the school board have no power to compel them to attend beyond a certain distance.

The classes for the deaf and the blind are held in separate rooms in the Central Board School.



## LEICESTER ASSOCIATION FOR THE BLIND.

Visited 20 July 1887. The charity in connexion with the above association:

1. Provides a Bible woman, who can see, to visit all the blind at their homes, to teach them to read books in raised type, and lend them books from the library of the institution, which now contains more than 800 volumes, 100 of these being in Braille and the rest in Moon, Lucas, and Roman types.
2. Helps to send blind children of the poor to schools for the blind.
3. Teaches the blind to work, and provides them with constant employment in suitable workshops, specially provided.
4. Provides a retail shop in which to sell goods made by the blind, and other articles usually sold in a brush and basket shop.
5. Provides a cottage home for aged and homeless blind women.
6. Provides allowances in special cases.
7. Gives help and information to the blind, and to those who wish to help them.

The house, including the retail shop, workshops, &c., is the property of the association. A large mortgage (£5,000l.) was obtained at favourable rate of interest from the Gardner Trust. Several blind applicants in Leicester want employment, also some in country are unable to gain admission. There are about 136 blind in town, ten in workhouse, four children go for education to the schools for the blind, Nottingham and Birmingham. Guardians assist pupils learning trades in the Leicester workshop to extent of 3s. 6d. a week, and pay 11l. 14s. per annum at Nottingham, and 10l. 10s. at Birmingham, for support of children. All workers find their own board and lodging and receive 5s. a week while learning a trade. After the pupil is able to earn more than 5s. the overplus of his earnings is handed to him without any deduction. Some workers get a supplement of 2d. in the shilling, and women get double wages. The marriage of blind couples is discouraged. The result of such marriages is stated by the committee to have been very unfortunate. In one room ten women were brush making and three chair caning. The chair caners receive about 5s. a week. In basket shop there were 10 blind and two seeing. Stilton cheese hampers are a speciality, and potato hampers are also made; workers get from 10s. to 18s. a week, one man was occasionally able to earn more. Two old soldiers, one just 70 years of age, receive 13s. a week. Mill skips are made here, as at Bradford, by seeing men. Some post office baskets have been sent here for repairs; hosiery baskets, very serviceable and strong, are made by the sighted teacher and blind journeymen. Very good cellars for storing goods. The committee buy such goods as mats, hearth-rugs, and fancy goods from other blind institutions. The boring the stocks of the brushes is done by the blind. One man was at work at the pitch pan. The class of willows is finer than those in Bradford. They come from Derbyshire, Warwickshire, and Leicestershire, and are principally of one year's growth.

Four old women live in the cottage home and none in the institution. The total expense of the cottage home, inclusive of the allowance made to the inmates by the institution, was 47l. 10s. 3d. in 1886.

## LEICESTER SCHOOL BOARD CLASS FOR THE DEAF AND DUMB.

Visited 20 July 1887. There are 12 pupils each taught on the oral system, of which 10 were present. One lad 10 months under instruction could not be got to emit sounds successfully though he evidently had power of giving sounds. The teacher has had to deal with children of different ages and degrees of intelligence. They have been here three years, except one pupil who has been here 10 months. The class from Elbow Lane Board School was brought over from their classroom to Milton Street under the superintendence of the teacher, Miss Carter. Miss Carter says she has never known a case from which she could get no sound. The teaching in this class was a little more satisfactory than that in the Milton Street Class.

There is an adult deaf and dumb society in Leicester to which 37 deaf mutes belong.

## ASYLUM FOR IMBECILES, EARLSWOOD.

Visited 8th November 1887. There are no strictly pauper cases taken here, and none are sent by guardians of the poor. If the family have received parish relief this is treated as a disqualification. Out of 570 inmates more than 300 are elected cases. These cases are elected for five years, and may be re-elected at the end of the period. About 80 fresh cases come annually.

Two deaf cases, one of a boy and one of a girl, appeared to have very little idiocy. The boy could lip read, and the girl spelt and read by means of the manual alphabet to two of the Royal Commissioners.

The care of the helpless children is always entrusted to two attendants, who are on duty together. About 20 pupils are employed in nurse work. Some of the patients help in the kitchen.

There is an acreage of 218 acres. There is a tailor's shop in connexion with the asylum. There was a case of extraordinary memory of a workman who could answer questions as to dates, both past and future, with remarkable ease. The Commissioners saw a wonderful case of a man, imbecile from birth, with a memory for historical facts, most of which he appeared to have learnt before he entered the asylum. Basket making, and mat making, carpentering, brush making, shoe-making, mattress making and stuffing are carried on. The laundry is worked by a 12-horse power engine. There is also a tin plate shop.

The farm is separate, and the farm establishment pays 300l. a year, as rent, to the institution, which buys the farm produce for its requirements. The Commissioners noticed that several of the inmates who were employed about the farm showed great aptitude for agricultural work and fondness for the animals.

The small boys and girls are educated together. Those incapable of further instruction are taught merely to sit still in school. Epileptics are not admitted except in special cases.

Music appears to be very grateful to the pupils; the grace after dinner was well sung.

There is a fine recreation room, which is used as a theatre, and recreation is an important part of the education of the imbeciles.

In the tailoring shop nearly all the clothes required by the establishment are made and repaired by the inmates. The girls assist in the needlework. In the printing shop all printing jobs for the institution are carried on.

At Michaelmas 1887 there were 571 inmates on the books of the asylum as follows:—

- 86 life election patients (free).
- 261 ordinary election patients for five years (free).
- 30 election part payment (15 guineas and upwards for five years).
- 7 presentation cases.
- 6 retained for work in the institution (free).
- 42 life payment cases.
- 4 payment until re-elected, and
- 135 inmates, each paying sums varying from 10l. to 357l. per annum (exclusive of payment for clothing).

## PLYMOUTH.

15th November 1887. Thomas Creber, a resident of Plympton, came and sought an interview of the Commissioners. He considers that an insurance society for the blind, on national principles, the stability of which will be guaranteed by the State, should be started, and that blind men should be employed as agents. Pensions to be not less than 20l. Mr. Creber himself has a pension of 16l. from Day's Charity. He was at Exeter Blind Institution and learnt mat-making. He is now a licensed hawkker, and sells baskets, mats, brushes, &c. Mr. Creber does not think that pensions are a discouragement to industry. He argues on behalf of blind women even more than on behalf of blind men. He married a blind wife, but, nevertheless, in general cases, thinks intermarriage of the blind highly undesirable.

Mr. John Burt, honorary visitor to the blind in Plymouth, also came, and had an interview with the Commission. He is aged 53 years; has been blind 15 years. Was a draper. He visits 55 blind in Plymouth. He knows several blind working at their own homes in Plymouth, some chair-caning and some basket making. They cannot support themselves, as they cannot get the work to do.

Mr. Burt considers that after an institution training the blind are ill qualified to cope with the world. He would favour the education of the blind with the seeing in board schools.

He has on several occasions obtained grants from Gardner's Fund for blind in Plymouth. He knows of no blind children in Plymouth except such as are in the institution.

Mr. Burt would be glad to see central depôts where material could be got at cost price, orders received, and work exhibited and sold. Outworkers and old workers, however, are enabled to get their material from the institution at so-called wholesale price, but Mr. Burt considers he could supply them at the same, or lower price than the institution does. He has actually done so with cane. He thinks a blind day school would be advisable for the children to be instructed in scholastic and industrial work. The teaching at the Plymouth Institution, he is strongly of opinion, is not adapted to enable men to earn a livelihood. This he supports by quoting instances.

## PLYMOUTH AND STONEHOUSE SOCIETY FOR THE BLIND.

Visited 16 November 1887. There are at present 18 blind persons whose names are on the books, and there is an average of 13 who attend a mutual improvement class held once a week.

In connexion with this society there is a library for the use of the blind, and books are lent from week to week without payment. A sick benefit club has also been started in connexion with the society. 15 of the blind are members of it, and the punctual way in which the fees are paid is a proof that it is appreciated.

Through the means of the society blind persons who are chair menders or basket makers are able to obtain their material, in small quantities as well as large, at wholesale prices. The secretary says the value of the material sold during the past year was about 10l.

A place is much required to exhibit work and to serve as a shop for the objects made by the blind who belong to the society.

There were 10 blind adults present to meet the Commission, and nearly all knew how to read.

One member of the society stated that he was not taken in at the Devonport Institution, on the ground that he had been at the Plymouth Institution previously. He is a naval pensioner, and has a good character and discharge.

The Committee would be glad to have a trade instructor who could teach the blind attached to the society.

## BLIND INSTITUTION, NORTH HILL, PLYMOUTH.

Visited 16 November 1887. In this institution they do not take children below eight years of age, because they consider that for children below that age a *crèche* would be necessary.

The school board officers in Plymouth have not reported any case of an uneducated blind child, or taken any cognizance of the blind or the deaf. The institution believe that they get all such cases. Steps are being taken to obtain particulars respecting any poor blind persons in South Devon and Cornwall.

There are seven children taught by a mistress who comes daily. Neither the present nor former mistress has had special training for teaching the blind. Three types are taught, but the Lucas type may be discontinued.

The industrial training is supposed to commence at 14 years of age, but if dull at educational work the pupils have the opportunity of keeping up their education during a part of their time.

There are 23 workmen, all males. Some of them earn from 17s. to 18s. a week; some only 2s. Eight journeymen and three pupils live outside the house. All men and boys have one hour's schooling every day. Apprentices receive nothing for the first 12 months, 3d. in the shilling for the second year, and 6d. in the shilling for the third year.

The repairing of some post office baskets has been undertaken by the institution; the superintendent appears indisposed at present to give a contract price for all baskets wanting repairing. Forms have been used for four and five years. Each journeyman takes his full wages every week, and pays back 5s. for his maintenance.

Inter-marriages among the blind are not avowedly discouraged, but one of the committee considers that they might, and probably would, discourage such a thing if it were brought to their notice.

There is no inter-communication with the Devonport Institution.

Articles and raw material may be obtained by the blind from the institution at cost price.

The Royal Commission were shown two blocks of wood showing ordinary cursive hand in relief and depressed lettering, so as to impart to the blind a knowledge of ordinary handwriting.

In the basket shop there were 13 men and lads employed, pupils and journeymen all together. In the mat shop a few baskets were also being made. One mat maker is employed also to ring bells and blow the organ at the church of Rev. I. Hawker, a member of the committee.

Morning and evening prayers are held daily, and at the former all attend. The committee make a point that every man shall attend some place of worship.

The choir consisted of 11 men and seven women. The singing was fair.

The Commission were furnished with the following:—

WAGES LIST for week ending 12th November 1887.

## BASKET DEPARTMENT.

Males.		s.	d.
J. K.	- - - -	11	9
J. T.	- - - -	7	6
R. T.	- - - -	4	4
P. W.	- - - -	8	2
G. S.	- - - -	10	8
S. P.	- - - -	17	9
J. H.	- - - -	11	9
H. O.	- - - -	8	8
E. G.	- - - -	13	0
P. K.	- - - -	7	6
T. C.	- - - -	10	6
E. K.	- - - -	12	10
Females.			
E. D.	- - - -	1	3
E. S.	- - - -	3	0
K. P.	- - - -	1	9
E. T.	- - - -	4	0
E. C.	- - - -	1	0
Z. D.	- - - -	2	0

## DEVONPORT AND WESTERN COUNTIES ASSOCIATION FOR THE BLIND.

Visited 17 November 1887. There were 9 women and 11 men resident in this Institution. They pay from 2s. 6d. to 5s. per week. In a basket room upstairs, eight men and lads were at work. One lad, 13 years of age, gets three quarters of an hour's schooling a day.

The treasurer, after 20 years' experience, considers not more than 1 in 20 of the blind can maintain themselves after training without assistance of some sort.

The Penzance Board of Guardians diminished their contribution from 4s. to 2s. 6d. a week in the cases of young men aged 18 or 19. The treasurer says his committee are quite of opinion that the law relating to guardians' contributions should be made compulsory.

The school board in Devonport have not taken up the question of educating any blind children there may be in the town.

The scale of payments to inmates is:—

- 1st year, nothing.
- 2nd " one quarter of market wage.
- 3rd " half do.

No inmates receive pensions from London, but some have got pensions after leaving the institution; one from Hetherington's Charity (Christ's Hospital). Three of the inmates are paid for by the Gardner's Trust.

The committee undertake cane seating of chairs for the dockyard authorities. No repairing of baskets is done for the post office, but the committee would be very willing to take up the work. So far as the committee are aware, no cleaning of service bolts is done in the dockyard, and certainly not by blind men.

No cognizance is taken of blind people outside the institution by the committee.

A choir of four women and four men sang a glee "Awake the Æolian Lyre" with good taste, the light and shade being well marked.

There is a ladies' committee for house keeping matters.

## SOUTHSEA BLIND INSTITUTION.

Visited 18 November 1887. The object of this institution is mainly educational. The ages of admission are from 8 to 12; males are allowed to remain till 21, and females till 24. The payments made on behalf of each child are from 10*l.* to 15*l.* per annum. Guardians of all unions have paid the full amount demanded of them for maintenance of pupils supported at their expense.

The institution will have to turn out of its present premises in June or May next, and is in danger of being broken up. There are no journeymen now; one mat, a mat maker, has left the institution and set up in business for himself.

The blind instructor has just left the Normal College. He teaches both Braille and Moon in the school. He has been about 10 weeks there.

No traveller is employed by the institution. Chair caning is done for the Dockyard. The late manager, Mr. Stockley, aged 56, was educated at St. George's. He succeeded well at first in basket making, but not so well latterly, as there is much foreign competition in the basket trade. In the basket shop there were three lads chair caning and three basket making.

In the girls' schoolroom there were six girls and one boy knitting.

Three girls and three boys read very well from the "Royal Reader" (Braille type). The same children were given by one of the Royal Commissioners the following sentence for dictation: "The Royal Commission have come to Southsea to see the Institution for the Blind." The children wrote it in Braille. Two wrote it correctly, and the others made faults in spelling, the principal stumbling block being the word "Royal," which was spelt "Roil," "Roal," and "Rail."

A young woman, aged 25, who became blind four years ago, had learnt to write Braille very well in 10 weeks. She wrote the above piece of dictation without a fault.

Since the visit of the Commission new premises at St. Mary's Hall, St. Edward Road, have been purchased and occupied.

## MIDLAND INSTITUTION FOR THE BLIND, NOTTINGHAM.

Visited 3rd February 1888. The institution represents the counties of Nottingham, Derby, Leicester, Lincoln, and Rutland. Boys are admitted between the ages of 7 and about 16, and girls from 7 to 25. Out of 51 pupils, 30 are paid for by boards of guardians. The fees paid by unions are 20*l.* per annum, this being the maximum sum fixed by the Local Government Board. Private cases needing charitable help are charged at the rate of 4*s.* 6*d.* per week, or 11*l.* 1*s.* per annum. There is no special fund which will enable pupils to be started in after life.

Mr. Pine, the Secretary and Business Manager, is of opinion that the institution does not by any means cover all the cases requiring education in the five counties which it represents. He believes that much more might be done, but he is strongly in favour of increasing and enlarging present institutions rather than of multiplying inordinately their number throughout the country. No register of old pupils has as yet been kept, but he is desirous of starting one.

In the girls' workroom a species of macramé work was shown to the Commissioners which appeared to be an elegant and fairly profitable work for the blind, but not suitable for general adoption. There were 17 girls and young women at work. One of the ladies stated that the girls soon get to distinguish the different colours in knitting woollen balls and other similar work, on account of the dye giving them different degrees of texture. Fourteen of the girls were doing fancy work, one was chair-caning, another was drawing brushes with wire, and two were helping in the laundry and kitchen. Nearly all the girls have learnt, are learning, or will learn, chair-caning. They are engaged half the day at needlework. Two cases of blind intermarriage have occurred between old pupils. One of the pupils who passed through, first the institution and then through Norwood, is now a pupil teacher belonging to the Bradford School Board, at a salary of 60*l.* a year, and another pupil, who also went to Norwood after Nottingham, is an organist at Alloa, in Scotland, at a salary of 70*l.* a year. Six or seven of the Nottingham pupils have gone to the Norwood College

Musical notation is taught to the pupils. A glee, "Hail, Smiling Morn," was sung very well and smartly by the choir. The time was especially good. Two played on the piano and organ.

There are some blind persons in Nottingham working at their own homes, mostly at basketmaking, but not under the control of the institution. The manager states that the institution takes the adult blind as out-pupils to teach them trades gratuitously, retaining them afterwards if possible as out-workers. The erection of new workshops and alteration and improvement of the present premises are under contemplation, and these are estimated to cost 2,800*l.* altogether; this will provide room for many more workmen. The sum of 2,500*l.* has already been received. The average time during which the pupils are learning a trade may be taken to be from three to five years. The Committee meet monthly, and once a quarter to consider applications for admission: a special case would, however, be considered at any time. There is no Home Teaching Society for the Blind in Nottingham.

In the brush department the manufacture of brushes to clean miner's Davy lamps is a special local branch of industry. Fiji and Cochin China fibres are here used for mats. Both the brush and cane seating room were much crowded; the basketmakers were rather less cramped for room. The post office parcel baskets are sent here for repairs, the manager stating that this was due to the intervention of Mr. Fawcett some years ago. Large baskets are here made for holding lace; circular fire-screens sliding in a rod are also made. One man, a gardener, came in at 42 years of age, and has been learning basketmaking about 14 months. In the matting room there were three looms at work. Mats are supplied to the Leicester Institution.

There was a covered gymnasium floored with tan, where the lads went through various exercises on the bars and ropes. The gymnasium will be removed, in order to make way for the new buildings, and advantage will be taken of this to have it covered in at the sides.

In the dormitories an elder girl acts as monitor. Dr. C. Bell Taylor, the well-known Nottingham oculist, very kindly gives his services when required to the institution. Mr. Pine considers that blind teachers for children are as a rule undesirable as head teachers, but he is strongly in favour of blind assistants and monitors, believing that they are capable of doing good work under a sighted superior: this means of livelihood is thus not entirely shut out from them.

At a tea recently given by a lady interested in the work, 151 blind people attended, exclusive of inmates of the institution and workhouse. The manager has the names and addresses of 161 blind people in the town. No blind tuner resides in Nottingham.

The vicar comes every Monday to give religious instruction to the pupils. Morning and evening prayers are read by the matron.

There are at present 51 pupils at the institution, and 16 out-pupils. In addition there are about 14 blind persons (12 men and two women), receiving weekly wages as out-workers.

There is a shop in Chapel Bar, opened in October 1887, where goods made at the institution are sold, and a depot at Derby also connected with the Nottingham Institution.

## NOTTINGHAM SCHOOL BOARD CLASS FOR THE DEAF AND DUMB.

Visited 3rd February 1888. The class was started in 1823. Twenty children, boys and girls mixed, are here receiving instruction on the oral system. Some of the children lip read very fairly, and repeated the Lord's Prayer and Commandments tolerably clearly. The scholars cost the Board annually from 7*l.* to 8*l.* a head. The Royal Commission were informed by one of the members of the School Board that if their officer came across any uneducated blind child he would report it to the authorities of the blind institution. There were three deaf and dumb children, where both parents were deaf and dumb.

We ascertained that one boy lived 4 or 5 miles distant, and had to walk 9 or 10 miles every day to and from school. The inspector had apparently not reported this fact to the department. The chairman considers they should have power to pay the travelling fares for children coming from a distance beyond the radius fixed for hearing and seeing children. The teacher has taught at Margate under both systems, and tries to make this a purely oral school, though all the

children know the finger alphabet. There is one assistant teacher and a pupil teacher.

## NOTTINGHAM UNION.

Visited 3rd February 1888. The blind here are treated in the same way as the other inmates. There are seven blind women, all in the infirmary, placed there in consequence of other infirmities. In the ordinary part of the workhouse there are three blind men, all under 40 years of age. Two of these three come in every winter, and occupy themselves in hawking during the summer. None of them can read. There are also three deaf and dumb women. Two deaf and dumb men, and one deaf and dumb woman can talk by their fingers; one of the men was examined by the Commissioners, and found to be of considerable intelligence, able to read and write, yet classed as an imbecile, obviously because no one had attempted to communicate with him.

## YORKSHIRE INSTITUTION FOR THE DEAF AND DUMB, DONCASTER.

Visited 4th February 1888. This institution, founded in 1829, for many years had for its head master Mr. Charles Baker, a distinguished writer on deaf mute education. It was first started on the oral system in 1876, after a visit from the Abbé Bolestra. The teaching is conducted in four rooms, one a very large one, and three smaller adjoining. Inconvenience was experienced from the interruption caused by the noise of the children reciting their lessons.

The first class consisted of 14 children who had been in school since August. Every class, even the lowest, has three hours drawing a week. A good collection of shaded drawings, landscapes, heads, and examples of ornament were exhibited. No imbeciles are here taken, nor any of unclean habits. In a small adjoining room there were nine children of rather lower intellectual type than the bulk of the pupils. None of this weak-minded class can speak.

The Commissioners were struck with the amount of general knowledge successfully conveyed to the children within a year or two of their admission.

Mr. Howard, the head master, recommends that in future legislation some compulsory provision should be made, on the lines of standards and age clauses, compelling children to remain the full term of instruction necessary for them.

He finds that in cases where there may be a small modicum of latent hearing, the exercise of speech develops the faculty of hearing which can be assisted and trained, and he makes use of a double speaking tube for the purpose.

The Rev. J. W. Scarlett, Rector of Rossington, joined the committee in 1875 or 1876, when the sign system was in operation. He encouraged the children to shout in the playground. He considers that since the introduction of the oral system there has been a general improvement in the health and liveliness of the pupils.

There is a playing field of 3½ acres in connexion with the institution.

The Committee have charge of a limited fund "for the purpose of assisting the parents of poor country boys to board them in a town whilst learning a trade." This is especially applicable to boys who exhibit a taste for better work than can be found for them in a village. Some technical instruction is given in the school, and the wood carving done by the pupils, including a suite of dining room furniture, was excellent. Several old pupils, male and female, were seen by the Royal Commissioners, and lip-read and spoke fairly well.

## CHELTENHAM BLIND WORKSHOP.

Visited 2nd March 1888. The Royal Commission visited this institution on the day of the annual meeting of subscribers, and were present while a selection of music was performed.

While the institution is designed to cover the needs of Gloucestershire, and most of the workers stay here for a length of time, it receives learners from all parts.

The workmen are sometimes paid by the piece, and sometimes receive weekly allowances; no fixed rule seems to be observed. There are 24 people assisted by the institution. The honorary trade manager usually

attends to the current business, and a member of the Committee occasionally visits the workshop. The blind foreman settles rate of wages on the merits of each case, but apparently on no fixed principle. The money paid exceeds the actual earnings of the workmen.

Various articles knitted by the blind women were exhibited. A lady superintends the needlework and the wages of the women. In the sale room there was a new form of basket used in steam laundries for airing collars after ironing. There was one basket-making shop, where seven men were at work. Mat making and weaving, basket making and reseating of chairs, were carried on in another shop. Hampers, coal baskets, &c. are also made.

## WORCESTER COLLEGE FOR THE BLIND.

Visited 3rd March 1888. This college is for the higher education of the blind sons of gentlemen, fitting them for the University and liberal professions. The authorities of the college are endeavouring to collect 6,000*l.* to form a trust which shall pay the rent of a good mansion, and so become a public institution.

A small number of seeing pupils are included with the blind boys so as to assist them in their studies and games. There are only two at present.

A trust fund already exists of 2,000*l.* for scholarships in connexion with the Worcester College, 1,000*l.* of this was given by Miss Warrington, of Malvern Wells, to found a scholarship for the promotion of music. A sum of 250*l.* is received from Gardner's Trust for scholarships. The Clothworkers' Company gives a scholarship of 30 guineas, and the masters and boys of Uppingham School a scholarship of 30*l.*

A lesson in Liry was given to the highest class, consisting of three boys, who translated it well. A passage from the second chapter of the Gospel according to St. Luke was also translated from the original Greek by the same class. The junior class were taught and examined in Euclid by one of the Royal Commissioners. The youngest class of three boys (10 to 12 years old) were also examined in geography and dictation.

The head master reports that some of the pupils during the last 20 years have distinguished themselves greatly. Their university successes comprise two first classes in Divinity (Dublin), one first class in Jurisprudence (Oxford), a first class and a Fellowship in Classics (Durham), a second class in History (Cambridge), a second class in History (Oxford), a second class in Mathematics (Cambridge), one degree of Mus. Bae. (Oxford), two third classes in Classics (Durham), and one third class in Jurisprudence (Oxford). In addition to these there are some ordinary pass degrees.

Of the students who took degrees, three are now vicars, six are curates in active work, one is a successful solicitor in London, one is second master in the Blind College, and one is doing well as a professional musician in his native town. These facts show that blind men are able to do very well in the universities, and to fill useful positions afterwards. Three of the old pupils have given evidence before the Royal Commission.

Some hockey sticks, and a wicker ball with a bell inside, were shown to the Royal Commissioners, who also witnessed an excellent game of football, in which the boys played with great spirit and vigour. Stilts were also used in the open. The Commissioners were impressed with the healthy and natural appearance of the blind boys, a circumstance attributed by the Commissioners to the open-air games practised.

A deaf and dumb workman is working in the Worcester Porcelain Works. His name is H. F. Davis, Lansdowne House, Lansdowne Road, Worcester. He was five years at school in Birmingham; was born deaf, and does not read much; he never gets religious instruction, but reads his Bible.

There is a society for cheap literature for the blind at 32, College Street, Worcester

## WOLVERHAMPTON HOME TEACHING SOCIETY AND WORKSHOPS FOR THE BLIND.

Visited 5th March 1888. The operations of the society are carried on within a radius of about five miles from the centre of the town.



Appendix 2.

A library of 440 books in Moon type exists. The teacher does not know Braille very well. He visits each of the outdoor blind about once a fortnight. Out of the 126 blind in the town 36 read Moon well; many do not read; at night a few boys and grown up men are taught the Moon type.

There are 11 young blind under 17 years of age in the town; four of these are at school (Edgbaston, Norwood and St. George's-in-the-Fields.) One deaf, dumb, and blind boy is at the Manchester Schools for the Deaf and Dumb, and is making fair progress. One boy, 14 years of age, has never been taught, or reported by the attendance officer of the school board, and is now over age. His parents, being careless of his future, have made no application for him to be taught. An amendment of the law appears to be required to enable compulsory powers to be brought to bear on such a case. One girl, daughter of a schoolmaster, it is hoped will be taught by her parents. One girl, daughter of an auctioneer, is not being educated, and her parents appear indifferent in the matter.

The committee have it in contemplation to dispense with a regular foreman, and employ a blind workman in lieu thereof in the workshop, and to employ the shopwoman, who has business experience, to buy rods and do other work connected with the industrial department. The blind foreman gets 16s. a week, instead of 8s. and 1s. 6d. from guardians, as formerly.

There are two or three who are waiting to come in both institutions to improve themselves, but the guardians have refused to make sufficient allowance for workers to maintain themselves while learning a trade at the institution, although they do allow a slight outdoor relief, and subscribe 5l. 5s. per annum to the institution itself.

There are five men and three women in the union; two of these women can knit, but the Commissioners were informed that they are not allowed to do so, or to come to the institution for that purpose. They read the Home Teaching Society's books in the union, and are visited once a fortnight by the visitor. There are eight women employed by the institution at their own homes in knitting and chair caning, the latter being found by the women to be the more profitable. The honorary managers have personally solicited orders among friends and manufacturers.

In the workshops six men receive pay for their work, four others are learning; four women earn wages at chair caning, and four others at knitting.

The wages for one week were as follows:—

For six Men.			For five Women.		
£	s.	d.	£	s.	d.
0	16	0	0	2	3
0	15	0	0	2	6
0	10	3½	0	2	11
0	8	4	0	2	8
0	5	4	0	2	8
0	7	4			
3	2	3½	0	13	0

The sales are good, more than half the goods being bought from other institutions, such as brushes, mats, &c. The Post Office gives repairs of baskets.

The Gardner Trustees have allowed sums to supplement the wages while the pupils are learning trades. In such cases the guardians have not withdrawn the outdoor relief.

The organ and piano are taught by a paid music master to five pupils, and a choir of 10 members is voluntarily trained by a young lady.

The Commissioners were informed that the School Board for Wolverhampton have always considered that there were too few cases to justify them in making special provision for the deaf and dumb and blind in the municipal borough. Such cases as they come across they would probably bring to the notice of the guardians.

Mr. Bywater, blind organist at St. Mark's, Wolverhampton, and tenor vocalist, learnt his music first at Edgbaston, but has since practised and improved himself. He considers that music should be taught in an institution, as by that means music could be acquired by the blind-pupils when quite young. He considers that orchestral instruments ought to be taught to the blind more than they are.

**CHURCH MISSION TO THE DEAF AND DUMB IN SOUTH STAFFORDSHIRE AND SHROPSHIRE, WOLVERHAMPTON.**

5th March 1888. Miss Besemerer, the hon. secretary, came to reside in the town about two years ago, and, through her, regular Sunday services have been established for the deaf and dumb. On 4th March, 17 attended the service at Wolverhampton. At Wednesbury the average Sunday attendance is 25. There is a service every fortnight in Shrewsbury. There are also week-day classes, lectures, and social meetings in connexion with the mission.

There are 182 deaf and dumb people at present on the books, of whom 40 have never been educated.

The special feature in this mission is that the clergy at different times address the deaf and dumb, and hold services for them which are interpreted to them by the honorary secretary.

The ordinary Sunday services are conducted by Miss Besemerer and Mr. Russell, the missionary.

Seven children attend the day school in Wolverhampton founded in connexion with the mission. They receive two hours a day instruction from the missionary teacher on the sign and manual system.

**MR. PLATER, BASKET MAKER, BRADFORD STREET, BIRMINGHAM.**

5th March 1888. Some of the Commissioners paid a visit to the workshops of Mr. J. J. Plater, a blind basket maker in Birmingham. Mr. Plater has large premises, and employs from 12 to 18 hands in different branches of basket making. Five of his employes are blind. Mr. Plater was subsequently summoned as a witness, and his views will be found at Questions Nos. 20,425, &c.

**ROYAL INSTITUTION FOR THE INSTRUCTION OF DEAF AND DUMB CHILDREN, EDGBASTON, BIRMINGHAM.**

Visited 6th March 1888. From information collected by the school board and verified by the authorities of the institution, it appears there are 35 uneducated deaf children in Birmingham between the ages of 7 and 13; of these, 30 are believed to be unable to pay. In the institution there are 39 paid for by boards of guardians at the rate of 20l.; the cost is estimated at 25l. exclusive of clothing for the children. The institution favours the idea of a Government capitation grant of 10l. per annum for each deaf and dumb child. The board of guardians have declined to pay, in the cases of five children, stating verbally in one case that they are maintaining so many children in the institution, that they are disinclined to maintain any more. In the case of the Aston Union, the guardians refused to entertain the question of sending seven children in their union to the institution, unless application on their behalf was made through the relieving officer.

There is a small apprenticeship fund and 24 children have benefited by it within the past five years. There is a greater difficulty in getting deaf than hearing children apprenticed. Satisfactory letters have been received regarding children who have been apprenticed. Ten pounds appears to be the usual fee, and the difference between this and the 5l. usually given by the institution is sometimes made up by private subscription.

The combined system here in vogue is the grafting of oral teaching on to the sign and manual method. Those are selected for oral instruction who show aptitude for the same; but they are taught the finger and sign language before articulation; the oral teaching is limited to a few hours per week. Deaf mute teachers have been employed, and even now there are two in the institution. This has militated against the teaching of articulation. All the teaching given, even to the classes containing pupils who have remains of speech, is by signs, and finger spelling. Lip reading and articulation are considered in the light of supplementary accomplishments, and hold a subordinate position in the main system of instruction. It was represented to the Commission that owing to the structural alterations the pupils had been absent from school for seven months, and were not in the full swing of their lessons.

The children in the lowest class were asked the names of various objects, such as a fish, a bird, &c., and wrote

Appendix 2.

descriptions of the same. The drawing in the institution is very good, and is taught by the head master, who holds the South Kensington certificates.

In the second combined class the writing was excellent, but only one could speak and lip read with facility. Several of the children had only just been drafted from the silent classes. One boy, A. Steadman, had a good voice, and could lip read fairly. The children in the best combined class were desired to write sentences embodying simple words, which they accomplished with some difficulty, as they had evidently not been practised in such an exercise; the Commission think it would enlarge their knowledge of language, if they were more frequently exercised in this manner. More attention should be given to arithmetic, especially to multiplication, which appeared weak in some cases.

The impression formed by some of the Commissioners was that the oral teaching conveyed to those deemed of special aptitude for such teaching was insufficient.

The institution has recently gone under extensive alterations and enlargements through the efforts of the Rev. C. M. Owen, one of the Royal Commissioners and Deputy Chairman of the Institution. All the sanitary arrangements appeared very good. There is an excellent swimming bath, which cost about 250l.

TIME AT SCHOOL TABLE.

Time.	Less than 3 months	3 months and less than 1 year.	1 year and less than 2.	2 years and less than 3.	3 years and less than 4.	4 years and less than 5.	5 years and less than 6.	6 years and less than 7.	7 years and less than 8.	8 years.	Total.
No. of pupils	37	23	12	31	18	22	9	2	4	1	159 pupils.

Of the total number of pupils 143 have been at school less than five years.

**BIRMINGHAM INSTITUTION FOR THE BLIND.**

Visited 6th March 1888. A home teaching society for the adult blind exists here, with a library in Moon's type.

The officers of the institution look up every blind person and send all cases here. The charge to guardians now made for the education and maintenance of blind pupils is 20l. per annum. The cost is estimated at 32l.

The institution has more orders than it can execute in the brush making trade. It was introduced mainly with the wish to provide employment for the females. The trades unions will not allow men and women to work at brush making in the town after training in the institution. In the institution, pupils are not encouraged to devote themselves to music, unless they show special aptitude for it. Tuning is taught. A selection of music, vocal and instrumental, was performed in the presence of the Royal Commissioners. The music teacher stated that the pupils were not taught from note, and the Braille notation is unknown here. In the brush and basket making department each worker has a separate stall. Sighted supervision exists in each department. Mat weaving is also carried on. There are 15 workers in the basket shop, 11 in the brush shop, including four females, and three in the mat weaving shop. In the girls' school room 26 were knitting and five were caning chairs in a separate room.

In the boys' school, arithmetic and reading from Braille were being carried on.

A lesson in reading in the book of Genesis was given to a class of eight boys who had been in the institution from a few months to two or three years. Two of the Commissioners also examined the boys in geography and dictation. The knowledge of geography was moderate; the spelling was very fair.

**MIDLAND INSTITUTION FOR THE DEAF AND DUMB, DERBY.**

Founded 1874. Visited 9th April 1888. At present the counties which supply pupils to the institution are Derbyshire, Leicestershire, Lincolnshire, Nottinghamshire, Rutlandshire, and Staffordshire. Meetings are occasionally held in these counties in aid of the institution.

The institution was originally a private house, two adjoining cottages were afterwards added, and a large schoolroom and dormitory have since been built. There are 50 pupils all resident in the institution.

Twenty-eight of the 46 uneducated deaf mutes in Derbyshire are between 21 and 60 years of age, while four are over 60, and 12 are under 11 years of age. If there were funds forthcoming the institution would be glad to take them. No unwillingness on the part of parents has been experienced to their deaf and dumb children being educated. There would be a preference in the locality for the school board to pay fees instead of the guardians. The head master says the institution has lost money in some cases, because the parents would not consent to go before the guardians to ask for the fees to be defrayed. Spalding and Boston unions have both refused to contribute in defraying the costs of two cases in these districts. The committee think it would be far better for the compulsory powers for the education of the deaf and dumb poor to be exercised by the school board rather than by the poor-law guardians. Mr. Hall, member of the Derby School Board, and also a member of the committee of the institution, thinks the board might not be disinclined to undertake the powers of compulsory education for the deaf and dumb. Some members of the poor-law guardians present were not opposed to such transfer of their own powers.

Information is kept respecting all old pupils. Pupils are not only educated, but trained at the institution, which enables them to gain employment without difficulty. This is considered to be an advantage over any day-school system which is purely educational. Amongst the old pupils are artists at the Derby Crown Porcelain Works, bookbinders, &c. The boys are taught plain sewing. The girls' needlework was very good. There are apprentice funds in the town. The committee are not opposed to Government aid and inspection, but they consider that the management of the institution should be left in the hands of local committees, who take so great an interest in the welfare of their own institutions.

The teachers are trained every Thursday evening by the head master and by him alone. The head master thinks that the rules respecting the examination of pupils in drawing, under the Science and Art Department, are much more rigid than formerly, and at present discourage the teaching of drawing, so far as the deaf and dumb are concerned. Mr. Roc mentioned a case of one congenitally deaf girl who was taught at the Old Kent Road on the combined system, and who makes herself understood at home. He knows of no case of uneducated deaf and dumb children in the Derby workhouse.

The lowest class consisted of two girls and three boys (average age 6½ years), who had been under instruction only three months. The names of various words, such as book, top, fan, whip, were dictated and correctly written down. The Commission were impressed with the amount of knowledge of lip reading and writing acquired in so short a time. The next class of three pupils had been about seven months under instruction. The next highest class consisted of 12 pupils, whose average school life was 1 year 7 months. They were exercised in the pronunciation of letters of the alphabet, vowels, and diphthongs. The first and second class, consisting of 22 pupils, who had been here, on the average, 4 years 11 months, and 3 years 6 months, respectively, were examined together. Their articulation appeared to be good, but the lip reading was not good. The master of the class was away through illness. One of the Royal Commissioners dictated to the class, "The Queen is now in Italy." This was eventually written down, but when asked, What is Italy? but few were able to say. A sum in arithmetic was set; 17 out of 23 did it correctly. The knowledge of written language, geography, and arithmetic, appeared weak. One had had great powers of drawing. The girls and boys have benefited greatly by the gymnastics, which, the committee find, have developed their vocal powers. There is an excellent asphalted gymnasium with swings, parallel bars, poles, dumb-bells, vaulting horse, &c.

Mr. Alderman Bemrose, in his printing works, employs several deaf and dumb workmen, and finds that they communicate without difficulty.

**INSTITUTION FOR THE DEAF AND DUMB, HULL.**

Visited 10th April 1888. There are from 90 to 100 deaf and dumb in Hull: 68 adults, 27 children, and the number of deaf and dumb children who are not at

school is 9, so far as the institution is aware, but it is believed there are others within the borough, and also a considerable number within the institution's district, viz., in East Yorkshire and Lincolnshire. The school board have considered that there are not enough cases to warrant their making provision for the education of the deaf and dumb and blind. Recently the officers of the board have rendered assistance by reporting cases of deaf and dumb children found to be of school age and requiring education. The institution finds that the boards of guardians, as a rule, are willing to assist, but parents are often very negligent with respect to sending their children to be educated, and some parents are also unwilling to send them until they are too old to be properly taught. Pressure is much required to be brought on the parents.

In the case of one union, a child was somewhat reluctantly paid for, some of the guardians pleading that there were other deaf and dumb children in the district, who might be tempted by this example to claim assistance for their education. There are children in Hull, who are still kept at home, as the guardians consider that the parents are not in a position to have their children maintained and educated at the expense of the rates.

Mr. Stainforth, a painter and decorator, and member of the committee, employs four deaf and dumb workmen. One of the men has been 35 years with him, and is his best gainer. Mr. Stainforth finds very little difficulty in making them understand. The chief difficulty is in directing the deaf and dumb workmen to new localities. Some of them can take written instructions easily. There are no means of teaching trades to these pupils, except by apprenticing. A record is kept of old pupils.

The committee would welcome State grants and State inspection. They contend, however, the code should not be an arbitrary one, and that a reasonable allowance should be made for local difficulties.

The hon. secretary finds that the day scholars make much less progress than the children residing in the institutions. The moral and religious training, he contends, is most important, and as a rule receives greater attention in the smaller institutions. It was remarked that some of the deaf and dumb in distant parts of the district are shut out from participating in the education in Hull.

Cricket and football are not played, but in the opinion of the head master would be physically advantageous. He is strongly in favour of the institution system as contrasted with day schools.

There is an apprentice fund (Cogan's Charity) in the town which would be well adapted for being utilised in the case of deaf and dumb pupils. One of the trustees (also a member of the committee of the Deaf and Dumb Institution), thinks preference would be shown to a deaf and dumb candidate. Another charity (Ferries' Charity), might be available for the same purpose. The apprentice system is getting somewhat into disfavour for hearing pupils, and therefore the funds are not fully employed. A year ago this institution was enlarged and refurnished, a new schoolroom erected and fitted with improved appliances; also a covered playground and gymnasium, with concrete floor, &c. The garden is divided into small flower beds, one of which is allotted to each pupil for cultivation.

The sign and manual system is here used in the instruction of the pupils for three hours, and the German system for one and a half hours daily.

At present children are not admitted at any fixed period during the school year, and therefore a proper classification of the pupils is difficult.

The lowest class consisted of six children, who had been all under 12 months under instruction, and whose average age was about seven. They were exercised by the head master on the German system, by making the pupils feel the master's throat, &c.

The next highest class had been about 18 months at school, and the average age was eight. The master asked them the names of various ordinary objects, which were answered with only moderate success. The pupils then read several monosyllabic sentences well on the whole.

The highest class consisted of 11 pupils, who had been on the average about four years in school. Their average age was 12.

One girl, 11 years of age, with "vowel" hearing, repeated the Lord's Prayer very well. Another, congenitally deaf, repeated the 23rd Psalm. A lad, Greensmith, aged 14, drew an original freehand ornament in chalk on the black board with both hands at once. He afterwards

drew two excellent portraits from memory of Lord Salisbury and Mr. Gladstone, and also of one of the Royal Commissioners from life.

The Commissioners had conversation with a lad, F. Codd, who was 15 years of age and semi-deaf, and apprenticed to a plumber. He answered orally several questions very well and distinctly. He also recited the "Charge of the Six Hundred."

An easy sum in compound addition was given to the highest class, but only two out of 10 did it correctly, as we were informed the majority were only learning this rule.

The Commission was not satisfied with the general knowledge of the pupils, but they attribute that to insufficiency in the teaching powers, the head master having had no assistant until quite recently.

The general condition of the school, and the moral and religious training, in the opinion of the Commission, were excellent, and reflected great credit on the master and matron.

The following statistics respecting the intermarriage of Hull deaf-mutes were subsequently furnished to the Commission:—

No. of adult deaf-mutes (a) males, 44; (b) females, 28.  
 " married (a) to deaf-mute wives, 11 (both partners deaf and dumb).  
 " " (b) deaf-mute husbands to speaking wives, 3.  
 " " (c) deaf-mute wives to speaking husbands, none.

No. of children born of these marriages:—

Of deaf-mute parents:  
 (a) now living, 23; No. deaf, 1.  
 (b) dead, 11; No. deaf, none.

Of parents, only one of whom is deaf and dumb:  
 (a) now living, 7; No. deaf, none.  
 (b) dead, none; No. deaf, none.

Are any of the above parents the offspring of deaf-mutes?—None.

Had the speaking husbands or wives named above any near relations deaf and dumb?—None.

Remarks.—In the case of the above deaf and dumb child born of deaf and dumb parents it should be noted that her brother can both hear and speak. We do not forbid the deaf and dumb intermarrying, but consider that where possible they should take hearing partners for mutual help.

#### INSTITUTION FOR THE BLIND, HULL. (Founded 1868.)

Visited 10th April 1888. The blind visitor states that the parents of blind children express no disinclination to apply to boards of guardians for assistance in educating their children, but he thinks that the school board might be preferred as an agency to take charge of the education of the blind children.

The committee of this institution believe that the school board is not yet persuaded of the necessity for teaching blind children. There are about 16 of school age, all of those being educated at York except 4. The feeling of the committee themselves is in favour of the education of the blind children at York in preference to a day class under the school board.

The average wage of the men in the institution is about 7s. a week, but the best workmen earn 12s. 6d. to 15s. a week. There are 22 blind workmen in the institution.

The making of coal baskets is the stock industry; ships' fenders were made, but it was found that they were undersold by Durham Gaol in this industry. Forms for making fancy baskets are used, and the results are beneficial.

The committee think that whatever Government aid to industrial institutions may hereafter be granted it should be given through the committees or governing bodies of institutions.

The sum collected for a sick fund is at present lying dormant at the bank, the scheme not having been formulated and put into shape as yet.

The basket rooms where the men were employed, and the chair-caning room where there were two women, were visited by the Royal Commission. The committee had not been successful in their efforts to introduce the making of fish baskets, such as are used in the Hull fishing market, the monopoly being in the hands of seeing workers.

#### ASSOCIATION IN AID OF THE INDUSTRIOUS BLIND, HULL.

A deputation from this association waited on the Commissioners at Hull on the 10th April 1888. The association is composed of 60 blind people. There are in Hull about 180 blind, of whom about 20 are in the workhouse, and 80 or 90 obtain outdoor relief. Some 30 wander about begging. There is no institution for the education of the young blind in Hull; such cases are sent to York. The association wish to recommend a State grant for the indigent blind. Mr. Hudson, a member of the association, recommends that a committee should be formed by amalgamating certain officials in each town with the committees of the institutions, to supervise the administration of money grants to the blind from the State, and look after the employment and interests of the blind.

The association are strongly in favour of compulsory education of the deaf and dumb and blind, and they wish to see the power vested in school boards. The present powers given to boards of guardians tend, in their opinion, to pauperize and degrade the classes. The association also think that nothing will do more to inculcate a feeling of responsibility in the blind than to allow those duly qualified to serve on the committees of the institutions. Their views are that the large legacies left are designed for the benefit of the blind, and at present are participated in too much by the seeing.

#### ST. JOHN'S ROMAN CATHOLIC INSTITUTION FOR THE DEAF AND DUMB, BOSTON SPA.

Visited 11th April 1888. Founded 1870. The pupils come from nearly every county in England and Wales, and two who wished to learn oral instruction had come from Ireland.

The manual alphabet was mainly introduced last year by a few who understood it prior to admission. It would be excluded if possible, and, although known, is not used as a system of instruction. The secretary has never seen it used, though he knows the children would not be disinclined to use it in his presence. The children use signs in intercourse with one another, and occasionally speech. Those who are a little deficient in mental power, the "exceptional" classes, are taught by natural signs and by writing in classes by themselves.

Out of the total number of Roman Catholic deaf-mutes under 21 in England and Wales, above 60 have already passed through the Boston Spa Institution. Others are supposed to be distributed in other institutions, or remain uneducated. The 500 given as the total number of Roman Catholic deaf and dumb in England and Wales is only an estimate based on the numbers from Yorkshire, which have been communicated to the secretary by friends.

The secretary thinks that the education of the deaf and dumb should be compulsory, and in cases where the parents are unable to afford the cost of maintenance, the permissive power, at present given to guardians, should be made compulsory. In the opinion of the authorities of the institution, the guardians should be careful to send a child to an institution where its creed would be respected. The secretary considers that those children who have poor and wretched homes are especially suited for institutions. The secretary mentioned a case of two children in Swansea whom the institution wished to take, but whom the guardians there would not send, on the ground that there is an institution at Swansea. One of them is, however, still uneducated; the other has just been admitted, the payment being made by a friend. The secretary states that there is in some places a disinclination to pay for the maintenance of Roman Catholic children. Most of the Unions decline to assist when the wages of the family come to about 3s. per head per week.

Industrial training begins as a rule after four or four and a half years of schooling. All girls are taught machine work, dressmaking, &c.

There is one Protestant child in the institution, such children are only admitted at the express wish of the parents and on their consenting that such child receive the same religious instruction as the others; eight such children have been admitted.

The institution would be enlarged immediately if payment could be secured for all the Roman Catholic deaf-mutes who apply.

The Sister Superior thinks that more instruction can be conveyed by the oral system than by the sign and manual system.

In the lowest class there were seven pupils whose average age was about seven, and who had been from a few weeks to eight months under instruction. These are taught vowel and consonant sounds; the alphabet is not taught in the usual way. A few wrote down simple sentences from dictation imperfectly, but in good handwriting.

The average age in the next highest class was about eight; these pupils had been about one year under instruction.

In the third class there were eight boys who had been from one to two years under instruction. They worked some simple arithmetic sums.

The next highest class numbered 10 pupils who had been about three years under instruction. They were asked to describe a picture, and they wrote the description, but not very readily.

The highest class wrote on the blackboard various sentences dictated to them with tolerable facility. They also described various actions.

The secretary states that their old pupils who go out into the world generally wish to marry people who are hearing and speaking. In his opinion illegitimacy and drunkenness are fruitful sources of congenital deafness.

Twelve boys were doing tailoring and shoemaking; four of these come in from 2 to 6 p.m., and the other eight from 4 to 6 p.m. In the same room type setting was being practised by two pupils.

There is a farm from which milk is supplied to the institution. Some of the lads assist and take interest in the farm work.

The lowest class were taught vowel sounds, simple words, and kindergarten exercises. Those in the second year described in writing various pictures and actions, repeating which questions were put by the teacher. The lip reading and speaking in this class were not good.

In the next class the six pupils were writing descriptions of different pictures. The mistakes were very quickly perceived and corrected when a wrong word or expression was pointed out to them.

In the next highest class (third and fourth year) the lip reading was better, and they took from the lips and wrote down fairly well sentences dictated to them by two of the Royal Commission.

The Commission was of opinion that the teaching, on the whole, was inefficient and unsatisfactory; the teaching is conducted entirely by the sisters, but only one of them had had previous instruction in an oral school, and she was supposed to teach the others.

The highest class of all was given a sum in compound addition, two out of seven doing it correctly. Geography they did not appear to have studied, and the questions were not well answered. The lip reading of this class was not so good, the explanation given being that they had been taught on the old sign system.

Plain and fancy needlework is practised by the girls.

#### MISSION TO ADULT DEAF AND DUMB IN LEEDS, BRADFORD, &c.

Mr. J. Moreton, missionary, who had an interview with the Commissioners, takes the adult deaf and dumb in Leeds, Bradford, and the adjacent parts. Services in Leeds, Bradford, and Dewsbury are conducted by Mr. Moreton and deaf and dumb assistants on the sign and manual system. There are 125 deaf and dumb adults in Leeds, of whom 11 are supposed to have been trained on the oral system; 50 at Bradford (13 being oral) and 44 in Dewsbury district (6 oral), 219 adults in all, 30 of whom are understood by Mr. Moreton to have been taught on the oral system. All the junior deaf and dumb in the boroughs of Leeds and Bradford that can be educated are being educated by the school boards of these towns; some of them walk three miles to school, in which case they bring their own dinners. Children generally go out from the board school class at 14. Parents take them to work as soon as they legally can. Considerable difficulty, however, is experienced by Mr. Moreton in dealing with junior deaf and dumb in his mission districts which are scattered outside of these boroughs. In many cases the parents are too poor to pay the charges of a boarding institution for their deaf and dumb children, and in some cases allow their children to grow up without



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education rather than seek help from boards of guardians, which help them consider pauperises themselves and their children. In some cases also the guardians refuse to help, and the children grow up uneducated. In Yorkshire Mr. Moreton finds the sight of the deaf and dumb very imperfect. Deaf and dumb have more difficulty in getting employment than hearing people. Two deaf and dumb adults, known to Mr. Moreton, are employed in lithographic artistic work for themselves. He considers that they would be able to place out the deaf mutes much better if a premium could be paid.

Out of the 30 adult deaf and dumb who are said to have been educated on the oral system, only one relies mainly on lip-reading and articulation. She was educated by Mr. Schöntheil. (The young lady was subsequently seen by the Royal Commission when visiting Leeds. See Leeds Reports.) All the oralists, such as they are, attend the sign and manual services of the deaf and dumb. In the case of ten persons known to Mr. Moreton who became deaf between the ages of 15 and 25, each person has sought instruction in the finger and sign language in order to understand the services held for the deaf and dumb in these towns. Guardians decline to send deaf and dumb pupils to institutions at a distance, now that a school board class has been established. The fees for deaf and dumb children, are 2d. and 3d. per week.

Mr. Moreton subsequently submitted the following recommendations to the Commissioners.

"In dealing with deaf and dumb children:—

With respect to boards of guardians—

(1.) That guardians shall deal more liberally with parents having children who are deaf and dumb. It seems to be a rule that should the joint earnings of a family reach a certain average of so much per head the guardians decline to help, or proceed to deal with the parents in a niggardly spirit. In such cases it is always the child that suffers in the end.

(2.) Where a day school exists for deaf and dumb children powers should be given to boards of guardians of outlying districts where mute children are occasionally found to pay the railway or tram fares of such children to such day school. Within my scattered mission district there are just now four children for whom, from various reasons, it is difficult to obtain an education. To send these children to a boarding institution would cost the guardians at least 60l. per annum. If the guardians were empowered to pay railway fare, these same children could be educated at a day school in a neighbouring town at a cost, including school fees, of 15l. 7s. The children, of course, would continue to reside with their parents. These suggestions apply specially to mute children living in country districts.

Or, with respect to school boards:—

(1.) In every town or place where a school board exists, and where six deaf and dumb children can be found, it should be compulsory on such board to provide a suitable teacher for such children.

(2.) Two or three towns contiguous to each other, and each possessing a school board, could with advantage and economy amalgamate and form a centre of instruction for deaf and dumb children."

## LEEDS UNITED INSTITUTION FOR THE BLIND AND DEAF AND DUMB.

Visited 12th April 1888. There are 10 boarders and 12 day scholars in the blind school. About four come from the surrounding district; the remainder from Leeds itself. Two are paid for by boards of guardians. There are believed to be some uneducated blind children whose parents are indisposed to let them go to school.

The committee of the institution consider that it would be better for the school board to undertake the education of the blind children in Leeds, if the institution were kept up as well for children who live at a distance, and for those who have poor squalid homes. The school board is building large premises which could accommodate a blind class as well as the present deaf and dumb class, which is now conducted in inadequate premises.

One reason why Moon's type is taught is on account of there being a library of books in that type available, and also because when the touch has become less delicate, it is easier to learn than Braille.

The school is not quite full at present, the funds being low.

The committee are of opinion that, considering the objection of parents to apply to guardians, it would be

advisable to transfer to the school board the power of making payments for education and maintenance. The honorary secretary cited two cases of parents unable to pay, who manifested great reluctance to apply to the guardians.

Those children who do not go into the workshop have no technical training; some go to Sheffield, York, and other places, and are taught there. Where there were 100 skip baskets made in Leeds 25 years ago, there are less than 10 wanted now, owing chiefly to the flax manufactory having almost ceased in Leeds, and to alterations in the mode of manufacturing cloth. The Leeds prison does not compete in labour, as the prisoners only make mats, and these are not made by the institution.

The repairs of the post office baskets come to them, but only in small quantities.

The committee would welcome qualified government inspection. One member of the committee deprecated payment by results, on account of the nervousness of the blind, and their consequent inability in many cases to pass a good examination.

A traveller is employed to dispose of goods on commission. Basket and brush making are carried on by men and chair caning by women.

The Bible woman who visits all the blind in Leeds, and teaches them to read in Moon's type, knows of only one blind boy, aged nine, not receiving education; he lives at Wortley, and his parents, who are poor, will not apply to the guardians. There are, no doubt, others not yet known to the committee.

The buildings appeared spacious, but the authorities stated that they had no means of giving gymnastic or physical exercise of any kind, there being no playground. One or two children were observed by the Commissioners to be rocking themselves backwards and forwards, evidently for want of exercise. The children walk on Woodhouse Moor twice a week and this the Commissioners considered very inadequate.

The blind children were examined in mental arithmetic, reading, and geography by some of the Royal Commission. The general knowledge appeared fairly good.

The Royal Commission visited the adult deaf and dumb department, which is under the superintendence of the missionary, Mr. Moreton, and saw several old pupils educated at various institutions and residing in Leeds. Two of these did well at lip reading, and one of them, E. Heymanson, pursuing the calling of a dress-maker, spoke very well. She was one of the best examples which the Commission had seen in England, and had been educated by Mr. Schöntheil. In the institution there is a room where services for the deaf and dumb are held.

## LEEDS SCHOOL BOARD CLASS FOR THE DEAF AND DUMB.

Visited 12th April 1888. The deaf and dumb children here under instruction were 38 in number, and had been, on the average, 18 months under instruction. Their ages varied from 6 or 7 to 10. The children are treated as a class of the mixed school in which they meet, their names are entered on the exemption schedule, and they are allowed as "exemptions" by Her Majesty's Inspector at his annual visit to the school. Grant is paid on the average attendance of these pupils at the same rate as is earned by the hearing pupils in the same department of the school.

The clerk to the school board thinks the board would be glad to avail themselves of any powers hereafter conferred on them, enabling them to send cases of blind and deaf and dumb children to institutions, as in the case of industrial school children, though the present system works extremely well. He considered that they would not be empowered to prosecute parents for neglecting to send deaf and dumb children to school. As a rule the parents comply willingly.

The teacher, himself a speaking deaf, but with a hearing qualified assistant, drew various objects on the blackboard, and the children wrote the names underneath. The names of various numerals were also written down by them.

The younger children are all taught on the oral system. The children taught on the oral and those taught on the sign and manual systems are all together in the same room (though it is divisible by a movable partition) and it seems no hindrance to the progress of the oral system. The senior class is taught entirely under the sign and manual system. In this class there are 19 pupils whose average age is 12 years, and their average

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time at school 3½ years. These were not taught orally, as they came to school before the introduction of the oral system, or were too old when admitted to derive much practical benefit from the oral system. The Royal Commission saw the same class go through a lesson on weights and measures, and scales, and they did it quickly and correctly. They were also asked the names of the chief towns in Yorkshire, and enumerated and placed them correctly on a blank map. Their drawing and needlework were good. A description in writing, on the blackboard, of an action in changing money was admirably given by one of the lads, who was not the cleverest in the class. The grammar and parsing were also excellent.

The Commission were greatly satisfied with the efficiency of the teaching, and the general acquirements and intelligence of the children in both classes.

Arrangements have been made for the girls to attend a class for instruction in cookery.

The following memorandum by the Leeds School Board was furnished to the Royal Commission subsequently to the inspection of the class:—

LEEDS SCHOOL BOARD.  
CLASS FOR DEAF AND DUMB, SALEM SCHOOL.

	£	s.	d.
1. Gross cost per head on average attendance - - -	6	3	8½
Fees paid per head - - -	0	9	8
Grant earned per head - - -	1	2	0
Net cost per head to the rates - - -	4	12	0½

"2. The number of children attending the class under remitted fees orders is two.

"3. We are of opinion that, provided school boards are empowered to establish and maintain classes for deaf mutes, blind, and imbecile children, that provision should also be made for contributions, in some form, from the Treasury, commensurate with the exceptional cost, as compared with the usual charges for public elementary school children.

"This contribution would appear to imply adequate and skilled inspection, and it is our opinion that very many collateral advantages must follow regular and qualified inspection, in the way of counsel and advice in the management of the classes, choice of teachers, adoption of methods, and in many other directions, of the classes.

"It is, however, considered important that the inspection should include the general and intellectual condition and progress of the children, and that the grant should be administered on general conditions of satisfactory management, apart from such technical tests, as apply on the present plan of payment by results in the ordinary public elementary schools."

## SHEFFIELD INSTITUTION FOR THE BLIND.

Visited 15th October 1888.—There are only a very few young blind children not under instruction in Sheffield. When the school was first opened, the authorities of the Institution tried to get contributions from the School Board, but the latter had no power of contributing. The Institution takes pupils from other parts of the country besides Sheffield. The school is certificated for 100 children, but only about half filled at present.

The question of the education of the blind has not been taken up as yet by the School Board, but the chairman thinks the Board would gladly consider the question.

The School Board have occasionally sent the names and addresses of blind children to the Institution, and in most cases these children have been admitted. The charges made for the children (7l. and 10l.) are often a hindrance to admission. The Sheffield Union contribute 60l. per annum. The Gardner Charity have occasionally contributed in the cases of needy parents. One of the former pupils, Miss Payne, educated at Norwood, is now a teacher in the Institution. Only a small proportion of the pupils show musical talent. The Committee have found only one case in Sheffield where a blind man has not been in receipt of parish relief. Nearly all the adult blind are therefore disqualified from receiving pensions from Hetherington's, Gardner's Trust, and other pension societies. The Committee consider that if the inquiry made in other parts besides Sheffield were sufficiently rigid, that only isolated cases would be found to be eligible for these pensions; nearly all at one time or another having been in receipt of parish relief. The Committee consider that the blind

should participate in Government educational grants, and should be subjected to properly qualified Government inspection. Great help could be given by Government supplying educational appliances. The Braille type is found to be by far the most convenient for educational purposes. The pupils in the school were all divided into standards up to the sixth standard; one little girl, nine years of age, was in the fourth standard.

## SHEFFIELD BLIND WORKSHOPS, WEST STREET.

Visited 15th October 1888.—Most of the workmen here have become blind in later life, and have been taught their trades in the workshops. The lady visitor, Miss Harrison, employed by the Institution, states that there are very few blind children uneducated. There is much begging among the blind in Sheffield. No attempt has been made to establish a day school or class for the blind there. Miss Harrison teaches the Moon type to those women she instructs.

The wage-sheet represents the actual amounts paid, but not full weekly wages, as there is not enough work to occupy them all the time. A copy of the wages sheet for the last six months was handed in, from which it appeared that the average earnings of 47 workers were 8s. 8½d. per week each.

The Committee think that whatever is done by the State should be in the direction of grants for school or technical training, rather than as a supplement to the wages of adults. The repairs of post office baskets is undertaken by the workshops; and they would be glad to be employed by other Government departments. The foreman states there are blind people in Sheffield who cannot get work, and who are driven to begging, or singing in public-houses. There are, perhaps, from six to twelve such.

Intermarriage of the blind is rather common in Sheffield. It is discouraged, but not definitely prohibited, by the rules of the Institution. The lady visitor knows of a blind couple who maintain themselves by brush-making and a little piano-tuning. Another blind couple sing in the streets, but are not mere beggars. One man educated at Norwood tunes pianos, and is doing very well. Another sells newspapers, and is able to provide for himself.

The workshops supply material at cost price to workers who wish to buy the same. The lady visitor teaches reading to those in the workhouse who are willing to learn. The guardians usually give a small allowance to those learning trades in the workshops.

The Committee think they might usefully co-operate with the Deaf and Dumb Institution, and that the deaf might help in boring brushes and similar work.

An interview was accorded by the Commissioners to two blind men. T. W. says there are about 300 blind in Sheffield. He makes most of his earnings by piano-tuning. He was trained at Hardman Street, Liverpool. He is married to a blind woman, and has two children. He has never had parish relief, but considers, however, that such aid ought not to be a disqualification for pensions.

J. W. works in the Institution. His average wage is 12s. per week. His family consists of a wife and one child, who are solely dependent on his earnings.

## SHEFFIELD SCHOOL BOARD.—CLASS FOR THE EDUCATION OF THE DEAF.

Visited 15th October 1888.—There are 41 deaf children of school age, i.e., from 5 to 14, and six under 4 years of age, in Sheffield. There are 32 under the Sheffield Board, the average attendance is 25. Three hours a week are given to oral instruction; three children only are able to speak. The Board are not in receipt of a Government grant, but they have never applied for the same, being under the impression that it was not legally claimable. The Board are afraid that what they are doing in the direction of deaf-and-dumb teaching may possibly be judged to be illegal by the Education Department. They are in favour of a Government grant (see Memorial in Appendix 1). The education of the deaf is free. The teacher considers the oral system unsuited for 40 per cent. of the pupils. The Committee consider they have the legal power to compel the attendance of a deaf child but it would probably be looked upon as a hardship for them to exercise it. They think that the education of the deaf and dumb, and blind, should be compulsory. There is a large number (125) of adult deaf-and-dumb in Sheffield, and an association has been formed to watch over their interests. Eleven of these have been provided

Appendix 2. with work, by the efforts of the association, in one year. Only three aged deaf-and-dumb persons are receiving parish relief.

The deaf children do not work in standards, but are taught by one teacher in three classes, which are conducted on the premises of the Adult Deaf and Dumb Association.

#### OLDHAM WORKSHOPS FOR THE BLIND.

Visited 16th October, 1888.—There is a branch of the home teaching society in the town and the present workshops are an outcome of it. They are in the centre of a district where there is a special demand for skip baskets required for the cotton mills. If there was more space in these workshops the Committee would be able to bring in more blind workmen from various parts of the town. Some of the blind have permanent employment as repairers of skip baskets. There is a sighted man employed to help to finish the work, and to lend a hand with pressing orders. The men here work full time, and often have to do overtime. There is a Scripture reader in connexion with the workshops. The chief industry is skip-making and also a little chair-caning.

Two average weeks from the wage-book furnished the following figures:—

1888.			1888.		
Jan. 14.			June 15.		
£	s.	d.	£	s.	d.
T. S.	19	3	-	19	5
J. T.	13	5½	-	14	3
P. A.	14	0½	-	14	3
D. T.	1	8 6½	-	1	6 1½
J. H.	17	2	-	10	3
J. W.	19	3	-	18	0
T. R.	1	4 6½	-	1	3 9
J. B.	1	0 11½	-	1	1 4½

The wages paid to blind journeymen only for the year 1887 averaged 19s. 11d. per week. The wages here are not supplemented in any way. There is one man who comes to the workshops from the workhouse, and brings his food with him. Although the money he earns goes to the workhouse, he is nevertheless anxious to come and work. The Commissioners were much struck with this significant

illustration of the fact, that men in receipt of pauper relief will sometimes be only too glad to work out of the union. The rent of the house is, practically, 15l. 14s. and rates. If the Committee had more capital they could buy their material 1l. per ton cheaper.

The Commissioners were greatly satisfied with the energy and philanthropic spirit displayed by the Committee in the conduct and management of the workshops. This was one of the very few instances in the United Kingdom where no charitable supplement is given, but the blind workmen are taught to rely entirely on their own wages, which are strictly regulated by the market standard. The workmen themselves showed a peculiarly happy and independent spirit.

#### OLDHAM DEAF-AND-DUMB CLASS.

Visited 16th October 1888.—This class has been started in connexion with the Deaf and Dumb Society. There are about 90 deaf-and-dumb in the Oldham district, and about one-fourth of these are uneducated. There has been, until lately, no day school for the deaf in Oldham, most cases being sent to Old Trafford at Manchester. There are about 20 deaf children of school age in Oldham; about eight of these are growing up uneducated. The class here was opened in 1887, and has been carried on at the cost of the missionary. There are six little girls taught, partly on the oral and partly on the sign and manual system. In the case of one girl, who was of very poor parents and much neglected, the Oldham guardians refused help in any way.

The Commissioners were impressed by the efforts put forth by the Committee on behalf of the deaf and dumb, and fully appreciated the energetic and self-denying labours of Mr. Archibald Welsh, the missionary of the society, who is carrying on the education of these deaf-and-dumb children at his own personal expense.

The clerk to the Oldham School Board attended on the Commission, and stated that he did not think there was much prospect of the Board taking over the class for deaf-mute instruction. The matter was, however, under the consideration of the Board. The annual cost had been roughly estimated at 150l. or 200l. The deaf-and-dumb children discovered by the attendance officers are treated as exemptions. Neither is anything done by the Board as regards the education of the blind children.

### SCOTLAND.

#### ROYAL BLIND ASYLUM AND SCHOOLS, EDINBURGH.

Visited 1st October 1886. The Royal Blind Asylum and School, Edinburgh, was opened in 1793, and is divided into two departments, the workshops in Nicholson Street which employ 172 hands, 35 being resident in an adjoining house and 137 non-resident, and the school at West Craigmillar where 27 boys and 23 girls are educated, and 26 adult females reside. The principal trades are the making of mattresses, baskets, feather cleaning, palliasses, mats, matting and brushes, carpet and sacking-weaving, and piano tuning. The blind workers and five deaf and dumb workmen earned during 1886 3,731l., but to this a charitable supplement of 2,278l. was added; the amount paid to the sighted workers and overseers during the same period was 2,917l.

Of the blind men 35 are apprentices boarded in a house in Hill Street connected with the institution; of the others some are paid as piece workers, others have a set wage.

Outdoor pupils are received for instruction in trades, and this is the rule up to 40 years of age; but they are only taken in this way when they give promise of satisfactory workmanship, and when it is clear that they are not likely to become total burdens on the institution. Both blind and sighted teachers are employed, and sighted and hearing as well as deaf and dumb workmen are employed to prepare and finish the work of the blind. The total value of the goods, made by the blind and those made outside, sold during 1885 was 26,422l. while the stock in hand is about 12,000l. The receipts from donations, subscriptions, legacies, and interest from investments amounted to 4,152l. in 1885.

At West Craigmillar the educational work is carried on, and it is also a home where 26 blind women are lodged and boarded, and enabled, partially or wholly, to pay their own way by the work they

do as seamstresses, brushmakers, &c. The education imparted to the children consists of a general education, according to the Scotch Educational Code, supplemented by instrumental music, piano tuning, kindergarten, gymnastics, and higher education where required. The system of type principally in use is Braille, though Moon and Roman and others are understood. The school was inspected for the first time by Her Majesty's Inspector, Dr. Wilson, on the 17th January 1885, and the grant earned (Mr. Illingworth, the master, being certificated), formed a substantial addition to the salaries of the teachers. Mr. Illingworth considered kindergarten work should be encouraged more than it is, but there is a difficulty as it is not included in the Code, and the time is fully occupied by such subjects as the Code prescribes. The proficiency of the pupils in mental arithmetic struck the Commissioners as very good. The rates charged for ordinary boarders are from 10l. to 15l. per annum. Guldberg's writing frame and the American type writer are used. Music in the Braille system of notation is also extensively produced by hand.

#### DEAF AND DUMB CHILDREN EDUCATED IN DONALDSON'S HOSPITAL, EDINBURGH.

Visited 1st October 1886. Total number of pupils 111, of which 29 are taught on the sign and manual system, and 82 on the combined system, the oral system being taught in the latter years of the school course to all who show any aptitude for it. Manual signs were said not to be taught, but the Commissioners noticed that some of the teachers had recourse to these, and it was explained that the teachers picked up the signs from the children. The children come from all parts of Scotland, and are clothed, fed, and educated gratuitously, according to the provisions of the will of James Donaldson, of Broughton Hall, who died in 1830. The sleeping arrangements,

play room, and grounds of the hospital, seemed particularly clean, well ordered, and spacious, and the Commissioners were impressed with the good results of the intercourse allowed in play hours between the deaf mutes and the hearing, which was favourable to the development of the oral system. The teachers do not approve of the admission of children below eight years of age. No difficulty is experienced by the girls in obtaining situations as domestic servants, their training being good and directed towards that end. Drawing is learnt by about one third of the pupils, and the results of the teaching (drawn from the flat) were considered by the Commissioners to be good. As the children leave the hospital at the age of 14 it is not at present considered advisable to devote any part of their spare time towards acquiring trades.

The Head Master (Mr. Large) stated that not long since a football club was got up, to consist of the deaf pupils taught at Donaldson's Hospital and Henderson Row, and matches were played with hearing schools, but it was found that the pupils at the latter school (Henderson Row) had great disinclination to mix freely with the hearing boys. The pupils of Donaldson's Hospital on the other hand had no reluctance to go up and argue with the hearing boys when any dispute arose, and this Mr. Large attributes to the mixing of the deaf and hearing pupils during play-hours, while at the hospital.

#### DEAF AND DUMB INSTITUTION, HENDERSON ROW, EDINBURGH, ESTABLISHED 1810.

Visited 2nd October 1886. Number of pupils 54, 29 pupils being taught on manual system and 25 on the oral (without the use of manual alphabet), the ages varying from 7 to 15. The rules provide that no child shall be taken in under eight years of age except in special circumstances. In this institution the single-handed alphabet (which the head master considers more convenient) is taught. Drawing on the blackboard was a special feature here, and the head master referred with satisfaction to drawing having been included as a compulsory subject for the diploma of the new college of teachers, so that each master might be able to illustrate his teaching on the blackboard. The head master holds the full second grade drawing certificate of the Science and Art Department. The Commissioners remarked on the drawing and lessons imparted, and suggested that more information regarding the commonest processes of agriculture and gardening might usefully be given. Industrial training is to a limited extent imparted, e.g., some of the lads have two hours' instruction in tailoring after six or seven hours in school; some of them work in the garden. The children go to an Episcopalian church, and the service is interpreted to them in the sign and manual language; they are taken to a public swimming bath three times a week during two of the summer months. The annual amount charged for education varies from 10l. to 20l., and 15 pupils are partially paid for to the extent of 10l. each, by guardians of the poor.

A paper of statistics respecting intermarriages of the deaf and dumb in Edinburgh, was subsequently furnished to the Commissioners by the head master. Of 30 marriages where both parents were deaf mutes there were 110 hearing children, and 11 deaf; of nine marriages where the father was deaf and the mother hearing, and one marriage where the mother was deaf and the father hearing, there were 37 hearing and 6 deaf children. Of the entire number of 57 marriages, there were no less than 18, or 46 per cent., where there was no offspring at all. Of the 56 children in the institution in 1886, none was the offspring of deaf-mute parents.

#### INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, DUNDEE.

This institution was not visited by the Commissioners owing to great pressure of time. Details will be found in the list of Institutions for the Deaf and Dumb (Appendix 24). It contains at the present time (1886) 16 pupils taught on the sign and manual system, and four of the pupils are taught by the oral system after school hours by the matron.

#### INSTITUTION FOR THE BLIND, DUNDEE.

Visited 4th October 1886. This institution, founded in 1869, provides employment for the adult, as well as an elementary education for the young, blind. In the school belonging to the institution the ordinary elementary subjects are taught, together with vocal and instrumental music, the children being taught in the Braille and Moon type. There are at present 66 blind persons who are being benefited by the institution, and they are employed as follows, viz.:—

Basket makers	- 7	Mat makers	- 2
Brush makers	- 8	Firewood makers	- 15
Mattress makers	- 6	Messengers	- 2
Mattress cover sewers	7	Traveller	- 1
Upholsterer	- 1	At school	- 10
Feather cleaners	- 2	At Norwood College	3
Weaver	- 1	At Blind Asyl., Edinburgh	- 1
		Total	- 66

There are eight boarders in the institution, the charge for children being from 4s. per week, while that for the men and women is 8s. 6d. and 7s. 6d. per week respectively. The children are admitted to the school at the age of five years, and when they reach the age of 16 they are sent to the workshops.

Six pupils belonging to the institution receive from the Webster, Speid, Watt, and Johnston mortification 4l. each per annum for education, and 2l. each per annum for maintenance. These advances are paid half-yearly, that for the education being made to the treasurer of the Dundee Institution for the Blind, and that for the maintenance to the parents or guardians for the several children.

Four of the senior pupils have left the institution school during the year, one of them, who obtained a scholarship at the Royal Normal College, has since died. Mr. John Moncur is at the college still, and good accounts continue to be received of his progress as a tenor vocalist. The choir of the institution, having been re-organised, is now under the leadership of Mr. Duncan, one of the blind inmates, and has, during the winter of 1885-6, assisted at several concerts given in the hall of the institution, but music does not form a large part of the instruction. There is a gymnasium in connexion with the institution, under the charge of Mr. Thomas Hunt, who gives his services gratuitously.

The increase on the gross sales over the previous year is only 182l. 0s. 9d., owing chiefly to the depression in trade which has existed. Outdoor pupils are received for instruction in trades, and there is no restriction as to the age of the pupils. The oldest basket maker is 63 years of age, and earns 4s. 6d. a week. The number of blind people in the workshops and school is 55, while the number in the boarding house, who are also employed in the workshops, is eight. The boarding house, which has been in operation for over a year, has proved a success, especially as regards the meals, which are provided for the workers at reasonable charges.

Sighted teachers are employed in the institution, and sighted workmen are used both in finishing the work done by the blind people and also as journeymen. There is a retail shop in connexion with the institution, where the manufactures of the blind, as well as goods not made by the blind, are sold.

The wages to the blind and the sighted were 1,172l. 11s. 4d. and 983l. 13s. 10d. respectively. The wages are supplemented to the aged and infirm, and allowances are given to apprentices; the amount so paid during 1885-6 was 73l. 6s. 6d., which is in addition to that given above as earned by the blind. In some of the departments the rate of wages given to the blind worker is considerably in excess of that paid by the sighted manufacturer for similar work. All the workers have been kept steadily employed, and no reduction of wages or curtailment of working hours has taken place.

The institution itself was practically the gift of one lady, the mother-in-law of the president. Bursaries are paid to the children direct; these are sums of money, called mortifications, vested in the hands of the town council, for the education and maintenance of children, whether blind or sighted. The Commission noticed that a large number of mill skips are made, but they are smaller than those made in Lancashire. The blind people do not here use forms, and an intelligent workman who was questioned did not think the forms would help. He earns about 16s. or 17s. a week. The basket makers get no supplement to their wages, and earn sometimes 20s. and 22s. a week for their work. The chief industry is the manufacture of bedding, in which a large trade is carried on. Basket and brush making come next in importance. A large quantity



## Appendix 2.

of firewood is sold at 3s. 6d. a hundred bundles, or 2s. 6d. wholesale. The wood is cut into short lengths by a circular saw driven by steam power; then after it is split by the workmen, and is bundled by the women. There is a case of four children in one family who are all more or less blind, but the parents enjoy perfect sight. The men and women work together in some of the departments. The children are taught singing for one hour during the week. There are 12 children at the school, which is not under the supervision of the school board.

## DUNDEE SCHOOL BOARD CLASS FOR DEAF AND DUMB.

The deaf and dumb class established in connexion with the Dundee Board School, and taught on the oral system by Miss Crassweller, was also visited on the 4th October, 1886. The Board have issued no report on it as yet. Miss Crassweller, was educated by Mr. Van Praagh, the Director of the Oral Association, Fitzroy Square. The children, 14 in number, mostly live at their own homes, two are boarded out. The class has not been long in operation, and the results were not sufficiently advanced to enable the Commissioners to form a definite opinion. Bailie Macdonald urged that Scotch school boards ought to have compulsory power to educate the deaf and dumb children.

## INSTITUTION FOR THE DEAF AND DUMB, ABERDEEN.

Visited 5th October 1886. This institution was founded in 1819. It contains at the present time 23 pupils. The system in use is the combined system. The method of teaching is now in a transition state. Instruction in the oral system to the elder children continues to be given, but with the younger children the silent is still the only method used. The number of male pupils is 14, and of female pupils 9. There is no limit of age for the admission of pupils, they are admitted by the directors of the institution and remain about four years. The amount charged for education and maintenance is 16l. per annum, but, in order to extend the usefulness of the institution, children, not exceeding eight in number, are admitted as day boarders at 17. 10s. a quarter. There are two pupils paid for by parochial boards at the rate of 16l. a year and five at 8l. It is not thought advisable to teach the children industrial occupations or domestic work in the house or garden. There is only one teacher. The total amount paid in salaries during the year 1885 was 175l. The number of pupils taught by the sign and manual system is 23, and the numbers taught by the oral system is 12. Of the total number of pupils in the institution 15 were born deaf, two were born partially deaf, one had speech before loss of hearing, four have defective sight, and one has physical infirmities which impede the use of speech. Four of the pupils became deaf within one year after their birth. The children are inspected by the medical attendant of the family to which they belong, before being sent to the institution. There is a medical inspection of the children once a month.

The Commissioners were informed that the inspector of the poor could not supply to the institution any information as to the total number of deaf and dumb people in the district. The authorities of the institution state that they have received repeated refusals on the part of the parochial boards to pay for the deaf and dumb children. Many of the parents are poor fisher folk. A larger grant commensurate with the difficulty of teaching is required, and the Act of 1872, and the Poor Law Act both require amendment. The examination of the eyes of the pupils appeared to the Commissioners to be not sufficiently carried out in this institution. The head teacher was brought up on the sign and manual system, but he acquired a knowledge of the oral system at Ealing for one month. All the pupils are taught to some extent on the oral system, four are specially so taught. The oral system has been taught for about two years here. The teacher thinks that the combined system has great advantages. One or two brighter specimens are from the class of tradespeople, others have come here ill-fed and miserably poor. Six of the pupils out of 19 here have imperfect sight. The teacher here is the eldest son of deaf and dumb parents. His parents have three other sons, and they all speak and hear. He heard from his birth, but he never spoke until he was sent to school in his eighth year to Donaldson's Hospital, Edinburgh. There the power to speak seemed to come to him by association with speaking children.

The directors are convinced that compulsory powers are required to secure the attendance of children; that institutions of the kind should be regularly subject to public inspection; and that it requires to be determined as to the system of teaching to be followed.

The Aberdeen Adult Deaf Mute Mutual Improvement Association was inaugurated in the month of December, in the year 1879. It is under the immediate supervision of the Board of Managers of the Aberdeen Institution for the Deaf and Dumb, and particulars respecting it will be found in the list of Associations and Missions to the Deaf and Dumb.

The Royal Commission also visited a middle class school kept by Miss Falconer, a blind lady, with sighted assistance. She had 26 children in her school. Three of these children of one family by the name of Adams were born blind, the parents themselves enjoying perfect sight. A fair ordinary education seemed to be given.

## ABERDEEN ASYLUM FOR THE BLIND.

Visited 5th October 1886. This Institution, opened in 1843, is incorporated under Royal charter. The qualifications of the blind admitted is that they shall be in indigent circumstances, of good character, and shall have been born in, or shall have resided for three years in, the counties of Aberdeen, Banff, or Kincardine. The Institution consists of two departments, one is for the adult blind, where 51 non-resident adults are instructed in rope and twine spinning, basket making, mattress, bedding, mat, and matting making and weaving for the males, and in net making, sack making, knitting stockings, &c. for the females. The other department is for the juvenile blind, who receive board and lodging and plain education in the asylum, and along with education receive instruction in some of the branches of industry, so that on ceasing to be inmates they are in a position to continue as adult workers. The system of type in use among the pupils is Braille, and in some cases Moon. The number of pupils is 17, and the annual charge is 10l. per head, which in nearly every case is paid by parochial boards. The Scotch Education Act empowers parochial boards to pay for instruction, but not for maintenance, which the Aberdeen and other institutions think ought to be made legal. No boys are admitted under 10 years of age, and no girls under eight; the maximum being 16 years in both cases.

In the industrial department apprentices are taken for three years, a term which the Commissioners considered a very limited time for acquiring a thorough knowledge of a trade, especially compared with the time devoted to apprenticeship by seeing pupils.

The parochial boards or friends supplement the allowances made by the Institution during apprenticeship.

Sighted teachers are employed, and some sighted workmen are employed to assist in finishing blind work and as journeymen for work which cannot be done by the blind. As to the capacity of the blind to undertake such work, however, there was some difference of opinion, some of the blind workers considering that they could do the work and that there was too much sighted labour in the asylum. In the ropewalks most of the wheels were turned by steam power, and 12 seeing boys are employed to pick up the threads of the blind spinners. In the ropewalks of German Institutions visited by the Commission, self-turning wheels are invariably used, which are turned by the blind spinner as he walks backwards. With this arrangement almost all the seeing assistance in the present institution could be dispensed with. Seeing men are also employed in teasing hemp, which is also done by the blind in Germany.

There is a sale room at the asylum both for retail and wholesale goods, and a few things not made by the blind are sold as an auxiliary. The total value of the sales in 1885 was 5,247l., of which about 250l. would apply to goods not made by the blind. The wages paid to the blind were 1,290l., and to the sighted 988l. 2s. 1d. The question of what proportion of the former forms the charitable supplement was investigated at some length by the Commission, and it appeared that it is considered on the whole that one third of the amount paid to the blind is in excess of the market value of the

work done, and that accordingly the general expenditure is charged with one third and the manufacturing department gets credit for it.

Mr. R. Meldrum, agent for the Aberdeen County Association for the Blind, waited on the Commission. His principal recommendations were afterwards detailed in his oral evidence before the Commission on the 3rd February 1887.

An interview was accorded to six working men in Aberdeen Blind Asylum, who had been respectively 37, 24, 20, 15, 5, and 3 years in the institution. Two of the men subsequently gave more detailed evidence before the Commissioners in Glasgow on the 18th October 1888. (See Reports of Visits, *infra*, under Glasgow.)

## SCOTTISH NATIONAL INSTITUTION FOR EDUCATION OF IMBECILE CHILDREN, LARBERT.

Visited 7th October 1886. This institution provides a home and training for the weak minded of all classes. Those children whose guardians can afford to pay a remunerative board have separate accommodation and distinct staff of teachers and attendants. The number of children is 180. Their capacities are as follows:—

	Boys.	Girls.
<b>SPEECH.</b>		
Can neither speak nor understand words spoken to them.	4	0
Understand words, but do not speak	17	7
Can speak a few words	3	4
Speak indistinctly	3	6
<b>EDUCATION OF SENSES.</b>		
At lessons to educate the touch of fingers	17	16
Can distinguish some of the colours	24	13
Can distinguish all the colours	37	18
Know the form of an object presented to them	38	19
Can describe the form and qualities of an object	22	8
<b>MUSIC AND GYMNASTICS.</b>		
Can sing	37	20
Can dance	6	8
Attend governess's drill	23	32
Attend male teachers' drill	40	0
<b>NEEDLEWORK.</b>		
Can hem	0	8
Can sew fairly	0	8
Can sew	0	4
Can knit	0	14
Can do various kinds of fancy work	0	4
<b>TRADES.</b>		
Employed with the gardener	16	0
Employed with the joiner	4	0
Employed at door-mat making	2	0
Employed at brush making	2	0
Employed in household work	10	12
<b>READING.</b>		
Know the alphabet	11	9
Read words of one or two syllables	13	6
Can read any easy narrative	9	2
Read books for themselves	9	1

The institution was inspected in February and June 1886, by two of the Scotch Commissioners in Lunacy, whose reports were very satisfactory, particularly in regard to the habits of cleanliness successfully inculcated. The Royal Commission fully concurred in those comments. Very gratifying and appreciative letters from parents of pupils were shown to the Commissioners.

Industrial work has been more extensively taught throughout the year, and the following are occupied in the manner described:—

Household work	-	-	30
In the garden	-	-	14
As messengers	-	-	1
At brush-making	-	-	2
At mat-making	-	-	2
In the kitchen	-	-	3
In the laundry	-	-	6
At needlework	-	-	14
At knitting	-	-	18

The Commissioners witnessed musical drill, which was excellently performed, and heard a duet, "What are the Wild Waves saying?" which was very correctly sung by a girl and boy, each aged about 14 years.

## DEAF AND DUMB CLASS, GLEBE PUBLIC SCHOOL, GREENOCK.

Visited 7th October 1886. This class was founded in 1883, in connexion with the Greenock School Board. There are at present 14 pupils (seven boys and seven girls) in it, six of whom come from other towns. The only system in use is the pure oral or German system. There is no limit to the age of admission of the pupils. The amount charged for education and maintenance is 2s. per month for those children whose parents are ratepayers in the town, and 25s. per quarter for non-residents. Those children whose parents are too poor to pay even the small fee are admitted free. Four of the pupils belong to this latter class. There is one head mistress and one female pupil teacher, both hearing. The head mistress holds the Ealing certificate, and that of the College of Teachers of Deaf and Dumb, London. She receives 100l. per annum, with a bonus of 10l., and the pupil teacher receives 21l. per annum. The total amount received during the past year for school fees only was 30l. 9s. All the children are instructed individually, except in sewing, drawing, &c. Nine of the pupils were born deaf, and one of them had speech before loss of hearing. One is blind in one eye, and has weak sight in the other. Two have other physical infirmities which impede the use of their speech, one from paralysis, and the other from a fissure in the roof of its mouth. Four became deaf through fevers before speech had been acquired. None of the pupils have parents related before marriage, neither have any of them deaf and dumb parents, although three have parents hard of hearing, and one has deaf relatives on both sides of the family. In many cases the parents of the children are ignorant of the causes producing deafness, but very few of them are unwilling to give accurate information concerning their children.

The school is opened from 9.30 to 4.0 p.m., every child present having individual instruction each day except Saturdays. The teacher strongly recommends that small boarding schools, made as homelike as possible, should be used in preference to day schools or large institutions for the deaf. The board is of opinion that this class of the population will never be dealt with satisfactorily or with any approach to completeness unless a special grant of, say, 7l. to 10l. per head is made for every scholar who gives evidence of being in receipt of proper instruction.

## SMYLLUM PARK ORPHANAGE, LANARK, N.B.

Visited 17th October 1888.—There are 23 deaf children here under instruction; the average age being 13, though the youngest is only five. The usual duration of school attendance is seven or eight years. The general orphanage was founded in 1864, and the deaf-and-dumb department in 1872. Great advantage is found to ensue from the association in playtime of the deaf with the hearing children. It makes the former brighter and more energetic. In this Institution the oral system was first tried in 1883-84, but the Fathers and Sisters considered that more language was capable of being taught by the sign and manual system, and since then the oral system has been discontinued with new comers. The number of those who can speak a little is eight, two of whom have partial hearing.

## INSTITUTION FOR THE DEAF AND DUMB, LANGSIDE, GLASGOW.

Visited 8th October 1886. The number of pupils is 142, and they come from Glasgow and the West of Scotland. 92 pupils are taught on the combined system, five on the manual system only, and 41 are taught on the oral





## Appendix 2.

Government, or wholly under Government management, or under School Board patronage. Mr. MacDonald stated that, in Glasgow, the seeing children, except those who are educated free, bring their own books.

With regard to the Glasgow Blind Asylum, Mr. MacDonald knows of from 16 to 20 applicants for admission who cannot be taken for want of room. He says some are under 30, and much in need of work, and that at present there are difficulties in obtaining industrial training and work for the boys who have passed through the classes. The Commissioners considered there was a pressing need of systematic arrangements for such instruction to be organised. (*See para. 729 in Scotch Report.*)

## MISS GRIFFITHS' PRIVATE SCHOOL FOR THE DEAF.

Visited 19th October 1888.—This is a private school for the education of deaf children of gentlefolk. The oral system is adopted, and Miss Griffiths says she is distinctly of opinion that its teaching ought to precede a knowledge of the sign and manual system, which, however, may perhaps be acquired at 17 years or so.

Miss Griffiths says she has never had a case (except two of weak-mindedness) whom she found unsuited to oral teaching.

One of the pupils spoke with less facility than the others, and the Commissioners were informed that this girl

had deaf-and-dumb relatives with whom she conversed at home on the sign and manual system.

A deputation of three blind working men connected with the asylum was received by the Commissioners. The weekly wages of these men (according to their own account) averaged 1*l.*, 19*s.*, and 18*s.* respectively. They did not complain of their individual cases, but they were of opinion that the system of education pursued at the institution ought to be directed to industrial purposes. They contend that 1,000*l.* goes to the domestic purposes of the asylum, and that this could be better applied. No established schools, they consider, should be carried on in connexion with institution, as the blind would get a better education in board schools. Parents ought not to be separated from their children and deprived of the care of up-bringing them. Another contention was that a Government inspector should be appointed with power to examine books and act as arbiter in cases of dispute. The funds of the institution have largely decreased, the directors having launched into expensive building operations. No expensive schemes of this character should be sanctioned without an inspector's approval. The workmen consider they obtain 10 per cent. less than their due for basket making. The Commission were informed, however, by the authorities of the institution, that no deduction of 10 per cent. is made off wages of 16*s.* weekly, or under that sum.

## IRELAND.

## MERRION FEMALE BLIND INSTITUTION.

Visited 26th September 1887. Consists of two parts, of an industrial school for seeing girls and a general school for the blind. In the former the clothes for the blind are made. There are 160 in the blind school, and about 200 in the industrial school.

There is an infirmary superintended by a sister trained in medical matters. The washing rooms were fitted with marble basins. The whole institution appeared admirably arranged and fitted, and beautifully clean.

In the first knitting room there were about 70 at work, knitting and reading.

The superioress who had been absent for a week through illness came into the room at the time the Royal Commissioners were there, and was greeted with great warmth. There was evidently great affection between the sisters and the children.

A short musical entertainment was provided by four pianoforte players on two pianofortes, two harps, and a harmonium player. A choir of about 15 girls also sang, as well as a good solo singer, 16 years of age. The music is taught by dictation and also learned from Braille notation.

In the same room there were five children, three to six years of age.

The girls cost the institution from 18*l.* to 20*l.* a head.

The Commissioners were informed by the superioress that the guardians have sent numerous cases here, but that within recent years they do not always pay. The Skariff Union for five years never paid anything for four cases sent by them. Some other unions paying 15*l.* protested after a time they could pay no more than 6*l.* Two girls sent by Castleblaney Union were withdrawn by the union from the institution, as the guardians said they could not afford to go on paying.

The industrial school, because it is supported by Government, pays its way, but the blind school is inadequately supported.

In reply to the Commission the superioress stated that no objection would be taken to Government inspection, provided Government assistance was given to the education of the children. The same reply was made by the committee.

Sixty adults were in a second room all knitting. The oldest was 80 years of age.

The Commissioners were informed that no good work was done until a system of small pecuniary rewards was instituted, and this acted as a most successful stimulus. The money was banked by the sisters for the benefit of the blind, and a division was made every six months.

The Royal Commissioners heard the pupils read from Braille, and saw them doing sums with arabic figure frame. The girls write their letters in Braille and

address them with a type-writer. No record of causes of blindness is kept.

There are charming gardens, greenhouses, and an orchard round the building, which are utilised for the sale of their produce. Milk for both institutions is supplied from their own farm.

## CLAREMONT PROTESTANT DEAF AND DUMB INSTITUTION.

Visited 26th September 1887. The school is in a transition state from the sign and manual to the oral system. All are taught in one large room.

There are twenty-seven children with two teachers and one pupil teacher. The Commissioners considered the teaching power to be insufficient.

The lowest class, of six children were taught oral pronunciation of vowels and syllables in the presence of the Commissioners. This class, as well as the highest, is taken by the head teacher. Both he and his assistant (who has been seven years, and was the old sign teacher here) were at Mr. Schönheil's, the former for three months and the assistant for six weeks. The latter goes round with a pupil, three or four times in the year, for a week or two weeks at a time, to collect funds.

The second class consisted of six children in the second year of instruction.

A member of the committee, in holy orders, mentioned a case within his knowledge where five children, four sons and a daughter of the same family, in the schools were all deaf and dumb. The father was not deaf, but the grandfather was deaf. Another case was that of six sisters all deaf who were the offspring of first cousins.

The four classes were examined in turn by the Royal Commissioners. The power of lip reading seemed fair in the upper class, the speaking, with one exception, was not good, but this was accounted for by the fact that all had been previously taught on the sign and manual system.

The second and third classes spoke fairly, one girl repeated the Lord's Prayer well.

The Committee do not think that all the Protestant deaf and dumb children are receiving education, although inquiry is made through the clergy on this point.

There is plenty of room in the institution for more pupils.

Since the visit of the Commissioners, a new scheme for the institution has been approved by the Irish Government under the Educational Endowments (Ireland) Act, 1885.

## Appendix.

## DRUMCONDRA MALE BLIND ASYLUM.

Visited 27th September 1887. It is under the Carmelite Order of Monks.

Children are taken in here as early as eight years of age. The numbers and ages are as follows:—

16 under 12 years of age.  
30 between 12 and 21 years of age.  
39 above 21 years of age.

Total - 85

A great many of the elder pupils are more or less grown up when they come to the school. The institution does not refuse them at any age, provided they are not hospital cases.

Mat making is here carried on, but prison competition exists, and is keenly felt. In some cases materials are obtained by out-workers, at cost price, from the Secretary of the institution. Communication with past pupils is kept up as far as possible, but it is not systematic.

There were excellent dormitories, with a window for the master to supervise at night.

Twenty-four men and lads and nine men (in an adjoining shop) were at work on various kinds of baskets. The willows are mostly Irish. There is a sighted foreman in the basket shop. One man stated that he had tried to work outside, but was unable to make much of a week's work, unless he worked from 7 in the morning till 10 or 11 at night, to make 10*s.* a week. The chaplain laid stress on the impossibility of getting employment for more than three days a week for the blind workmen. Five who had become blind by accident, were now learning to make baskets.

The boys attend school up to 14; they have one hour in the morning, and one hour in the afternoon, and two hours' preparation. They do not enter the basket shop till 17 or 18 years of age. Until the age of 17 or 18 the technical work generally consists of spinning cocoanut fibre and making mats.

The institution and grounds cover 30 statute acres. The superior was of opinion that whatever form legislation may take in regard to the blind, it would be desirable that their early education and training should be made compulsory (in Ireland) at least, and that suitable provision for the same should be made accordingly.

## NATIONAL INSTITUTION AND MOLYNEUX ASYLUM, LEEFSON PARK.

Visited 27th September 1887. There is a school for the young, and a home for aged blind females, which are supported by voluntary contributions. Christ Church, which adjoins, and is connected with the asylum, is supported by offertory collections and by pew rents. After the expenses are met the surplus, from 250*l.* to 500*l.*, goes to the charity. The church has now a parish attached to it. If the offertory collections and the pew rents were to fail, the stipend of the clergy would be reduced, or supplemented from the "General Fund." The church is a fine building, and seats 1,250 persons.

In one large room 16 blind women were knitting; in another adjoining there were four children reading. The children go in for gardening, dig the ground themselves, know the flowers apart, and keep the plots free from weeds.

The blind women communicate with their friends in Braille type, who write back to them in the same. Moon's type is first taught and Braille after. Music is taught, but not from notation. The music master says it would doubtless be better to teach the pupils in this way. Two pupils have situations as organists.

A blind man, acting as parochial visitor, was seen by the Commissioners. He visits the seeing as well as the blind, and finds his own way about without a guide.

In the industrial workshop there were 12 women, seating cane chairs, basket making, and one knitting. The small baskets, the matron acknowledged, were not profitable.

In one bedroom there was a former inmate, who, under medical care, had recovered partial sight and now acts as nurse. Another blind woman acts as porter, four blind women help in the laundry under sighted supervisors. The institution supports 50 blind inmates, but at present there are four beds unoccupied.

## ST. MARY'S INSTITUTION FOR DEAF AND DUMB FEMALES, CABRA, DUBLIN.

Visited 28 September 1887. The Commissioners saw about 130 pupils, divided into 14 classes, being taught in one large room. In this institution 28 per cent. of the children go home before three years' instruction has been given, and 40 per cent. stay for four years. The head teacher would like them stay from 8 to 14 years of age. During the present year 50 girls have been sent out from the institution as laundry maids. The inmates are taken in at any age, one having been received at 60.

The chaplain, during a brief stay of two or three days, met in Galway over 40 deaf mutes who had received no education. The census of 1881 gives, however, a still higher figure for this county. (225.)

The rooms were spacious and lofty, Sister Mary remarking that the deaf and dumb require plenty of air. There is room for 140 more. There is spacious lavatory and dormitory accommodation.

Religious instruction is begun almost immediately after first arrival. After one year's instruction the writing was found to be good. Geography is begun after 2½ years.

A few selected pupils out of the second class went through a series of clever pantomimic actions expressive of various qualities and epithets, such as fat, thin, cross, gentle, old, young, &c.

In the third, fourth, and fifth classes, various plain questions were asked by means of articles, nominative case, verb, and predicate, and so on, numbered separately and consecutively in logical order. In the answers the same numbers had to be marked by the pupils over the corresponding words.

One of the children came a year ago to the Institution in a state of starvation and is now fairly educated and looks the picture of health. Children are sent home to their parents every year if possible.

A recitation of a poem in signs was given by two of the deaf and dumb teachers, the poem being simultaneously recited verbally by Sister Mary for the information of the Commissioners. One of the two deaf mutes displayed remarkable dramatic action and power of expression.

There was a sewing class of 30 or 40 in addition to those engaged in scholastic tasks.

There are 11 teachers or mistresses, all deaf and dumb, who take classes. There are also 10 sister teachers (one deaf and dumb). The payment of the teachers varies from 4*l.* to 25*l.*

The one-handed alphabet is in use in all the classes. They appear to have great command of language.

The pupils devote nearly four hours daily to industrial training. More than an hour of this time is given to housework, laundry work, and cooking, the rest to other industrial employments such as machine sewing, dressmaking, lace making, shirt making, knitting, needlework in all its branches, &c.

A woman 60 years of age came here four years ago, previously she had had no education, and no institution in England would take her. She is now engaged in spinning.

In the home for adult deaf mutes, there were three or four looms, and a spinning jenny. One female was carding wool by hand in a small room, and four were spinning wool. They make their own mattresses, coverlets, sheets, clothes, and shoes in the institution.

One side of the convent is devoted to the deaf, and one side to the education of hearing young ladies.

Writing is the medium of conveying instruction in the higher classes; signs and writing in the lower classes are used for the same purpose.

There were 210 deaf mutes in St. Mary's, Cabra, in September 1887; of these about 167 were marked on the rolls of the institution as pupils; the rest are maintained by the sisters in the homes. Only the girls in this home are employed in such works as weaving, spinning, carding, book-binding, &c.

The Commissioners were informed that a site has been purchased for a separate establishment for adult deaf mutes, and the new building is already commenced. This house is to afford a temporary refuge to any deaf mutes out of employment, as well as to be a home for the aged, helpless, and destitute among the same class.

## Appendix 2.

The following memorandum was subsequently furnished to the Commission by the authorities of the Institution:—

## MEMORANDUM, REGARDING SPECIAL CLASSES, FROM AUTHORITIES AT ST. MARY'S, CABRA.

"On the occasion of the visit of the gentlemen on the Royal Commission, they found at St. Mary's about 210 deaf mutes in the institution. 130 of whom were in the class room, the remainder of those on roll being employed at dressmaking machines, sewing, and other works to which these girls intend to devote themselves when they leave the institution, probably during the course of the present year.

Of these 130 girls, 32 were found incapable of following the usual course of language lessons, &c., and they are therefore obliged to study together in four separate classes, with teachers specially trained for themselves.

Eight began their education over 24, make good natural signs, and do not appear stupid, but, having come to school so very late, their progress is extremely slow, slower than anyone could believe possible who had not experience of the difficulty of drawing out intellect so long undeveloped.

Another group of eight came to school over 14, and these are all extremely slow, in fact, at first sight they might be taken for idiots, yet such is not the case, for these girls with careful, patient teaching can learn well the essential truths of religion, and also the chief Christian forms of prayer. It is scarcely possible that they will ever acquire a complete facility in written language, we can, however, show numbers of such deaf mutes at present living with their friends or earning their bread who can express their wants in simple but intelligible English, and yet when they came to school they appeared very deficient in intelligence.

The third section of this very interesting department comprises younger children admitted at a proper school age, who are either wanting in intellect or so deficient in bodily strength that they cannot apply too much to study. One has running sores, two suffer from slight paralysis, another has defective sight so that she must not study from books or writing, but in a class like this, where signs are so much used, she can glean a great amount of information.

The worst case in this class is a child who can hear perfectly, but whose vocal organs are useless to her, and we find that as she does not like to sign, and cannot speak, she is a good example of the words of the great writer who tells us that "Without language (not speech) there can be no thought."

We have had among these duller pupils from time to time, women who came to us over 40, 50, and even 60 years of age; and our latest addition to the class began her education at 64.

To teach such deaf mutes the great truths of religion was all we aimed at, and we can positively assert that in this one point we succeeded even beyond our expectation."

1st October 1887.

## CABRA (ST. JOSEPH'S) INSTITUTION FOR (CATHOLIC) MALE DEAF AND DUMB, DUBLIN.

Visited 28 September 1887. This Institution is managed by the religious confraternity of Christian Brothers, funds being supplied by a committee outside. The Christian Brothers take charge of education generally in various parts of Ireland and the Colonies. It consists of a president, the Archbishop of Dublin, and a chairman, Canon Daniel, P.P., and several other influential gentlemen; one of the brothers undertakes the general control of the Institution.

The literary education of the pupils is conducted by nine brothers, aided by three deaf and dumb pupil teachers. The brothers, who are selected by the superior-general of their order, are trained in the institution, but do not have to undergo any formal examination. The brother who superintends the school, has been engaged in education generally for 30 years. The sign and manual system has been in use in the Institution since its foundation in 1816.

Guardians allow 15*l.* per annum up to 18, only 13*l.* if over 18 years of age. The Institution pays the travelling expenses of the children when going home for their

holidays, not otherwise. The usual period of instruction is six years, but this is considered by the authorities as too short, and they would prefer eight years.

Each child costs the Institution 23*l.*; nearly 25*l.* annually if clothing is included. The pupils are admitted at all ages, and are examined medically on entering the Institution.

One of the deaf and dumb teachers was twice married. The first time he married a deaf and dumb wife, and they had a deaf and dumb child, now in the Institution. He married for his second wife a hearing woman, and the three children all hear. Three of the pupil teachers are deaf and dumb. They take charge of the younger classes. The pupils do not learn trades till 12 years of age. They have 2 to 2½ hours a day instruction in trades, except Saturday, when the greater part of the day is given up to trade teaching. Football and cricket are played by the boys.

There is a watchman employed whose duty it is to spend the night in moving through the dormitories; the teachers do not sleep in them.

Half-witted children are taken in at Cabra on trial for three or six months, and if they are hopeful cases they are retained, if not, sent back to their parents, as there is no Roman Catholic Imbecile institution in Ireland.

After being shown a very complete museum of animals, minerals, toys, and many other objects, the Commissioners proceeded to inspect the educational system. The school, containing about 200 boys, was taught more on the sign system, and less by means of the manual alphabet than any school yet visited. The instruction was careful, and the results were very good.

The classes were all gathered together in one large room, 150 feet in length by 40 feet in breadth.

The first or earliest class consisted of nine children, who were being taught object lessons. In the second class they were learning names and qualities of common objects. In the fifth class (18 children) there was a young man, a farmer's son, who had been kept at home by the doctors till 21 years of age, under the impression he would recover his hearing. He confounds the senses, and cannot advance in his education. Most of the children in this class had been here from a year or two years. In the sixth class an arithmetic lesson was being given; this is usually commenced in the third year. In the eighth class most of the pupils have been about four years in the Institution. In the eleventh class one of the Royal Commissioners went through certain actions, one of which was described in writing by some of the pupils as "You are after drawing your nice watch out of your pocket, &c."

Although the pupils are medically examined, and several are short sighted, no spectacles were used.

A yearly mission is held in the Institution; and the Commissioners were informed that communication is kept up with old pupils, their addresses being registered.

The authorities acknowledged that a table showing causes of deafness in the register of pupils would be a useful and important reform, if it could be carried out.

The buildings (land freehold) have cost nearly 80,000*l.*, and appeared to the Royal Commissioners as very economically planned and well built, and are capable of accommodating 300 pupils. A chapel is attached to the Institution. There are an excellent play-shed and play-field, a swimming bath, and commodious workshops.

The industrial occupations comprise gardening, carpentry, baking, harness making, shoe making (34 in the shop), and wire mattress making for the Institution. The wire twisting is done by machinery in the first instance, and then the wires are connected by hand. Tailoring is also carried on.

The larger number of the learners earn their livelihood as soon as they leave. One earned 23*s.* in a week as shoemaker immediately after leaving. The authorities find no difficulty in finding employment for the pupils they put out. Tradesmen and others make application to the Institution for the services of the deaf and dumb lads.

The apprenticeship fees are occasionally paid by the Institution, in other cases by the friends of the pupils.

In the tailoring shops 47 lads were at work. Both here and in the boot-making shop 2½ hours a day are given, and all the boots and clothes for the Institution are here made.

In the knitting room there were 76 lads, many of them were receiving an ordinary spelling lesson from the blackboard.

## Appendix 2.

There is a good infirmary, separate from the main institution. Infectious cases are transferred to it, and as soon as possible sent off to the fever hospital.

All the milk required for the Institution is supplied from their own farm, consisting of 22 acres.

## ASSOCIATION FOR IMPROVING THE CONDITION OF THE BLIND, 53, MARLBORO' STREET, DUBLIN.

This association has been formed in connexion with the lending library and reading room established by the late Miss Pettigrew. The home teacher, Miss Bashford, visits 17 persons.

A great obstacle to the extension of teaching is the dread entertained of attempts being made to proselytise the Roman Catholics.

Mrs. Davis, a member of the committee, recommends compulsory education of blind, and with the sighted, and also recommends that national schools should be empowered to take in any blind children who may apply.

Osiers are provided at wholesale prices to workers, one week's credit being allowed, and they are given a weekly luncheon; the infirm occasionally receive gratuities.

The receipts amounted to 232*l.* in 1886, and the society holds 350*l.* railway stock.

## RICHMOND NATIONAL INSTITUTION FOR THE BLIND, UPPER SACKVILLE STREET, DUBLIN.

Visited 28th September 1887. This institution has a large shop, with a plentiful supply of goods mostly made by the blind.

The funded capital is over 25,000*l.* The teaching of music has been given up, as it was found that so few men were capable of benefiting by it.

In the basket shop there were 14 men and in another shop upstairs 15 men at work. They have a contract for baskets for carrying poultry for the London and North-Western Railway Company. Baskets for turf, and bread and wine hampers are here made. Mountjoy Prison manufactures baskets, and thus enters into competition with them in this branch of work.

One-sixth of the value of the labour of the men is banked for them.

The blind men were of opinion that unless the blind are taken up by friends it is impossible for them to make a livelihood.

It was stated to the Commissioners that the reason for the change of wages and work of the outside workers, whom the Commissioners had already seen at Stafford Street (see *infra* p. 55), was that the institution was overstocked with heavy baskets.

## BELFAST WORKSHOPS.

Visited 30th September 1887. These are simply workshops; the only educational work in Ulster for blind children being carried on at the Ulster Society for the Deaf, Dumb, and Blind. There are a good many blind in Belfast, not educated.

Guardians have distinctly refused in certain cases to pay for the education of children. The committee would be glad to see the education of the blind made compulsory. They believe this is the general feeling in the north of Ireland.

There is no pension society for the blind in Ireland.

Some of the blind, well taught, can maintain themselves if they have a workshop to work in; but it is a struggle to work at home without help, and they generally give it up.

The sum of 2*s.* 6*d.* a week is given by the Institution to some of the aged blind, and 2*s.* 6*d.* to 5*s.* by the Union. These blind mostly live with their friends. About 18 of the apprentices are assisted by guardians.

The institution is entirely supported by Protestants, though there are several Roman Catholics in the workshops.

As a technical school they would be glad to have Government assistance and inspection.

There are 29 lady readers who read in the several workrooms, and all giving direct religious instruction by the daily reading of the Scriptures to them.

In the basket shop there were 25 men and lads at work on hand baskets, dress forms, chairs, tables, bedroom baskets, and travelling hampers, &c. The introduction of models or shapes for basket making has enabled the blind to make more saleable goods.

Only those of the basket makers on lower wages, and most of the brush makers receive supplement on their wages: all are paid by piece work.

About 26 are engaged altogether in brush making, 19 in wire fastening, and seven at the pitch kettles.

American broom corn is here made into brooms, and two men are employed on it.

The total number of men and women employed in the workshops is 64: 25 basket making, 26 brush making, and the rest mattress-making, broom-making, chair caning, &c.

## BELFAST HOME MISSION WORK AMONG THE BLIND.

This society was started in May 1886, by Mrs. R. B. Pim. Its objects include teaching Moon's raised type, visiting the blind in their own homes, relieving cases of distress and sickness, and giving employment in knitting socks, stockings, and other articles, some of which are sold. There are 160 blind of all denominations visited.

The work has so increased that another visitor has been advertised for. A clothing guild has been started during the last month, which already numbers 90 members.

Three of the blind men have hawkers' licences, and there are five children under the care of the mission.

## ULSTER SOCIETY FOR THE DEAF AND DUMB AND BLIND, BELFAST.

## DEAF AND DUMB DEPARTMENT.

Visited 30th September 1887. There are 230 deaf and dumb of all denominations, between the ages of 5 and 15 in Ulster, the total population of the province being 1,739,000 according to the last census. Roman Catholic children go to the Cabra Schools in Dublin. There is no Roman Catholic agency for the blind in Belfast.

Last year there were 96 deaf and dumb and 25 blind in the Institution. At the time of the visit of the Royal Commission, it was the beginning of a new year and the numbers were less, some not having returned from their holidays.

A clerical deputation is sent about with a teacher and some deaf and dumb pupils to 144 auxiliaries to hold public meetings, distribute collecting cards, and get support for the Institution.

The committee of the Ulster Society would be glad to see compulsory education, and that it should be continued for a certain specified limit of time. Boards of Guardians frequently refuse to pay for deaf and dumb children in the Ulster Society's institution. The committee think it should be made compulsory on Boards of Guardians to pay. The annual payment of 15*l.*, which the committee charge in poor cases, is about two-thirds of the cost of the clothing, food, and education provided.

No effort has been made in the institution to ascertain cause of blindness and deafness, and no examination is made of causes of deafness; but in every case a medical certificate of the cause of blindness or deafness is required before the pupils are admitted.

The deaf and dumb pupils are usually admitted between 8 and 13 years of age, and remain about six years.

There are 25 pupils taught articulation and lip reading, and 61 taught in the sign and manual system. At present there is no separation of the oral pupils from the others. The pupils are not tested orally at first but with signs. Those eventually selected for oral instruction are so taught in one class for the entire day, and in two other classes from one to one and a half hours a day and then they are turned into a sign and manual class. All the classes were being taught in one large room, and the noise was a great obstacle to the oral instruction given.

The master says that in his opinion those taught on the combined system have more command of language in three years than those taught on the sign and manual system. Seventeen are taught on the combined system, and these are the more intelligent. The head master referred the Royal Commission to Dr. Gallaudet's last paper in the American Annals of the Deaf and Dumb, Vol. XXXII, No. 3, July 1887, which he thoroughly endorsed.

In the highest class various Bible questions were asked on the blackboard, and the answers were carefully given in writing.

The oral speaking by one or two boys was fair, but they had no knowledge of lip reading for want of



## Appendix 2.

practice. The head master spoke to them in signs. Several of the children were of a low type, and probably not good subjects for a deaf and dumb school.

In the history of the Institution, during the last 40 years, some two or three, after failure to teach them, have been sent to imbecile institutions.

## BLIND DEPARTMENT.

The average number of blind admissions have been between five and six per annum during the last 30 years.

In the blind school, separated by a partition six feet high from the classes for the deaf, 19 boys and girls were reading from Moon and doing arithmetic. A few other blind children had not yet returned. They begin to teach Moon, they then go to Braille professedly after one year, but only a few are taught; of the pupils present only four had been taught Braille, and these began after four years' schooling.

The four children took about as much time to write two lines of dictation as ordinary trained blind children would have taken to write a page. The styles were clumsily held. One spelt his two lines right, the other three made rather bad mistakes. None knew contractions. They were examined on a map of the Western Hemisphere, but the knowledge was most imperfect. In this school also, the first class pupils had left a few weeks before, at the beginning of vacation, and the teacher had recently come to the school.

Between two of the dormitories there is a master's and mistress's room which commands a view of both rooms at night. There were two playgrounds, and the deaf and dumb boys play cricket and other games in the park.

There is no special apprentice fund now for the deaf and dumb such as formerly existed, but some assistance is given in every needed case, when pupils leave school, from the general funds.

There are separate wings for the sexes. Great difficulty is found in some districts in obtaining employment for the deaf and dumb. Neither the blind teachers nor the oral teachers are, in the opinion of the Commission, specially qualified to teach the pupils.

Little or nothing is known of the blind who do not go to workshops.

There is a room fitted up as a gymnasium with few appliances, no drill is taught, and no officer to teach the children gymnastics; there is also a printing shop, where four or five deaf and dumb were instructed last year in type setting. The deaf and dumb girls make all their own dresses, linens, &c. They also repair all their clothes, and the boys' stockings, linen, &c. They do a large amount of housework. Boys also assist in house work, gardening, &c. No other trades are taught during the school term.

The blind and deaf and dumb sleep in adjoining dormitories.

The society is not in debt. A new scheme for the management of the Institution has been approved by the Irish Government under the Educational Endowments (Ireland) Act.

## STEWART INSTITUTION FOR IMBECILES, PALMERSTON, CHAPELIZOD.

Visited 1st October. This institution takes inmates from the whole of Ireland. There are 9,000 imbeciles in Ireland. In the institution there are 14 who make no attempt at speech, 19 who speak indistinctly, and 35 who speak well, and are capable of education, and one is deaf and dumb.

The ages of entry are from 6 to 18; they are elected for five years, and if necessary, in some cases they are re-elected if recommended. Some of those who are dumb have better intellects than those who can speak. The children are very slow to acquire any learning. Dr. Pim is of opinion that consanguinity of marriage has much to do with imbecility. Very little is received by the Institution from the guardians. Under the Act of 1878, 41 & 42 Vict. c. 60, guardians may send an idiotic or imbecile person to a home or certified establishment, the cost not to exceed 5s. per week. Dr. Pim thinks this provision should be made compulsory, and the effect of this would be that the cost of maintaining them at the expense of the rates would be to considerably extend the building and increase accommodation.

There are two male and two female teachers.

Sometimes an apparently hopeless case takes a turn for the better after a lengthened period. One girl had been at the institution five years; she at first showed no symptom of improvement, and then made sudden progress.

The gradation of degrees of idiocy appear to be—

- (1.) weak-minded;
- (2.) imbeciles, and
- (3.) idiots,

but idiots is used professionally as a general term for the whole.

No ale or spirit is given as diet. Boys are longer in developing intelligence than girls. Many are subject to epileptic fits. Many in the country are growing up helpless and hopeless.

Several questions in geography were put to the first class by the female assistant teacher. Some general questions were put by one of the Royal Commissioners, and all were successfully answered by some of the pupils.

When the children leave the institution they pass from the notice of the physician, and no communication with them is kept up.

There are cases paying from 12l. to 40l. They have morning and evening prayers, and church every Sunday; and some of the children sang some hymns nicely in the presence of the Commissioners.

All the girls do house-work, in which they take pleasure. There are 10 servants and attendants in addition. A servant sleeps in each girls' room and a master in each boys' room.

The Royal Commissioners witnessed drilling with poles and dumb-bells by 24 girls and boys, the movements being made in time to a concertina. The teachers are all trained. They have no Roman Catholic subscribers, though they have some Roman Catholic patients.

There is a farm and 60 acres attached. The grounds are beautifully situated and overlook the valley of the Liffey.

## CORK ASYLUM FOR THE BLIND.

Visited 3rd October 1887. There are 85 inmates. All guardians of the poor pay 14l. a year as long as the inmates continue in the institution. The limit of age of admission is 35 years. All that come are taught a certain amount of reading and writing in Braille, and some industrial work.

A few blind are taken from other counties besides Cork. The institution is nearly full at present.

The committee considers that there is a strong feeling in the district that the education of the deaf and dumb and the blind should be compulsory. The committee are also of opinion that there should be technical instruction for the blind and deaf and dumb. They intend directing special attention to the advantages of teaching the blind along with the seeing.

The cost of inmates per head is 20l., establishment charges, rent, and all else included.

All the cases are selected by the committee, not by votes of subscribers.

It is supposed to cost the guardians about 12l. a year for support of a blind or deaf and dumb person in the workhouse when well, but when sick the charge is higher.

The asylum was originally the old workhouse and the property of the Mendicity Society, and 17l. rental is paid to the City and County Hospital, from whom it is held on a 41 years' lease.

A few of the blind children have attended at the national schools in Cork with great benefit to themselves. One or two children are in the institution, but it is not a school.

The blind in the Cork Asylum are taken from a total population of about 400,000 or 500,000 people. It is an asylum mainly for people of mature years. Only six of the inmates are Protestant.

A committee of ladies read to the blind. One woman aged 35, who came at 12 years of age, has written a book of clever poems.

Granular ophthalmia is stated to be prevalent in Ireland and was stated to be due to bad air and excess of vegetable food. The Commissioners were informed that nearly every child in Dr. Webster's Industrial School had granular ophthalmia, contracted from children taken from the workhouse, but eventually it was driven out by boiling the towels and other precautions.

Seven basket makers were working in one room and three in another. The usual number of basket workers

## Appendix 2.

is from 20 to 23. Wine hampers, clothes baskets, chairs, &c., are here made. The workmen work from 10 to 1, and 3 to 6. The value of the work to the institution is from 2s. to 4s. a week per man.

Although the inmates were of the same origin and rank in life as many of the inmates of the union workhouse, which the Commissioners afterwards visited, they could not help observing the improvement and elevating effect that the education, recreation, and sympathy shown to them in the asylum had had upon their character.

## ST. RAPHAEL ASYLUM FOR THE BLIND, MONTENOTTE, CORK.

Visited 3rd October 1887. This asylum was founded in 1885 out of bequests left by two ladies. The house has been bought, but the grounds are rented. It is designed to take blind from any parts. The guardians pay 15l. per annum. All the inmates are paid for except one. The cost of the blind per head in the present institution is reckoned at from 20l. to 22l. The children are taken at a very early age, sometimes as early as three. There were 18 children seen by the Commissioners, and those were working, reading, or playing the harp or piano.

The same system is generally pursued as at Merriou, the St. Raphael Asylum being managed by the same order of Sisters (The Irish Sisters of Charity). The blind are brought up with the idea of keeping them in the asylum so long as they wish to remain, but they are taught to make themselves self-supporting, so far as possible.

The Mayor of Cork, a member of the committee, considered there are several uneducated deaf and dumb, but not many blind, living with their parents in Cork city. His Worship strongly recommended the "adoption," with regard to blind and deaf and dumb children, of the system pursued under the Industrial Schools "Acts, both as regards the Imperial contribution and the facility and promptness of procedure in obtaining the necessary order from two magistrates. The schools should be subsidised, in the same way as the institutions, by the State, and assisted by the different poor law boards, as half the tax would fall on the owners and occupiers both of houses and lands." He considered, also, that the industrial school grants should be paid out of poor rates, and not out of county cess or city rates as at present, where the owners of property are entirely excluded from any charge for the maintenance of those institutions. He also considers it is the duty of the State to assist the blind and deaf, and dumb, as well as the lunatics whom they assist at present by granting half the cost, or more than half, for lunatic asylums. The blind and deaf and dumb are equally helpless. But in providing for their maintenance and comfort, all classes should bear equally the charge of those institutions. His Worship also expressed himself in favour of subsidised institutions for the aged blind.

There is, on the whole, a general feeling on the part of the Committee that the law should be made compulsory as regards the education of the blind.

Dr. Sandford expressed himself in favour of a uniform table of statistics in regard to the causes of blindness in various institutions.

## CORK UNION WORKHOUSE.

The Commissioners also paid a visit to the Cork Union, where there is a large number of blind of mature years classified with the paralytic. Some of the cases were such as might profitably be transferred to the Blind Asylum, and there educated and trained.

## PARIS INSTITUTIONS.

Previously to visiting the Paris Institutions, the Commissioners had an interview with Monsieur O. Claveau, Inspector General of Charitable Institutions in France, who stated that the best schools for the deaf and dumb were at Orleans, while the best for the blind were at Paris. He stated that the deaf and blind did not intermarry much in their own classes in France. His experience was that the deaf, if taught to speak, had no longer any inducement to marry in their own class.

A number of imbeciles were also seen by the Commissioners, some of whom might have derived advantage if placed in an imbecile institution.

The cost of the paupers is about 12s. a week per head; this high rate is due to the number in hospital. All cases requiring treatment especially by operation are sent to the Ophthalmic Hospital.

A most interesting visit was also paid by the Commissioners to the large Christian Brothers Industrial School at Cork, presided over by Father Burke.

At the request of the Commissioners, Mr. Robinson, Inspector of the Irish Local Government Board, had an interview with them. He stated that under 6 & 7 Vict., cap. 92, guardians may send deaf and dumb or blind children under age of 18 to an institution with the consent of the parents. There is no limit as to the amount they may pay, while the inmates are under 18 years of age. 41 & 42 Vict., cap. 60, authorises guardians to send any pauper above the age of 18 to an institution, provided the sum payable out of the rates be not over 5s. a week. The instructions to inspectors are that if they come across any case, which appears to be a suitable one for treatment in a special institution, they are to draw the attention of the guardians to it.

Mr. Robinson is of opinion, that guardians as a rule respond well to the pressure brought to bear upon them to send deaf and dumb, and blind to asylums. He has ascertained that this is also the experience of the other inspectors.

The Stewart Asylum for imbeciles is under lunatic inspectors, who are directly under the Lord-Lieutenant.

The Government have no power of inspecting institutions to which the deaf mutes and blind are sent.

The guardians have the option of placing the union schools under the National Board of Education. Most of them avail themselves of this. The schools which are not placed under the National Board, are inspected by the local government inspectors.

Besides the Institutions above mentioned, the Commissioners visited five or six blind men employed by Mr. O'Connor, (also blind himself) at 25, Stafford Street, Dublin. O'Connor also employs a seeing boy, to write and keep accounts for him. He has employed sighted men, and finds blind men do better work, as the seeing men do not trouble to put in heavy rods into their baskets where necessary. He recommends that blind men should have a small weekly sum to supplement earnings.

The workmen here work from 7 in the morning till 10 or 11 at night, sometimes all Friday night. They lodge next door to 25, Stafford Street. Three workmen earn from 7s. 6d. to 8s. 6d. a week. One earns from 10s. to 11s., the other earns 10s.

The men do not buy Irish rods, as they would have to buy them all at one time of the year, and this they could not afford to do, but they buy all they can at this time.

The men alleged that the Richmond Institution, which formerly employed these men on weekly wages, put them on to make rough baskets by piecework. The Committee also set the men to make straw baskets, which they were not used to, and at which they could only earn 3s. 6d. a week. The men then left the institution. These men informed us that there are three other basket makers, employers of labour, in Dublin who are blind, but that not one of them employs a blind man. One of the men stated he did work for one of them, but was not allowed to come to work with a stick. The shops owned by sighted persons will not employ blind men.

These men were of opinion that the teaching at the Richmond Institution was good.

## INSTITUTION NATIONALE DES SOURDS-MUETS, No. 254, RUE SAINT JACQUES, PARIS.

Visited 23rd May 1886. An Institution for deaf mute boys was founded by the Abbé de l'Épée in 1760, and was taken over by Government in 1778; in 1787 it was located in the Couvent des Célestins. Since 1859 the Paris Institution has been more particularly for boys and the Bordeaux Institution for girls. The number

## Appendix 2.

of deaf mute pupils at the time of our visit was 280. The curriculum is divided into two courses; (a) instruction, in speaking and lip reading and elementary education, and (b) general education, during which the pupils also serve an apprenticeship in lithography, wood carving, typography, carpentry, shoemaking, or gardening. Religious instruction is given in accordance with the wishes of the parents. Baths and gymnastics are found, and a surgeon, assistant surgeon, and dentist, are appointed by the Minister of the Interior.

The terms are 1,400 francs (56*l.*) per annum, but the Minister of the Interior has power to reduce this charge. A further charge of 320 francs (12*l.* 10*s.*) is also made at the time of admission to cover the whole expenses of clothing of the pupil during his residence in the Institution. Scholarships (bourses) are granted by the Government, through the Minister of the Interior; by the Departments, through the Prefect; and by towns and communes, through the Mayor. The ordinary period of instruction is eight years, and no pupil is retained in the Institution after 21 years. As a rule pupils are admitted between 9 and 12 years of age.

The instruction was on the sign and manual system until 1880, when by order of the Government the oral system was officially adopted in all State Institutions throughout France. There are a teacher and a *répétiteur* for each class of 10 pupils. Six months instruction is given to vowels and consonants pronounced mechanically and afterwards objects are introduced and language imparted. Instruction in lip reading, articulation, and writing proceeds *pari passu*, the last being considered as of rather subordinate importance. Since 1887 all the pupils are taught on the pure oral method. Pictures of work are used till the fourth or fifth year; looking glasses are used in all primary classes. Most of the older class who had been brought up on the former system could not speak; out of 25 who had been trained 6 years only 5 could speak; some were more or less weak-minded.

Various workshops for imparting industrial training in the various branches mentioned above are attached to the Institution. Peasants' sons are taught gardening, and get employment as gardeners. In the printing shop the authorities of the Institution furnish room and lighting and the labour of the pupils to the firm of M. Plon, who in return supplies the teachers, types, and instruction. In the shoeshop the Institution gives room and light in return for which the bootmaking firm supplies three pairs of boots in actual use for each pupil in the Institution, and instruction in bootmaking and repairing to the learners. The quality of the work is good second class work. A carpenter's shop is provided to give the pupils a certain manual dexterity; those who intend to make it their trade spend one and a half hours a day in the shop, where numerous articles of domestic use and of furniture are made for use in the Institution. In the studio the pupils are taught drawing from the flat (from charcoal studies), and from the round (from casts), and from life (from some of the students as models). The more advanced carpentering work is likewise let to a contractor who gives instruction, materials, and tools, while the Institution gives room, light, and heat; no payment of money takes place on either side. Instruction in the use of the different tools required in the above-mentioned trades is imparted to the pupils during their first three years; in the fourth year they definitely select their own trade.

Religious teaching is given by an almoner twelve hours a week, from the beginning of the fourth year, and never to more than 10 pupils at once. There is a chapel where the priest celebrates mass on Sundays and on Thursdays to some of the pupils; there is no sermon. The chapel appeared to be not sufficiently lighted for a service on the oral system.

Normal classes have been established to train the young *répétiteurs* to become teachers of the deaf, and the classes are open to outside students as well.

#### HOSPICE NATIONAL DES QUINZE-VINGTS (FOR THE BLIND), 28, RUE DE CHARENTON, PARIS.

Visited 23rd May 1886. The object of this Institution, which was founded in 1260 by Saint Louis, is to help the adult blind of both sexes who may be in needy circumstances, and subsequent additions have increased the fund. Pensioners are divided into two classes, those who are inmates of the Hospice, and those who receive their pensions in the form of out-door relief, the latter category being subdivided again into three

classes, 1,200 who receive respectively 100 francs (4*l.*), 633 who receive 150 francs (6*l.*), and 400 who receive 200 francs (8*l.*) per annum. All appointments of inmates or pensioners are vested in the Minister of the Interior, and applicants must be of French nationality, of full age, and totally blind. Only those who have passed through the three grades of outdoor pensions are qualified for admission to the Hospice, and even then they must be not less than 40 years of age.

A blind man may take his wife and children to reside with him, but boys must leave the Institution at 15 years of age and daughters at 21. Every blind inmate receives per diem 1 franc 50 centimes (1*s.* 3*d.*) and about 1½ lbs. of bread, while a blind man's wife receives 30 centimes (3*d.*) a day whatever her age may be. A blind woman's husband, however, receives this three-pence a day only after 60 years of age. Every child under 14 years of age receives 15 centimes (1½*d.*) a day, and after that age they are apprenticed to some trade or occupation by the authorities of the Institution. In case of illness every blind inmate is admitted to the infirmary.

Every inmate on admission to the Hospice is expected to bring furniture, linen, &c., or money for their purchase.

The building of the Hospice was formerly the barrack of the Black Musketeers, and forms a large quadrangle, round which are the rooms which are assigned one to each blind pensioner (300 in all—*quinze-vingts*); in the case of inmates with families one or two rooms are added. In the centre is a garden where the inmates sit. There is no religious qualification, and there is perfect freedom of egress and ingress, and there are shops kept by blind people in the building where groceries, wine, &c., are sold.

The Director's idea of an Institution would be to abolish pensions, to furnish a large residential asylum with homes above and workshops below, food to be supplied by the management, and the cost to be partly recovered from the value of the work turned out by the inmates.

In connexion with the Hospice there is an eye infirmary, where in five years 52,108 people have been relieved and 2,950 operated upon. At the time of the visit of the Commission there were 51 beds occupied out of 65, which is the total number.

#### SOCIÉTÉ DES ATELIERS D'AVEUGLES, RUE JACQUIER, PARIS.

Visited 24th May 1886. The object of these workshops is to teach the blind trades and thus to help those who become blind in middle or after life, who are not benefited by the *Quinze-Vingts*, or who are not provided for by the Institution des Jeunes Aveugles. The house in the Rue Jacquier has been given by Madame Heine (who has also founded a large infirmary in the next street), and private subscriptions help to defray the general expenses. The Institution has opened two shops in the middle of Paris, one in the Rue de l'Echelle, at the corner of the Avenue de l'Opera, where they sell goods to the value of about 100 francs a day; the other in the Rue de Lafayette, close to the Eastern and Northern Railway Stations. They are also obliged to sell some articles not made by the blind, but the sales are slack, and concerts and bazaars have been got up in aid of the finances and have proved successful. On 31st December 1885 there were 18 workmen at work, and at the time of the visit of the Royal Commission there were 20 at the "Ateliers," and seven provided with work at home. One workman, sent by the town of Rheims, was taught his trade in six months, another from Nantes in seven. They now work in their own cities. Baskets come cheaper from Germany, their manufacture does not pay in Paris. The Committee here are inclined to consider that there are too many blind musicians, and some of them eventually learn trades, finding that they cannot support themselves by music. In the case of piano tuners, they think it is an indisputable fact. The plan formerly adopted was to supplement the wages up to three francs a day; this, however, was found to be bad, as it was looked upon by the workmen as a right. Baron de Schickler, Chairman of the Committee, agrees that the charitable and business sides of the account should be kept strictly separate. The Commissioners saw chairs being seated with rushes, coarse and fine brushmaking. They supply some of the railways, but the great competition and the prices given, form an obstacle to trade. The sales of the articles are rapidly increasing, and are as follows:—In 1884, 4,000 francs; in 1885, 60,000 francs

in 1886, 95,000 francs; and in 1887, 129,921 francs. They have had no Government contracts. Some of the blind workmen have been taken on by manufacturers in ordinary workshops. It is estimated that in France there are 25,000 blind people that are poor.

#### ÉCOLE PEREIRE (FOR THE DEAF) AVENUE VILLIERS, PARIS.

Visited 24th May 1886. There are 74 pupils in the Institution, and 43 pupils in the country at Rueil, 25 miles distant from Paris. The Institution (boys and girls) is purely scholastic. It is under the Ministry of the Interior, but is not inspected, and M. Magnat, the Director, is free to do what he likes. The regular charge is 750 francs (30*l.*) a year for each pupil. M. Magnat prefers to begin with children of six years of age. Great patience and personal attention appear to be devoted to each child, constant repetition being observed. In six months they get to know the elements of language; after six months the knowledge of attributes and adjectives is imparted, as well as that of actions. In the second year the description of objects in writing in the pupil's own language is begun; the pupil must understand and recognise the objects. The Director's idea is to associate sounds as early as possible with objects which he either exhibits, or of which he shows a picture. Adverbs are taught before prepositions. The writing of letters and syllables commences from the first, and proceeds contemporaneously with the oral teaching. A new pupil practises respiratory exercises alone for a few days; next consonant sounds, and then syllables, and lastly words of one syllable. If the pupil has any remains of speech or hearing he commences with vowels, if not with p or f. All these are supposed to form one lesson. There is a personal inspection of every child once a week. Some of the pupils are placed in workshops after eight years' instruction, and some succeed in earning 300 francs a month. Two former pupils, now 19 years of age, are in a position to earn five or six francs a day. Eight years is the shortest time of instruction for good results. M. Magnat does not guarantee good instruction under that time. He has published a course of lessons illustrated with drawings.

#### INSTITUTION NATIONALE DES JEUNES AVEUGLES, BOULEVARD DES INVALIDES.

Visited 25th May 1886. Boys' side. The total number of male pupils is 157. 29 new pupils admitted in the year 1884-85, while the number of those which left was 21. The latter are accounted for as follows:—

Gaining their livelihood by means of the profession learnt in the institution	7
Sent home on account of inability to learn or weak-mindedness	9
Sent home for misconduct	2
Sent for by his parents; can see	1
Dead	2
Total	21

The industrial work comprises knitting, chair caning, and turning; these are practised by the pupils who are deemed incapable of learning music, and are useful in developing dexterity of touch and manipulation. Piano tuning and manufacturing are also practised by 27 pupils, the former occupation being considered one of the most profitable industries.

The theory of music is maintained at the level which the aptitude of the pupils would lead one to expect. *Solfeggio* singing is taught to 60, harmony to 35, organ and composing to 8 and 5 pupils in the seventh and eighth years respectively. A knowledge of ordinary musical notation (in addition to the Braille notation) is taught to eight pupils as being useful for those proposing to become teachers.

The orchestral playing by the pupils is a special feature of the Institution; it attracted great attention and commendation at the Amsterdam Congress in 1885.

The orchestral classes were attended during the year by the following numbers of pupils:—

Violin, 24; tenor, 4; violoncello, 13; double-bass, 4; flute, 12; hautbois, 11; clarionette, 10; bassoon, 4; trumpet, 4; French horn, 12; and trombone, 3.

The profession of a musician being here considered to be much the surest and most lucrative for a blind man the rule in the Institution is for all pupils to be taught music. After two or three years trial those deemed to be unsuitable for music are drafted off to industrial occupations. Considering the condition and origin of the pupils the authorities do not expect to turn all of the remainder into distinguished pianists, but it is indispensable for them to learn the organ, and to be able to give intelligent lessons in piano playing and in accompaniments. Solo and part singing are taught to 41 and 30 pupils respectively.

The Opera, the Conservatoire, the Trocadero, and other musical authorities offer special facilities to enable the pupils to hear the performances.

Girls' Side. There were 20 new pupils, and 11 left during the year 1884-85; of these 11 are earning their livelihood. The number undergoing scholastic instruction was 72. 61 studied the theory of music (*solfeggio* and harmony), and 71 were taught the piano.

The number of persons of both sexes charged with the duties of teaching and maintaining discipline at the end of 1884 was 52, and two posts were vacant. Among these are included an assistant doctor, consulting surgeon and consulting oculist, who are attached to a very excellent infirmary, five superintendents of workshops, and a drill master. The system of blind teachers is found to be encouraging and beneficial to the pupils.

The pupils number 234 in all (157 boys and 77 girls), out of which 148 are "boursiers de l'état" and 46 "boursiers de la ville de Paris." The average cost per head of each pupil is 1,285 francs (51*l.* odd) per annum.

#### SOCIÉTÉ DE PLACEMENT ET DE SECOURS.

M. E. MARTIN, President.

In connexion with the Institution Nationale, but independent of the State, there is a society, whose capital is 148,807 francs (close on 6,000*l.*) and whose income in 1886 was 24,379 francs, which undertakes to afford assistance to old pupils. During the year 1886 3,350 francs were given to 35 old male pupils, and 1,787 to 14 females, averaging on the whole about 105 francs, or four guineas apiece. An industrial home was started in 1886 in the Commune of Illiers, near Chartres, where 11 workwomen with no special aptitude for music have been placed. Although the undertaking has been started by the Society the accounts of the Home are kept separate, to enable the success and general effect of the scheme to be judged.

#### ÉCOLE BRAILLE.

Visited 25th May 1886. This school is now (1889) under the Department of the Seine, which allotted in 1888 a sum of 120,000 francs for the expenses. There are 74 blind children who enter from 5 up to 12 years. Their geography and mental arithmetic were remarkably good; elementary music and singing are taught; there are a large playshed and a garden with trees where they run about very fearlessly. It is proposed to build workshops for adult blind workers, as an appendage to the École Braille.

#### M. VIDAL.

Some of the Commissioners visited the studio of M. Vidal, a blind sculptor (24 Rue du Regard). M. Vidal was born at Nîmes (Département du Gard), 1831. He was educated first at St. Cyr Preparatory School, and then at Versailles, and became a sculptor, principally of animals. In 1853, however, he became blind through an accidental blow, but was in no way discouraged thereby, and continued to study at his profession with such great success that he has carried off numerous distinctions in art competitions with his seeing brother sculptors. In 1861 he won a third class medal at the Salon for a bust bought by the State and presented to the Nîmes Museum. Several of his works consisting of single figures or groups of lions, goats, horses, panthers, &c., have been purchased by local museums; a goat suckling a kid was bought by the Queen of England, and a horse executed in 1881 was modelled from one belonging to the Prince of Wales



Appendix 2. M. Vidal's honours and distinctions are as follows:—  
1861.—Third class medal.  
1863.—do.  
1878.—Hors-concours.  
A first-class medal at Perigueux for a sleeping panther; imperial medal at Nantes for a lioness, bought

by the Department; a Departmental medal at Amiens; diploma of honour at Nîmes, and the same at Chaumont. The Commissioners also visited the piano establishment of M. Barrouin, a blind tradesman, who keeps pianos for sale and who has carried out various improvements in their manufacture.

## NORTHERN ITALY AND SWITZERLAND.

### ROYAL DEAF AND DUMB INSTITUTION, TURIN.

Visited 5th March 1887. The Cavaliere Sacerdote Lazzeri, the Rector of this Institution, on his arrival here endeavoured to change the system which had been previously combined. He informed us that there are two or three comparatively unimportant Italian schools where the pure oral system is not in vogue, viz., Bologna, Genoa, &c.: the dominant system in Italy being the pure oral system. Pupils come here at ages from 8 to 12, and at different times of the year; the Rector acknowledges that it would be better to take them younger, but for this an *asilo* or infant school would be required. Eight years is the regular period of instruction, during the last six of which the pupils are half-timers. Twelve pupils are paid for by Government, while the King, out of his private purse, pays for four. 18*l.* 8*s.* is the regular amount for each male pupil, and 18*l.* for each girl. The committee of the institution nominates masters, but they are all trained by the Rector. Some children are taken at reduced rates, some gratuitously. The total number of boys is 50, and girls 40, making 90 pupils in all. There are four classes under four teachers in each department of the school (eight teachers altogether), with from 6 to 14 pupils in each class.

The Rector cannot say whether the deafness of the pupils is congenital, or whether the sense is lost so early as to be indistinguishable from congenital deafness. His impression is that there are 10 or 12 per cent. born deaf.

In the first class they begin with respiratory exercises; there are then gradations on each exercise, piano, crescendo, and forte, as indicated by wave of a baton, with single and double consonants. Two years are spent in each class. The teacher of the lowest class, after promotion of the pupils, takes the next lowest batch who require teaching, and does not follow his or her pupils through. Both girls and boys here have two years entire scholastic education, after which they devote half time to industrial occupations.

One of the girl pupils had lost entire use of speech and hearing at five years. Another, with fragment of hearing, hears better in summer than in winter. One pupil, who has now quite a musical voice, was entirely dumb when first admitted. One or two pupils appeared very short sighted. Simple arithmetic is taught; the acquirements generally are not high. It was observed that one of the teachers spoke to the boys with his back to the light. One day pupil goes home for meals and bed, and did not seem to get on so well as the others. The Bible instruction appeared to the Commissioners to be excellently imparted here.

The industrial work which is done by boys after two years' schooling lasts every day from 2 till 7, Thursdays excepted, when 2½ hours only are given. In towns the pupils become mostly printers or type setters, in the country carpenters, tailors, and other trades, better adapted to the locality. They generally select a trade suitable for their future place of residence. They give back to pupils some portion of their earnings as a bonus on their leaving the school.

### BLIND INSTITUTION, VIA NIZZA, TURIN.

Visited 5th March 1887. The institution is divided into two sections, one for the males and the other for the females. There are 31 males and 21 females. It is in the nature of an asylum, as any pupil wishing to do so can remain for life. The ages of admission are not less than 7 nor more than 14. Four hours daily are devoted to school and five to industrial work. The boys begin to work at 8 a.m. The Commission came across an interesting little lad named Bruschi, 9 years of age, born of Italian parents, in Italy, who went to America at 6 years of age. He speaks English nicely at present.

In the industrial shop cocoa fibre and esparto grass mats (*stuoini a griglia*) were made, the material coming from India and Africa respectively, but the former is the more

durable, the prices being 29 lire the quintal for the rope of esparto grass and 5*s.* to 7*s.* for the rope of cocoa fibre. The esparto grass costs 18 lire the quintal.

There is a second industrial or adult workshop where the ages are from 15 and upwards. The product of the industrial workshop is very satisfactory, and advances every year. The work made by the pupils last year was sold for the sum of 4,000 lire (160*l.*). The pupils receive a little interest according to their capacity and activity. The reward which belongs to the pupils is deposited in the savings bank to their credit. The more intelligent learn music, but they learn reading and writing first. At meals, during washing, sleeping, and playing there is sighted supervision. There is a light in the bedrooms, and an usher sleeps in a bed similar to those of the pupils.

Braille is taught first and the Roman type next, and very good writing is obtained by means of a frame like that of Guldberg. The embossing of books in Braille and Roman types is done partly in Rome and Milan, and partly in Turin in the Institution itself. Roman letters are taught, but not until after the pupils have thoroughly mastered Braille. All real school work is done in Braille. The maps used were made for seeing people, the outline between land and sea not being marked. The arithmetic board was the old square board with Arabic figures.

Three fourths of the pupils are received gratuitously; the regular sum paid is 480 francs (19*l.* 4*s.*) per annum, in addition to a sum of 100 francs (4*l.*) for clothing on entrance. The province and commune contributed 8,000 francs last year, but this is an extraordinary concession, and cannot apparently be reckoned upon.

The adults are separated from the younger ones at meals and at work. We saw two blind young men hammering out the esparto grass on a block with wooden mallets; no accident has ever occurred in this. Mats are only made in the winter, and there are only three basket-makers employed in summer. There is a ready sale to the trade in Turin, but they sell below trade price.

The house is large, airy, and clean. Thirty-one males and 21 females live in the house. The boys and girls who have parents have a month a year for holidays, and those without parents stay in the institution during the holidays, which are generally in the month of August. Girls do only knitting, crochet, and sewing. The female section has only been six years in existence, and that for boys eight years. Only those who are considered to be adapted for it learn music.

The pupils' meals are as follows:—

7.30 a.m. Coffee and milk and bread *ad lib.*  
12 a.m. Soup, glass of wine, plate of meat every day; on Friday, instead of meat, they have a plate of vegetables, egg, or pulse, according to season.  
7.30 p.m. Soup and bread, *ad lib.*, glass of wine, cheese, or fruit, or pulse, according to season.

There is a string band, together with flutes, piano, and harmonium. The band consists of 14 boys and four girls. They played and sung very well, the violin and violoncello playing being particularly noticeable; 2½ hours practice is given daily to music, and one hour for younger children. The music-master comes alternately to girls and boys. One of the pupils, 16½ years of age, gives lessons on violin; he has already composed two ballet music compositions.

### ROYAL INSTITUTION FOR THE DEAF AND DUMB, MILAN.

Visited 8th March 1887. The total number of pupils in this institution is 55, viz., 38 males and 17 females. 15 poor pupils are also maintained by the school authorities at Lodi and Como. All pupils are Catholic.

This institution serves also as a training college for teachers, and is the only one in Italy; it is free, and the training includes a knowledge of the anatomy and physiology of organs of voice and respiration. At the time of our visit three male and two female students were in training. All pupils, males and females, are Catholic.

There is no selection, and no pupil can be refused who is well in health and not deficient in intellect. Children are admitted at all times of the year here from upper and middle ranks of life all over Italy.

In the large hall, where the classes were brought before us in succession, there were several cases containing a very large number of small models of objects of every kind.

The first or lowest class, 13 boys, aged 7 years old and upwards, read us vowels and combinations of vowels and consonants. The children were encouraged to read off each others lips. The master gives an order to A., who speaks to the others. A lesson in tenses was given. There are four classes, and two years are spent in each class. Lip reading, pronouncing, and writing all go on concurrently, and a model is brought before the children to remind them of the object named.

Most of the rooms were very wide and lofty, as is usual in Italy. Sanitary and lavatory arrangements very good.

The fourth class was composed of those who had not progressed according to the normal rate.

The deaf and dumb educated in the Institution very seldom intermarry.

The upper class of girls was better than the upper class of boys, and spoke remarkably well, they answered questions about the Liviera earthquakes intelligently. The tone of their voices was less harsh, and approached more nearly to the natural tone of a hearing person; they were the best we had heard.

In the second class small models of tradesmen in appropriate costume with implements of their trade were produced, and the children gave accurate descriptions in words and writing of the models and of nature of the trade.

In the lowest class they described the objects in a picture. The master also wrote parts of sentences which the pupils finished.

The youngest girl is 7 years old, and came in one and a half years ago, she can describe in words and writing her actions (such as jumping, walking, &c.).

The teachers of the highest classes do not shave, so as to accustom the pupils to the lips of those wearing moustaches and beards.

Some of the members of the Commission put questions and tested knowledge in other ways, by changing coins, making the boys describe the actions, and making one boy read to another from a vocabulary.

Prayers are said every morning. The seats in the chapel were arranged into two sets of rows, one set on either hand, with a vacant space or gangway in the middle; they intended to place them semi-circularly for special religious instruction. Every morning mass is performed, and special religious instruction is given twice a week in those classes which can understand it.

The class of children here educated are of superior condition of life, and are not intended to gain their livelihood by artisan work.

Excellent drawings were shown to us; the drawing and watercolouring being good, and specimens of moulding and carving were also noticeable.

### BLIND INSTITUTION, MILAN.

Visited 8th March 1887. The total number of pupils in this institution is 110, viz., 60 boys and 50 girls. 350 francs (14*l.*) per annum for each pupil is paid in the case of about half the total number, the remaining half are taken gratuitously. The commune, province, or a small knot of private donors defray the cost. There are also 20 scholarships or bursaries in the school, which are given by the committee to such deserving cases as they like. Most of these are founded by private bequest; in case of any particular recommendation by friends of the testator regard would be had to such a recommendation.

The Commission were received by Signor Benaglia and by the Director, the Abbé Vitali. In addition to the ordinary instruction a system of writing something akin to the Guldberg system was seen here, and produces excellent results, the writing being square and very legible. About 20 small terra-cotta busts of various famous authors, composers, &c. were exhibited, and distinguished by one of the pupils of exceptional ability. The embossing of Roman and Braille characters is done in the institution, and copies of the literature produced are sold to other institutions throughout Italy.

A semicircular hoop of wire was applied to a globe to indicate the extent of light cast upon its surface by sun or moon, and a small orrery was in use to convey comprehension of solar system.

Signor Vitali showed the Royal Commission his special ink by which the leading features and names of any ordi-

nary maps can be traced over in a few minutes in a manner appreciable by the blind, e.g., the scene of the massacre of the Italian expedition in Africa, and their route had been put on to an ordinary relief map. The arithmetic board was of the old sort with Arabic figures.

No register of past pupils is kept, though something is known of those in the neighbourhood of Milan. These almost all practice music, and many become organists, combining with the work a little teaching; the ordinary salary of an organist is 10*l.* per annum. Two or three small organists' posts are often held by one blind man. The blind eke out a living by playing at village festivals. One organist with a few pupils earns 20*l.* a year.

Of those who live at a distance the institution authorities know nothing at all. Five or six of them live in Sicily.

The music, string and vocal, was very good. There was an orchestra (with two harps) and an andante of Handel's was played. The singing was also very good and tasteful. The concert piano as an instrument was also not equal to the stringed instruments. There was only one organ.

*Industrial Department.*—In the outworkers' shop there was a machine for making sun blinds, out of long thin rods of poplar wood, about the thickness of a thin penholder; workmen at this can earn 1·50 francs (1*s.* 3*d.*) a day. It is said to pay better than anything else. Baskets for a certain Milan cake called *panettone* are here made. If the men fail to earn their living at home unaided, they have the material sent to them and sometimes a machine is lent. Workers receive one franc (10*d.*) a day, irrespectively of whether they earn it. Lace-making is done in the female department.

There is also an industrial workshop connected with the school, to teach trades. Blinds were also made here.

The Commissioners were shown the designs of the new building to be erected in the Via Vivaio. An area of 15,000 square metres at 25 francs (1*l.*) a metre has been purchased, and the buildings are to be on a palatial scale.

### ASILO MONDOLFO.

This asylum, forming part of the same institution, was founded by the late Conte Mondolfo, 1872. Thirty female and male inmates. Signor Benaglia (who received the Commissioners) was the count's executor. It was designed for the reception of those who had finished their education before occupation could be found for them. Reading and industrial work are carried on as a sort of pastime, and study of music is pursued without interruption.

### INSTITUTION FOR THE INDIGENT DEAF AND DUMB OF DISTRICT OF MILAN (MALE).

Visited 9th March 1887. The building and grounds here cover 17,650 square metres. The male and female departments are in separate parts of Milan, but are dependent on the same charitable fund (1½ million lire), are controlled by the same committee, have the same director, and similar curriculum of study. There is a gymnasium for boys, and gardens for them to work in; the boys also learn drilling.

The Cassa di Risparmio gave 30,000 lire towards the new buildings, the Ministry of Education 3,000 lire, the rest was found mainly by private means. There is, however, an annual deficit. The province supplements the receipts by 40 centesimi (4*d.*) a day to each pupil, which, with 70 males and 64 females, amounts to 22,000 francs per annum. The total cost per diem of each male pupil is about 1·50 lire, of each female pupil about 1·25 lire, as the sisters who teach the latter give their services gratuitously. The total cost of the buildings, exclusive of land, was about 450,000 lire, or 18,000*l.* The building is large enough to accommodate more pupils than it contains at present.

There are supposed to be about 3,000 deaf and dumb of school age (i.e., between 10 and 20 years of age) in Italy, of which, however, only 1,267 are at present under instruction.

The elder classes understand Latin and take part in the Church service. The boys go home for two months in harvest time to enable them to practise the speech acquired and help their parents and friends in their agricultural occupation.

In the first or lowest class there was a double number of pupils (18), and the class was divided into two sections, one comprising the more and the other the less intelligent. Most of them come in from 9 to 12 years of age. The Abbé Tarra, stated that they find that a deaf child of 9 or so is no more than equal to a hearing child of 4. He considers that in three months at 10 or 11 they learn as much as they would in a year if admitted at 7 or 8. The pupils

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in the lowest class had all come on the 8th of November. One fruitful source of indistinct speech was want of inflation of lungs; this was exemplified by the Abbé Tarra by exercises in inspiration and expiration. The letters were taught in the following order:—

a  
o u e è i  
p t c h f s z (ts)  
d g v s z (ds)  
m n gn

ee ci  
ge ri  
gl

The teacher pronounces a syllable of two letters and the pupil repeats it, and then points to the letters spelling the same. The same is then done with syllables of three letters.

The second class had been 16 months under instruction. With them an intransitive action was first taught, next a transitive action; this leading up to complete sentences.

The third class spoke excellently well and lip-read well three or four yards off.

Religious instruction begins in the third or fourth year, and is imparted under the supervision of the director, the Abbé Tarra himself. He explained the class in the presence of the Commissioners the abstract ideas of *anima* (soul and spirit) and the various attributes of the Deity in a simple, lucid, and touching manner, and questioned them at intervals on the lesson given. The class repeated the Lord's Prayer and an extempore prayer dictated to them on behalf of the deaf and dumb in England.

In the fifth class, where the voice of several pupils was breaking, they spoke indistinctly. Almost all after the third class spoke sufficiently well to be understood in Italian by those members of the Commission who knew the language, and they understood the same members in reply.

The Assistant teachers receive 700 lire, the maestro practicante 1,300, and teachers 2,000 lire. They reside outside the institution. They must bring, previous to admission, a diploma from the examining body of the training college in connexion with the Istituto Regio.

No adult pupils are turned away, even if backward. Religious instruction is given to 24 at a time in the chapel. If pupils are seen not to understand, the teacher repeats the lesson and tests the knowledge of the whole class by questioning them.

Weaving, tailoring, carpentering, agriculture and horticulture, and shoemaking are here taught. All boys are half-timers, working from 3 to 7 in the workshops.

In the Italian institutions a good knowledge of language and speech rather than much scholastic learning seemed to be aimed at, as most useful to the pupils in after life.

#### INSTITUTION FOR INDIGENT DEAF AND DUMB (FEMALE) OF DISTRICT OF MILAN.

Visited 9th March 1887. The building here is devoted to three different classes of children, namely, to deaf and dumb girls who are resident; on Sundays only other parts of the building are devoted to poor hearing girls of the parish, and week days to hearing girls, who pay. It was founded by the Marchesa di Canossa, a Veronese lady, and is in charge of Sisters of Charity, whose services are gratuitous. The education is conducted on the same lines exactly as that imparted to the boys, and with equally good results. There are 54 pupils in all, and 66 could be taken. The reason why the institution is not full is because there are institutions for girls at Como, Lodi, &c.; it is hoped eventually to move the girls to a site adjoining the boys' school.

The Commissioners were received by the Abbé Tarra, Director, and in the absence of the President, Count Rinaldo Taverna, Parliamentary Deputy, by the Vice-President.

The two classes first shown in were all of the second and third year. They consisted of 14 girls in all, there being no first or lowest class this year. Each section was divided into two, the best in one and inferior in another. The counting out loud and the oral enumeration of the months were both very good. These children do not go home for holidays, but stay with the sisters, girls being exposed to many temptations in a peasant's house which it is desirable to avoid; and they do not spend their time like the boys in the workshops, which may be a reason why the girls spoke better than the boys.

The children have the same teacher throughout the school course in the girls' school.\* One of the members of

\* Also in the boys' school.

the Commission put some questions in Italian to the pupils which were understood and answered intelligently.

The fourth year class was very good.

In the fifth class a lesson on the life of our Lord was given.

Sixth class; a letter was written in the presence of the Commissioners and well expressed by a girl who lost hearing when a baby; she spoke well with natural voice.

They appear to give them here a practical and not a very elaborate instruction. Very little geography is taught.

Four of those who have recently left are in service; one girl who had just passed through the institution lip read remarkably well. They lip read from each other during lessons in the two higher classes. Some of the girls have very defective sight, but in cases of myopia did not wear spectacles. Embroidery very good. The girls wore a neat uniform and had a tidy appearance. The sisters taught as a labour of love, and showed great affection for the children. The total cost per head is only 1s. per diem.

#### ISTITUTO VITTORIO EMANUELE for the Education of Blind Children, 4, Via della Colonna, FLORENCE.

Visited 12 March 1887. The Director was absent through illness, and the Commission were received by the Prefect of the institution. There are 14 males and 11 females in this institution, which has been 17 years in existence. The ages of admission are from 6 to 12.

Baskets are made on solid wedged blocks consisting of movable pieces something after the fashion of a boot tree. The institution cannot make enough to supply demands, but very small wages can be earned. Straw and osier baskets are here made; chair caning is also carried on; goods are sold at ordinary market prices. Two or three of the pupils are out in the world and give lessons in music.

The lads do industrial work in the morning, and study after dinner for two or three hours. The time table is as follows:—

Hour of rising, 6 a.m.

Prayers.

7—9 a.m. Breakfast and school.

9—12 a.m. Industrial work, study of instrumental music, and preparatory school.

12 a.m.—2 p.m. Dining and recreation.

2—6 p.m. Elementary school and work.

6—8 p.m. Supper and recreation.

8—9 p.m. Study of instrumental music and preparatory school.

9 p.m. Prayers.

The vacations are the same as in communal schools.

A preparatory class of four boys, 7, 8, 9, and 10 years of age respectively, was learning to read under a blind teacher, but there was only one book among the whole class.

There are reported to be many blind children at home, whose parents keep them for begging purposes, by which they gain more than by honest work. The Government does not make the education of the blind compulsory, but it is believed that it is becoming penetrated with the justice of the claims and contention of the institution authorities in this respect.

The pupils learn the Braille type first and the Roman type afterwards. Some are paying pupils, some depend on private charity. The commune pays a little in some cases. Those who have special taste for music study every day. The music masters attend two days in the week.

A lad of ten played extremely well on the pianoforte; it was the best playing that the Commission had heard for that age. Two violinists, each 19 years of age, played a duet. They had learnt here 9 and 7 years respectively, their playing was very good; the intonation, execution, and time being all good.

Pianoforte tuning is taught, though the Commission saw no arrangements for it, but no singing. They learn all music from Braille, but have no printed books.

The girls were at dinner, and it was stated that it would not be convenient for them to be seen by the Royal Commission. Sixteen pupils are said to have left the institution, of whom four practise music, and 12 basket work and chair caning.

#### DEAF AND DUMB INSTITUTION FOR BOYS, FLORENCE. Via Leonardo da Vinci.

Visited 15th March 1887. Established in May, 1884.

The present institution has been started as a day school by a benevolent society, to whom the Municipality has

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given the premises. Ten boys are under instruction on the pure oral system; they reside in the town with their parents or are boarded out with approved families.

In May the committee will open a new building, in which they hope to take both girls and boys. A committee is inquiring into the question of site for the new building. (The Princess Roltzoff Massalskyme, better known under the *nom de plume* of Dora d'Istria, has since bequeathed her villa and garden to the society.)

Respiratory and elementary exercises were given to a pupil of six, who had been two or three days under instruction and the boy learnt to pronounce some vowels in our presence.

Exercises with syllables were given to a boy of seven and a half years, each syllable leading directly to a word illustrated by an object.

One boy had defective eyesight. A lad of 13 had been two years under instruction. He is employed in the afternoon in a printing office. He could not be educated sooner because there was no school for him.

From 9 to 12 there is school work. The pupils then rest for two hours for dinner and recreation. Half an hour per day is spent in drawing.

The teacher was for two years at Siena, and also at Milan and other places. He appeared able and intelligent. He considers that English is not unsuited for oral teaching, but is perhaps more difficult in its earlier stages (*principii*). He had taught English and German hearing pupils.

The lads were dressed in uniform, and had a cheerful appearance. They said that it was a great pleasure to them to be taught to speak, although in the case of one lad his mouth and tongue were constantly manipulated by the teacher with a paper knife, so as to ensure clear and distinct enunciation.

#### DEAF AND DUMB INSTITUTION FOR GIRLS.

There are seven or eight pupils in another boarding institution for deaf and dumb girls in Florence, but this the Royal Commission had not time to visit. It is beyond the Porta San Nicolo. It was established one and a half years ago by a lady and gentleman. The Archbishop extends his support to this institution.

#### SOCIETÀ TOMMASEO, FLORENCE, for the encouragement of the Teaching of the Blind, Piazza Santa Maria Novella, No. 17.

March 12th 1887. The objects of this society are to print books and journals, extend protection to blind after they leave or when they cannot enter institutions; to give books and apparatus at cost price to those who can pay, and gratis to those who cannot. They sell articles produced from workshops. Their special object is to develop existing institutions. The society has founded one blind institution in Reggio di Emilia. A museum of industries has been started here of products of various blind institutions at home and abroad. There is also a workshop with five blind basket makers, who work from 8 a.m. to 7 p.m. Two were absent. There was also a printing press from which two journals are printed.

A register of Italian institutions was shown to us, beginning with the year 1880. It was made up from forms supplied by Cav. Barbi Adriani to each institution and voluntarily returned by them, much in the style of Mr. Harris and Colonel Turner's book. There are 18 of these blind institutions in Italy. Every year a form is sent out to them, and the replies are bound together in a guard book.

The municipality gives this society their premises. The Government have reduced the price of carriage by steamboat and railway in Italy for objects sent from the museum, and give also a small grant.

The society has 135 members altogether, most of whom are seeing. It has representatives all over Italy and establishes branches in the principal cities where a sufficient number of subscribers can be got together to form a committee.

17th March 1887. Raffaello Cavallacci, a pianoforte player blind from birth, and organist in a church, S. Felicità, attended with the Cav. Barbi Adriani before the Commission. He was brought up at Milan, and left the institution in 1874; he was not able to complete eight years owing to ill health. Since leaving Milan he worked more at pianoforte playing than he did in the institution. Up to 1874 the time devoted to music was short, and professors were few

for the piano and organ. The thing best taught at that time was harmony. Since he has left there has been a general improvement. When Cavallacci was at Milan he spent three or four hours practice a day at the violin, and one and a half hours a day practice for pianoforte. Orchestra playing was taught twice a week for two hours at a time. He considers that the blind in Italy who show exceptional talent for music can earn their living.

He informed us that at the Padua Institution religious music is more cultivated than at Milan. They teach the organ, harmonium, and piano, but not the violin, and such other instruments as would give them inducements to go into cafés and publichouses. Some musicians gain their living by strolling about.

Cavallacci knows a blind man who played the flute in the orchestra of the Prato Theatre. At Milan, too, there was a blind flautist. At Florence there was a blind violoncello player who played sometimes in the orchestra.

Most of the pupils at Milan get engagements as church organists in country parishes, where living is cheap and opportunity occurs of playing at festas. They also obtain situations as masters in other institutions for the blind in Italy. The salary of the organist at the cathedral is 24l. a year.

Cavallacci read a paper at the Congress for the Blind held in Florence in 1883. He does not give many lessons. He played excellently on the pianoforte before the Commission.

The Cavaliere Barbi Adriani who accompanied Signor Cavallacci, and who is in communication with the blind all over Italy, does not know a single case of intermarriage among the blind.

#### R. ISTITUTO PENDOLA (for the Deaf and Dumb), SIENA.

##### Boys' DEPARTMENT.

Visited March 1887. Founded 1828. The oral system was here introduced in 1860. Pure oral 1870. The Director Pallicione (since deceased) was ill and unable to receive the Royal Commission. There are 45 boys and 40 girls, and they remain here seven years. From 8 to 12 are the limits of age of admission. The authorities consider that if the children come before eight the intelligence is not sufficiently developed, and it is difficult to fix their attention. Children come in October, but are occasionally admitted as late as January. The trades pursued are carpentry, wood carving, tailoring, and shoemaking. The boys begin trade immediately after their individual capacity (*personale*) is tested and developed, which is about a year after arrival. They choose their trade according to the requirements of the towns or villages they come from. Boys receive nothing from their employers when apprenticed.

The boys rise at 6 a.m. and go to bed at 9.30 p.m.

The work is as follows:—

From 8.30 to 1 p.m. study.

2.30 to 7 p.m. industrial work.

7 p.m. to 8 p.m. preparation.

In winter the little ones get up at 7 a.m. instead of 6.

The pupils only walk out on Sundays, Thursdays, and festa days.

Vacation from August to the end of October, two months in all. They begin scholastic year in November.

There was an excellent collection of small papier maché animals and household articles to teach them the nature of objects.

Anything in the nature of systematic signs is banished, but they have recourse to natural signs such as are used by hearing people.

A physician and a surgeon are in attendance, and there is a medical examination on admission.

All pupils, unless sent by commune, state, or province, pay 500 lire (20l.) per annum. The state maintains 15 pupils in the institution, 23 are supported by private benevolence, 10 by the province of Florence, 12 by that of Pisa, 8 by Lucca, 3 by Siena, 2 by Arezzo, and some by Leghorn. Some are educated free, out of a legacy of 40,000 lire (1,600l.). No fixed subsidy is given by the Government. An annual grant formerly given by the Grand Ducal Government of Tuscany has been withdrawn.

The pay of the teachers is one lira a day besides board and lodging. With the exception of the articles made for the institution the masters find raw material for everything made in the workshops and derive profit from the labour.

First year, a lad of nine, had been two months under instruction. He was given an india-rubber bag to inflate, the advantage of this being that he could see the effect of



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expiration and inspiration and practice the same. In this class they do nothing but respiration, combinations and syllables, and occasionally they blow soap bubbles. The second class was a section of the first. After 12 months they leave the first section and enter the second, provided they are sufficiently advanced.

Third year. The master gave various orders which were repeated and obeyed by the boys. These were written down on paper.

Elementary religious instruction is imparted in the third year, and the first idea given is the sign of the cross with the accompanying words "In the name of the Father, Son, and Holy Ghost."

Fourth year. One lad comes from Alexandria (Egypt) and is an outboarder in the town. There are only two other outboarders. In the same class, a lad defective in speech, 16 years of age, had been under instruction six years.

Fifth year. Taught by head master. Lip reading much better than in previous class. The pupils answered questions very intelligently.

The little boys have two years instruction in drawing and are then drafted off into the workshops as half-timers. Two former pupils, one of whom played a duet with a blind man at Congress of Milan, were introduced. Wood carving is here practised. The Royal Commission inspected the workshops. The drawing was remarkably good, many shaded ornamental designs and architectural drawings were also seen.

The boys have a theatre where dramatic representations occasionally take place.

The income and expenditure are as follows:—

Income.	
	Lire.
From funded or real property	14,460
Contributions on account of pupils	23,705
Subscriptions from the Province, Commune, and Monte dei Paschi	5,000
Royal contribution (at present in abeyance)	6,720
	59,885
Expenditure.	
	Lire.
Expenses in connexion with funded property	2,355
General expenditure of the Institution (including masters' salaries and board of pupils)	53,800
	56,155

## GIRLS' DEPARTMENT.

Visited March 1887. Two girls one and a half years under instruction repeated the Lord's Prayer. Two girls in the first class recited the Creed.

Caterina, an assistant teacher, delivered a recitation of a poem which she rendered in a very natural voice, and with dramatic action. She spoke and lip read remarkably well. She was born deaf, came to school at ten, and was seven years under instruction.

The hours of work are as follows:—

8 a.m. to 11 a.m.	} Females.
2.30 p.m. to 4.30 p.m.	
8.30 a.m. to 10.30 a.m.	} Males.
11 a.m. to 1 p.m.	
7 p.m. to 8 p.m.	

The younger ones have shorter hours.

The Royal Commission had only time to examine the upper and lower classes of the girls. The buildings were very good, ample bed room; semi-circular tables were in use.

Cupboards filled with specimens of work executed by the pupils were exhibited and some pillow lace work. The pupils make up all the house linen themselves.

## DEAF AND DUMB INSTITUTION, COMO.

Visited 18th March 1887. The Como Institution for Deaf Mutes was founded as a private school in 1852, and in 1864 it received the support of the Province. The funded capital amounts to 28,000 lire. The Provincial contribution is 12,000 lire per annum and is fixed for five years. 200 lire is also given annually by the trustees of the Paravicini charitable fund in Como.

The Control of the Institution is vested in five gentlemen nominated quinquennially by the Prefect of the Province.

The teachers here work gratuitously, being members of the same sisterhood, as at Milan. The sisters used to

instruct certain deaf and dumb pupils as a motive for charity, and the present Institution founded by the late Abbé Balestra sprung out of this. They have also under their charge 300 hearing children. The committee of the Institution pay 300 lire or 12l. per head per annum to the lady superintendent on account of the deaf children's board and lodging.

A gold medal was awarded by the Agricultural Exhibition, of Lombardy, to the school in 1872 for their studies, after an examination obtained as an act of favour at the request of the Abbé Balestra. The regular ages of admission (to which there are occasional exceptions) are from 9 to 12, where the pupils are of sufficient intelligence to justify instruction and of satisfactory condition of health, as attested by a doctor. They are considered to be on probation for a month after admission. The ordinary course of instruction is seven years, it may last to eight.

First (lowest) class. There is one teacher and occasionally an assistant for the class. The classes should be composed of eight pupils, but in some cases there were nine. Carolina Autonini, 25 years of age, was introduced to the Commissioners. She lost hearing at three, no memory of sound or speech, entered school at 10 years of age, and left at 16. Before she came to school she used gestures. She was taught to speak as soon as she came to school and not before. She stated that she understood religious addresses and services. She delivered an address and recited a poem, learnt five years previously, to the Royal Commission. Carolina was asked which way she would prefer to communicate, and replied emphatically, By speech, because it is so easy and all can understand that.

In the instruction of the class one of the teachers took a baton in her hand, with which she conducted like the conductor of an orchestra, and which was effective in enabling the vowel sounds to be sustained and the power of consonants to be sharply broken off either with or without vowel sounds, in the same manner as taught at Turin by the Caval. Sac. Lazzari.

The pupils learn and repeat the names of different parts of the body, and copy the action appropriate to each in a pantomimic manner.

The second class repeated the names of objects mentioned by the teachers, and produced the objects themselves in obedience to instructions. Lessons in nouns and verbs, days of the week, and appropriate adjectives were given. Religious instruction is given, beginning with attributes of the Deity and going on to the Sacraments, &c. The third class was for the pupils who had been three or four years under instruction. The fourth class may be reached in three years. One pupil repeated and wrote down the names of the Commissioners. At home the pupils pick up the patois, even though they have learnt the proper language in school.

The lady superintendent retires every three years, but may be re-elected for three years longer, she is then bound to retire.

The Royal Commission considered there was a fair amount of language and a very good power of lip reading and speaking in the school. Five old pupils appeared before the Commission, two of whom spoke remarkably well; one of these had lost hearing at six months old. There is a large playground behind the house; the pupils go out for walks only once a week. Fourteen days holiday in the year are given them in order to keep up their home ties.

## DEAF AND DUMB AND BLIND SCHOOL, ZURICH.

Visited 22nd March 1887. According to the census of 1870 there were 6,544 blind persons in Switzerland, and four institutions (all private) at Zurich, Berne, and two at Lausanne. The first is a private school, but it receives some subsidy from Government. There are 65 inmates, of whom 42 are boarders in the house. The ages of admission are from 6 to 10. The blind department was established in 1809, and the Deaf and Dumb in 1827. The school for the deaf is divided into five classes, the first of which is subdivided into three sections, in each of which the period of training is for one year. The two first are under a master and mistress, and the third is under the head master, Herr Schiebel, himself, who is 80 years of age.

The school has always been conducted on the pure oral and not on the sign system. The blind department of it has always had a tendency to become smaller and smaller. The Committee have preferred that the blind should dwell more with their families, and be taught in the public schools. The education of the blind and deaf and dumb is not compulsory in Zurich. The Committee have always endeavoured to keep up communication with them after

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they have left the institution. Herr Schiebel does not consider that reading and writing are absolutely necessary for blind people, the great object, as he considers, being to teach them a handicraft by which they can earn a livelihood; they do not learn music here as a profession, but for pleasure. It is better, he contends, for them to stay at home and work.

Eight years is the minimum period of instruction for the deaf pupil. It takes three years in Herr Schiebel's opinion to place a deaf child on the level of a hearing child of school age.

The deaf and dumb pupils learn no trade here; nothing but language.

The pupils have holidays for five weeks in summer, but a minority do not avail themselves of it, owing to poverty of their parents.

The first class, divided into three sections, consisted of 10 boys and 10 girls, with two scholars, one boy and girl, belonging to Herr Schiebel's class.

The training begins with gymnastics or free exercises. The first thing taught is the pronunciation of a word, next the pointing out the object named. The meaning of the word is not imparted to them till they can pronounce it perfectly.

The lowest girls and boys had been in school since May 1886. The head master spoke the words "Englische Commission" to the pupils who had been nine months under instruction, and they repeated these words after being told how many gentlemen composed the Commission. The teacher observed that as a hearing child begins to speak the word "father" without knowing its meaning, which is taught later on, so ought it to be with the instruction of a deaf child. He then gave a lesson in various ordinary verbs, such as wash, comb, brush, &c., which the children repeated, and illustrated each action, whether with tooth brush, clothes brush, shoe brush, or other brush. He also asked in each case, who washes, what do you wash, with what and where, which the children answered by naming the subject and object, instrument and locality, in each case. He does not teach them syllables, but complete words. "The boy washes his face with the sponge in the bedroom," and "the woman washes the shirt with her hands in the washhouse."

The Vice-President, Colonel Voegeli, says in his experience the pupils like to learn to speak, though in the earlier years there is a tendency to resort to some signs.

In teaching children the couplet—

Du schenkest mir mein täglich Brod  
O segne es mein lieber Gott,

the teacher dictated and read it naturally, not one syllable at a time in a broken and exaggerated manner. This latter manner, he contended, would not have been natural speaking.

A religious address is regularly given to the deaf and dumb in the institution, and the best pupils are enabled to write down the accurate sense of it after.

One of the teachers, Fraulein Bosshardt, gave a lesson on the miracle of the deaf and dumb man, and on results of Christian teaching, and spoke in a quiet manner but with great distinctness.

In the deaf and dumb schoolroom there were seven boys and four girls writing from dictation. These executed good drawings, shaded and outline, and coloured drawings of ornament.

In the fourth year class they could not repeat the whole of the Lord's Prayer by heart, as they had not received instruction in it. In that class about half the pupils spoke well.

In the fifth class one girl read a letter of her own composition to one of the Commissioners remarkably well. There were also three lads of low intellect in this class.

In the highest class (five to six years) a boy and a girl wrote down from memory, and in their own words somewhat varied, the story of Israel in Egypt, which Herr Schiebel had previously repeated to them, and of which they had some previous knowledge.

Bosshardt, a goldsmith at Lucerne, employs two deaf workmen, who were educated at the Zurich Institution, and are two of his best hands.

Blind Department.—There were 13 blind persons altogether. Of these, three boys and two girls were at school. Of the other eight, three live in the house, one assists in teaching, and the others lodge in the town and come to learn industrial work. We were told that blind children were left to pick up what they could at the commune schools.

At last Easter feast there was a confirmation. The director considers 13 and 14 a suitable age at which to commence instruction of the blind in some handicraft. There were no maps and no arithmetic boards.

No kindergarten work is taught, and there is no real supervision of old pupils, but many of the blind are furnished with work or with raw material by the school. The pupils when they leave cannot, as a rule, maintain themselves except with assistance.

In the blind workroom there were four at chair caning work, two list slipper making, one carpet platter who could see, and one lad who had been at ordinary public school was mat making. One woman was knitting stockings; three out of nine were deformed. The list slippers were made on a form like a boot tree.

## SCHOOL FOR THE DEAF, RIEHEN, NEAR BASLE.

Visited 23rd March 1887. This is a private institution for boarders. Present number of pupils, 36 (20 boys and 16 girls). Pupils (of all ranks) are received every two years in the month of August; they are not admitted below 7 years and not beyond 10. The education of the deaf in Switzerland is not compulsory, and parents sometimes neglect or refuse to take their children to an institution.

Children must be of good health, and sufficient capacity of intellect. The maximum annual charge is 700 francs for board, lodging, education, and everything except clothes, and the minimum 300 francs. Parents enter into contracts with the teacher not to take their children away before eight years. The contracts are seldom broken.

The teaching staff consists of the director, three male and one female teachers, and one work-mistress.

The method of instruction was:—

- (1.) Gymnastic exercise to develop their powers of imitation.
- (2.) Master opens his mouth, moves his lips, and puts his tongue in various positions for utterance, for the children to imitate exactly without emission of sound.
- (3.) Lessons how to expand and inflate the chest, draw in breath and emit it, sometimes gradually, sometimes suddenly.
- (4.) The children breathe out short combinations, such as B.P., T.D., and G.K., the children writing them down on their slates to show that they understand. Then M., U., O., A., E., I., in continuous or staccato manner, as indicated by wave of the baton, in the same manner as done by Padre Lazzari at Turin.
- (5.) (a.) Full words, e.g., the book, the chalk, the coat, the ear, the watch.  
(b.) Genders of nouns. The master pointed to objects, and the children indicated the genders by the article prefixed.

(N.B.—The head master showed them objects in the schoolroom first, and then in the garden.)

Pictures are used for Bible history and for animals and things which they cannot see. They then repeated "Wir waren in dem Garten" collectively and separately.

(6.) Questions on parts of the human body, and the usages of such parts, e.g., the eye sees, the foot walks.

(7.) Numerals and mental arithmetic.

Herr Frese considers kindergarten work unimportant for the deaf. The children should be strengthened and should develop their oral powers in preference to spending time on kindergarten work. It might do, however, for young children.

Lessons are given from 8 to 12 in the morning, and from 2 to 4 in the afternoon.

In the first class (11) there were two who were exceptional cases, one being a little idiotic; a few could hear a little, as tested by the director in the presence of the Commissioners. In this class religious instruction is given after 15 months of entry of school, beginning with the Christmas tree, its history, significance, &c. Octagonal desks were here in use (they are not used at Zurich).

In the second class the pupils had been three and a half years under instruction. Children seem remarkably intelligent and spoke very well. The teacher asked them as to Bethany and its geographical position, and then questioned them at length as to the breaking of the alabaster box of ointment, explained the meaning of spikenard at length, and the entry of our Lord into Jerusalem on Palm Sunday, Mount Moriah, the sacrifice of Isaac, &c.

The teacher of the third class was trained at Erfurt. He receives 100l. a year and everything found. There were 9 pupils. A lesson in geography was given and a pupil traced the boundaries of the township of Basel.

In the fourth class the Swiss teacher had passed a public examination, but certificated teachers are not compulsory in Swiss deaf schools, though they are in Germany. Five pupils received a lesson in physics and

weight of atmosphere, which they wrote down. The writing was excellent.

When they come at 7, Herr Frese says he can form a good voice, but after 10 there is a difficulty.

Various English words and sentences spoken by the Commission were repeated fairly well by the pupils of the second, third, and fourth classes.

When they are apprenticed for four or five years the master receives no premium; for two years a premium is

paid. No trades are taught at school. No difficulty is found in putting boys out to trades. We were informed that the deaf and dumb do not as a rule intermarry in Switzerland. All the male teachers were unshaven.

The education here was of a higher class than in any other school hitherto visited by the Royal Commission. But it should be remembered that in Italy the pupils are practically half-timers, and so unable to devote so much time to education as in Germany and Switzerland.

## GERMANY.

### PROVINCIAL INSTITUTION FOR THE BLIND OF SCHLESWIG HOLSTEIN, KIEL.

Visited June 8th and 9th 1887.

This Institution was founded by private benevolence, and in 1876 became the provincial Institution for Schleswig Holstein, and the present building was erected for the accommodation of 40 pupils. Since then it has been enlarged by erecting a new building for workshops, classrooms, &c.

The Institution consists of:—

(A.) A resident school for children.

(B.) Workshops for instruction in trades, for the older pupils.

(C.) An (additional) home for ex-female pupils, with workshops.

(D.) A shop in the town.

(E.) An organisation for assisting old pupils in pursuing the trades learnt.

(A.) There are at present 74 pupils in the school, of whom about two-thirds are boys. The number of blind in the province at the census of (1880) was 891, out of a population of 1,250,000. No special account was taken of the blind in 1885 (the period of the last census).

The education of the blind is not compulsory in this province, there are consequently a certain number of blind children who are not sent to this school. The deaf are compelled to attend schools. When the parents cannot pay the whole or part of the school fees, the province or parish supplies the deficiency. Children are admitted at 7, and remain until 15 or 16. They commence with Fröbel's system, in which clay modelling forms a prominent part, taught by a female teacher. The next class, also under a female teacher, was the lower class for mental arithmetic; following this was a higher class for mental arithmetic, taught by a blind male teacher. From this the Commission proceeded to the highest class, where geometrical drawing was taught by means of pins, which the pupils put into cushions, their hands being guided by a brass ruler, by means of which circles can be drawn and an angular plate. They have two lessons a week in geometry, each lasting one hour: the lessons being in the theory of geometry and in geometrical drawing alternately. Geography is taught by raised maps, the first lesson being a wall map plan of the school and outbuildings; the paper maps printed at Illzach are largely used. All arithmetic is mental. Reading is first taught in the Braille character, and also the regular school work is done in Braille, but the Roman is also taught. The latter may not improbably be discontinued as soon as the Bible is available in Braille type.

Singing is taught for three hours a week by a master from the town, without notes. He also teaches violin and piano by ear. The singing was very good.

Dancing has been introduced this year. Sixteen of the pupils and ex-pupils, male and female, danced two sets of lancers and waltzed together. They executed the figures and kept time extremely well. The Director, Herr Ferchen, considers dancing to be a most valuable humanising agent. He has not yet found any inconvenience from allowing the two sexes to mix in the garden and in dancing. Only one case of intermarriage has ever occurred among the old pupils.

All the boys and girls are drilled, and are taught free exercises. The marching, changing of positions, running, and boys' gymnastics, excellent. Two hours a week is devoted to gymnastic teaching, but the boys frequently take exercise for amusement by themselves. No serious accident has ever happened.

(B.) Workshops—Trades taught.

To males—(1.) Basking making.

(2.) Rope making.

(3.) Brush making.

(4.) Chair caning.

(5.) Mat making.

To females—(1.) Brush making.

(2.) Chair caning.

(3.) Wool work.

The boys are confirmed at the age of 13, and after that each boy is allowed to select his own trade, which he learns for five or six years. The earnings in each trade for a thoroughly trained workman are very similar. But as success in basket making and rope making can only be obtained by thoroughly good workmen, if, after a trial of six, or the outside twelve months, the pupil does not show that capacity which is likely to result in excellence, he is put to brush making, as at this trade he will still earn something. In basket making it is absolutely necessary to learn repairing, as in general the first orders a man will receive on commencing for himself will be repairs.

Sometimes the orders in hand are in excess of the producing power, in which case the pupils are allowed to work overtime, and wages for this are placed to their accounts, which they receive on leaving the Institution.

The first workroom visited was that for female brush makers, where 13 girls, eight of whom have a small amount of sight, were at work. Two of these were dressing bristles on steel combs. The others were drawing the bristles and fibre. One seeing male superintendent for this and the boys' brush room.

There is a room for pitch work in which no one was working. No boys are at present learning, but four girls are engaged in this department.

In the boring room one seeing man and three blind were engaged in boring the backs of brushes. Two of the blind men had a little sight, which, however, they evidently made no use of for their work. They were boring through a wooden block which they shifted by hand with great rapidity. The back to be bored was fixed in a frame which could be raised to different angles as required, so as to get straight holes in the centre and oblique holes at the ends. One of the men with partial sight had completed his school work and was employed as a journeyman at piece-work, by which he can earn about two marks a day at the ordinary trade price. Out of this boring room all the female pupils, whether in the Institution or those who have left, have to be supplied. The male brush makers always do their own boring. In this department two seeing carpenters are employed for the purpose of cutting, fixing, and polishing the backs of brushes.

In basket room eight hands are employed, three of whom are totally blind, and one who has a very small amount of sight is also deaf and is engaged at mat making and chair caning. One who had a fair amount of sight was engaged at varnishing a flower stand. Another who has passed through the school is staying on as an apprentice to perfect himself in chair making. He pays four marks for maintenance, and earns on an average seven marks a week, three of which are put to his account. He is now 22, and totally blind. Another man, totally blind, formerly a sailor, entered at 24, and has been three years.

The deaf lad engaged at mat making was 14 when he came to school, and is now 19. On his admission he was able to hear through an ear trumpet, but is now stone deaf. To communicate with him the director wrote on his own hand, using the lad's finger like a pencil. He thus read out the sentence correctly: "three gentlemen are come from England to visit the Institution." &c. He reads Braille well and Dr. Armitage wrote out for him "Have you a father?" to which he at once replied, "No, he is dead." He can make mats and cane chairs well, and earns sufficient to support

### DEAF AND DUMB INSTITUTION, SCHLESWIG.

For the Deaf of the Province of Schleswig-Holstein.

Visited 19th, June 1887. The education of the deaf is compulsory in this province, and wherever it is found that a deaf child is not being properly educated, the parent is forced to send it to the Deaf Institution, and payment for the child is fixed according to the amount of State taxes paid by the parent. Of course the poor cannot pay anything, and for them, and for the deficiencies in the payments of others, the province is responsible.

Every second year there is a fixed day for admitting pupils, viz., August 1st, and those who enter are bound to remain through the whole course of instruction. All are admitted except absolute idiots, and are classified into three classes—

A.—Clever. B.—Moderate. C.—Deficient.

This classification is arranged during the first two years, and children are seldom fit to be promoted to a superior class. The term of education is eight years, and concludes at the period of confirmation, which takes place when a child is 15 or 16 years old. If by chance any deaf child has been overlooked by the authorities, it is, on its discovery, at once admitted into the Institution, although not at the proper period of admission. This irregularity seldom occurs. The proper age for admission is from six to eight years, but in cases of irregular admission children are received up to 12, and even later than that if the deafness is only recent, and little beyond lip-reading is requisite.

The proportion of idiots among the deaf is from 8 to 12 per cent. These, of course, are not admitted to the Institution, but whenever there is any doubt the child is admitted, and if it is found that it can be taught it is retained.

The Institution was founded in Kiel in 1799, and removed to Schleswig in 1810, and consisted of a house where the inmates were educated on the combined system. In 1876 Herr Engelke commenced his duties as director, and from that time the pure oral system has been used. It was found that more room was required, and as a day school on the boarding-out principle was considered preferable, a new building was erected in 1879 for a day school in a more populous part of the town, so that the children boarding in families might be nearer to it than they would have been had the older Institutions been enlarged. Both day school and the older Institutions are under Herr Engelke's supervision. The older Institution is called Institution 1, and the day school Institution 2.

The boarding-out system is more costly than a residential institution, but Herr Engelke considers the advantage of mixing more freely with the outside world is of great importance. If possible only one child, and seldom more than two, are boarded with one family.

On a child's admission it is placed in Institution 1 for two years, during which the elementary instruction in lip-reading and articulation takes place, and the classification under A, B, and C is made.—N.B.—Since 1876 only three have failed to articulate sufficiently well to make themselves understood, but these can lip-read and communicate their wishes in writing.

After the second year the children A and B are drafted to the day school, and the fresh admissions to Institution 1 take place. But class C remain in it, except those whom it is considered are fit to be boarded out, and who are lodged in the neighbourhood, and attend as day scholars at Institution 1.

The numbers admitted since 1810 are—

	Boys 659	} 1,124 total.
	Girls 465	
Of these	68 boys	} 134 are dead.
	66 girls	
	62 boys	} 97 have left on account of idiocy or illness.
	35 girls	
	453 boys	} 750 have been educated and left.
	297 girls	
	80 boys	} 143, present number in Institution.
	63 girls	

Of these 143—

14 A. 14 B. 12 C are in 2nd year's instruction.

13	"	4th	"
7	"	6th	"
11	"	8th	"

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himself. It was also found on testing them that all the other basket makers trained in the Institution were able to read Braille. In another shop 13 boys (five with a small quantity of sight) were peeling willows. No forms are used in making baskets.

Rope walk.—A long covered shed.—Seven employed (four adults, three half-timers who work for 2½ hours daily) and one seeing foreman. Of the four adults two were employed in "heckling," and weighing out the hemp to the spinners, the other two were spinning. The wheel used is self-acting, turned by an endless line extending the whole length of the walk, at one end of which is the wheel, and at the other extremity a vertical wheel round which the line passes. The spinner attaches the endless line to his belt and turns the wheel as he walks backward; he and two other spinners can work at once, while by a reverse action of one of the spindles two strands are doubled.

The Commissioners saw one tuner, who is the only one that has been trained. He evinced considerable musical ability, and whilst boarding in the Institution was sent to learn his trade in the town. Has a few pianos to tune, but is not fairly established yet.

(C.) A home for ex-female pupils, with workshop.—This was built in 1883, in consequence of the difficulty of finding suitable homes or lodgings for girls after leaving school. A piece of ground was bought close to the institution for 3,000 marks, and on it a block of three houses was erected for 27,000 marks. One of these houses is now occupied by 10 girls, the other two being let off until they are required.

This building was paid for by the special fund for old pupils, the rent giving an interest of 6 per cent. Each girl pays 3l. a year for her lodging. She provides and cooks everything for herself except dinner, which is cooked in the Institution and brought over, and paid for. On the ground floor three girls have a sitting room and bed-room leading out of it, and there is a work-room for seven. These, as well as all the inmates, make brushes. The other girls live in pairs, except one who prefers a room to herself, for which she pays 4l. a year. There are no servants and no superintendent. The house is perfectly clean and prettily furnished. The system adopted is for the girls to buy their materials from the Institution, and then sell their brushes back to it, and the difference is their profits. Their earnings are from one and a half to two marks a day of ten hours. They all seemed happy and healthy.

(D.) The shop.—The Institution is on the outskirts of the town, and on this account a retail shop has been opened in a good business street.

The average annual amount of sales is 500l., two-thirds of which is for work done by the blind. The shop buys the work of pupils and ex-pupils from the Institution at wholesale prices, and sells as much retail as it can. It was founded by the ex-pupils' special fund, for which it pays rent at the rate of 5 per cent. The cost of carrying it on is about 80l. a year.

The sales from the Institution which do not go through the shop are from 1,100l. to 1,200l. a year.

(E.) Aid to former pupils.—The system followed, on the whole, resembles that of Saxony, with the following exceptions:—

(a.) The work done by the pupils while in school is sold for the benefit of the Institution, and not for that of the fund or pupils.

(b.) Small societies have been formed all over the province for the purpose of collecting funds.

(c.) On leaving, a suitable place is selected by the director, and an outfit is given of clothes, linen, furniture, tools, and material. Part of the latter the ex-pupil has to pay for by degrees.

(d.) When (as is the case with most of the male pupils) they are able to live by their work, no further assistance is given. But in case of necessity, a cottage, shop, &c. is built for them, for which, however, they have to pay full rent to the fund.

(e.) No local representative is chosen by the director, who prefers communicating exclusively with the ex-pupil. The director visits all the ex-pupils once a year, oftener if required. He has no special privileges in the shape of reduction of fares.



## Appendix 2.

making 71, are now in the home, and in addition to these, one girl almost blind is taught with Class A, making in all 72. Of these 60 reside in the home, and 12 are boarded out.

14 A.	13 B.	in 4th year.
10 A.	10 B.	in 6th year.
11 A.	13 B.	in 8th year.

Making 71 in all, are now in the day school.

The subjects of instruction given to the children Class B. are the same as those given to Class A, except that for Class B everything is somewhat simplified.

The staff consists of:

Herr Engelke, the director, resident at the Institution.  
Herr Köhler, head teacher at the day school.

- 5 Certificated teachers in day school.
- 4 Certificated teachers.
- 1 Assistant master.
- 1 Certificated female teacher.
- 1 Assistant mistress.
- 2 Teachers in needlework, who divide their time between the two schools.

All the teachers must have been teachers in an ordinary school for at least one year. Then the usual thing is for them to pass through a course of three years' training in the Institution, at the end of which time they have to pass an examination conducted by the director and two teachers in the presence of a Government official. The highest pay a teacher in an ordinary school can attain is 1,800 marks. The teachers of the deaf begin with 1,800 marks, and rise to 3,000. Retiring pension in proportion to their salaries is given.

The institution has two special funds, 1st, the Krück-Moritz fund of about 30,000 marks, for cases of sickness among those who have left the institution; and, 2nd, the Hensler fund of about 32,000 marks, for sickly girls, especially orphans. The institution has investments amounting in all to 186,910 marks. The parents' contributions amounted in 1887-88 to 3,579 marks, and 55,627 marks were received from the Province. Total expenses for 1887-88, 70,582 marks. Cost per head, 497 marks (24l. 15s.).

Our first visit was to the day school, and as the next admission takes place on the 1st of August, the pupils were approaching the end of the fourth, sixth, and eighth years. In each case the B division was examined first, and then the A.

**Fourth year B.**—The children were able to read and write short sentences from the lips of their master. Great attention paid to accentuation. Questions and replies good.

**Fourth year A.**—Fourteen in class: eight born deaf, all deaf before acquiring speech. The same as Class B, with the addition of mental arithmetic up to division.

**Sixth year B.**—Ten in class: eight born deaf, one hears a little. Dictation.—One of the Commissioners selected a sentence which was given to the class by the teacher, and was correctly written by all, with the following exceptions—two wrote "hoch" instead of "hohl," one wrote "Zu" instead of "Schr." The sentence was "Die See scheint *Sehr hoch* zu gehen, das Boot kann leicht umwerfen. Das Schiff liegt auf dem Meer."

Mental arithmetic, including problems in money. Special attention is paid to speaking grammatically and using the right mood and tense.

**Sixth year A.**—Ten in this class: three born deaf; seven in first or second year. Dictation admirable.

**Eighth year B.**—Thirteen in class, 12 present. Two partial hearing, rest born deaf.

General education good.

**Eighth year A.**—Eleven present. One of the Commissioners, from whom it is difficult to lip-read, gave the following sentence to the class: "Die Kuh ist ein nützliches Thier, von ihr bekommen wir Milch." He failed to make himself understood by any, the nearest approach being "Die Kuh ist ein sauge Thier." At the director's suggestion, he then gave the names of several animals, which they read correctly, and in a few minutes he repeated the original sentence, which was now read correctly by a few.

The Commissioners formed an exceedingly favourable impression of this school. The desks, each of which holds two children, have the seats with a back attached to them, and the ends are so formed that eight desks will make a regular octagon.

It is the custom during the day to make one or two changes of teachers from class to class, so as to give the children a change of lip-reading. The whole instruction

is carefully and brightly given; and hardly differs at all from that of a school of hearing children.

The Commissioners then visited Institution I. (Internat), which was not originally built for a school. The dormitories are on the ground floor, as a precaution in case of fire, and the schoolrooms above. The sanitary condition is good. Children at dinner looked well and happy. They rose when the Commissioners entered, and said "Guten Morgen."

**Second year Class C.**—Twelve present. Various devices are here used at the commencement of instruction, for encouraging strong breathing movements, such as blowing a screw wheel through a tube, blowing through a tube into water, &c.

The order in which the sounds are taught is as follows—aspiration, hissing, guttural, labial, dental, a, o, and other vowels, compounds of consonants and vowel u.

Teacher spoke slowly and distinctly and gave a short dictation.

**Second year Class A.**—Fifteen present. Seven born deaf, one almost blind, one partial hearing, the others became deaf in early childhood.

The blind child sits immediately opposite teacher and appears to gain a little power of articulation and lip-reading.

**Fourth year Class C.**—Twelve present. Nine congenital. Female teacher. One or two of rather low type. The director and teacher were understood by the children well.

**Sixth year Class C.**—Seven present. One boy with an inflexible palate, cannot articulate distinctly, but reads well from lips.

**Eighth year Class C.**—Eleven present. Three were admitted late, and will only receive four years' education; one had lost hearing late in life. Many in this class were of rather low type. It is the director's opinion that the children of Class C, if taught under the combined system, would not have been more forward in general knowledge than they now are.

Some of the children in this class had learnt the finger alphabet, and the Commissioners were subsequently told that it was from association with former pupils, as the change to the oral system has been made since the incorporation of Schleswig into Germany.

## BLIND SCHOOL, STEGLITZ.

Visited 9th June 1887. There are 94 pupils in this institution. The State supplies most of the educational appliances; the books, printed either in Braille or in Roman type, are published by the Society of German Teachers for the Blind, and are sold below cost price. The Bible, consisting of 64 volumes in large Roman type, is sold at 200 marks. There was a large cupboard full of toys, models of furniture, kindergarten materials, and designs on pincushions.

After the pupils leave the director visits them at their own homes as occasion arises. The institution supplies materials to the blind at their own houses, gives them money when they are sick, and finds customers when necessary. This arrangement has only been in operation for the last two or three years, since the appointment of the present director. The *fürsorge* system has been recently started by a society of which the director is head. There is a preparatory school (*vorschule*) in a separate building for the reception and elementary education of blind children between five and nine years of age, before they enter the main school. It is under two female teachers and an attendant. Those only are taught trades whose parents will not undertake to provide for them in after life. Those whose parents can provide for them receive a higher education, such as will enable them to enter a gymnasium or university afterwards. The working school day is 10 hours; at 16 years of age the boys enter the shop for basket, brush, and rope making.

There are 14 teachers in all, four trades masters (one in each branch), two assistants, and eight masters. The director and oberlehrer (head master) live on the premises in different buildings. There are three pupils training for organists, and two others play for amusement only. One totally blind pupil played remarkably well on the organ a fugue by Diene. He had been only four years under instruction. All the pupils learn modelling, to which three hours a week is given. One pupil wrote by a system in general use in Germany, called the Hebold system, by which a brass frame stretching across the paper, as in Braille, was cut into square holes, one for each Roman

## Appendix 2.

character. A lad with a notched disc and a piece of string produced numerous geometrical figures thereon.

In the industrial department there is one sighted master for each branch of trade, four in all. There was also a rope walk. In the workshop brush-making was carried on, and blind men did the boring; wired the bristles, and polished the backs. Brush-making pays the workers, but requires sighted supervision. The State purchases goods manufactured at the institution for the army. A portion of the pupils' earnings is saved up, so that on going back into their own homes they can be supplied with tools, &c. out of this fund. Herr Rothenberg bequeathed his entire property, consisting of land extending over several acres, and money for the purposes of the institution. A large additional sum was lent out on the land. Payments are made partly by the commune, partly by individuals, and 24 pupils are taught free. The teachers take it in turn to superintend daily the pupils at their play.

In that class the following consonant sounds and syllables were taught in the order named:—

h,	f,	s,	sch,	p,	k,
ha,	fa,	sa,	scha,	pa,	ka.

The children of the lowest class had mostly joined at Easter. The class taught by female teachers consisted of children in the third and fourth years. They answered questions in simple arithmetic in the presence of the Royal Commission. Religious instruction commences in the fourth year, and all schools begin and end with simple prayers, even before the children understand the actual meaning of the prayer. The prevalent cause of deafness is meningitis. A register is kept of the degrees of hearing possessed by pupils, and notes are taken of their improvement or otherwise at the end of the year.

## ROYAL SCHOOL FOR THE DEAF AND DUMB, BERLIN.

Visited 10th June 1887. There are 93 pupils in this institution, which is under the Provincial School Collegium; 33 boarders and 60 live in the town.

The teachers are trained as ordinary teachers in elementary schools before they come here; every teacher must have passed, in addition, a special examination and got a certificate, before he is allowed to teach in the deaf and dumb school. If a teacher wishes to be appointed director of any school, he must return to the institution and pass another examination, before he can be allowed to take up such an appointment.

The teachers under training have, besides the course of lectures, two hours a day or twelve a week instruction from the director, viz., eight hours lectures and four hours practical teaching in the school. The teachers have to attend lectures on (1) history of deaf and dumb teaching and method, (2) physiology of eyes, ear, and mouth, and (3) lectures on anatomy. Each probationary teacher gets 1,200 marks a year from the State, during the period of his training, for his keep and free instruction. There is considerable competition, and the probationers are selected on the basis of their testimonials. The youngest teacher gets 2,100 marks and free board and lodging, and the highest 4,800 and free board and lodging. In Germany there are 95 institutions for the deaf and dumb, 51 being in Prussia. Some of the children remain in the institution for nine years. There is no division of the weak-minded into a separate class, the number here not being sufficient as in Schleswig. Those absolutely imbecile are not taken in. All the deaf and dumb in Berlin are provided for; in the provinces this is not so.

In the first two years no religious instruction is given, but the school is opened with prayer; a given time being occupied with articulation. In the third and fourth years simple prayers are taught. In the sixth year the Lutheran Catechism is taught. The school is strictly Lutheran, but certain latitude is allowed to Roman Catholics, and Jews are, to a certain extent, left alone. They teach them the Old Testament but make them work on Saturdays. All old pupils come here on Sunday, and an oral service is read for them and for the present pupils as well. It is eight years since any signs were used. The director, Herr Walther, says those who can understand lip reading, and are properly instructed in it, prefer to attend oral services, as they like to be thought to have all their senses about them.

In the lowest class there were seven children, who had only been in school five weeks since Easter. (All the schools appear to begin at Easter.) A girl explained by signs that her father was dead. In the fifth year class there are 13 pupils, boys and girls. They were better in comparison than the highest class. There appeared to be an excellently lighted hall, in which religious services are conducted. The room was not deep but long, and the reading desk was in a niche at the side, facing the light. The service was in the form of a litany. The pupils recited the belief. Drawing is taught in the third year. The drawing school has long and narrow windows all along one side, and shaded lamps over the desks. The boys and girls are taught together all through the school. The sleeping rooms are in the adjoining building.

A new time-table and curriculum of studies are to be introduced, opening each day with prayer. The upper class, for lip reading, managed to repeat numerous

## CITY SCHOOL FOR THE DEAF AND DUMB, BERLIN.

Visited 9th June 1887. This institution, which is spacious and comfortable, was built two years ago. The rooms are large, well lighted, and ventilated, and water is laid on in every room. 165 deaf and dumb children of poor and rich parents are here educated together. Instruction lasts from 8 a.m. to 1 p.m.; the children then go home to their parents, and do not attend school in the afternoon. The adjoining school of hearing children belongs only to the parish, the deaf and dumb pupils belong to the whole city of Berlin.

Signs of any kind are now absolutely excluded. Children are admitted at six or seven years of age, the regular course of instruction being for eight years. It takes five years before the children can converse with one another. Nine-tenths of the pupils pay nothing. Those whose parents have an income of more than 3,000 marks pay 96 marks per annum. The average cost of each pupil is 325 marks. Thirty-one pupils are maintained by the town authorities in the Royal School at a charge of 96 marks apiece, and the Commissioners were informed that there is an actual saving involved in this, as the cost would be greater if the pupils were educated in their own, i.e. the city school. The boys and girls are taught together. There are 15 classes in this institution. The head-master or rector does not know a case of a deaf and dumb child of school age in Berlin who is uneducated.

The great difficulty in getting the children to school is the question of distance. In some cases, where the child is poor, the tram or railway fare is defrayed by the town, who make an allowance of 36 marks per annum for it. The paying pupils are not numerous; one pays 150 marks, nine pay 96 marks, and two 48 marks; 172 enjoy free education. The rector has 4,140 marks per annum, and an allowance for house rent of 666 marks per annum, making a total of 4,806 marks per annum.

The 1st and 2nd teachers get	-	3,840	marks each.
" 3rd and 4th "	-	3,540	"
" remaining four "	-	2,640	"
" female teachers "	-	1,890	"
" two others "	-	1,740	"
" school assistant "	-	1,170	"

besides free lodging and fuel, reckoned at 180 marks per annum.

The first, or highest class, contained 11 pupils, one being absent. Some of these spoke and lip-read remarkably well. The pupils are grouped round a horse-shoe table. All the male teachers have beards and moustaches. There are night schools for those who have left the school. The pupils begin to learn drawing the first year.

Some of the pupils are trained for china painting. There was an excellent and large room for drawing. The municipal educational inspector of the town council is present at the examination. The head-master states that he preferred male teachers. There is no medical inspection by the municipal authorities of the sight or hearing of the pupils, this being considered to be the business of the parents. In Berlin the education for ordinary children is free, but in other parts of the country about 24 marks a year is paid.

The rooms are excellently lighted; there are about 10 or 12 pupils in a class. The younger classes have two female teachers who assist in instruction, but the director, Dr. Berndt, takes the lowest class himself

Appendix 2. English words with great facility. One boy had only been four years in school, and had received private instruction from his father, who was a teacher. Some of the first class had harsh and shrill voices, and some of them were not a very high standard of intellect. The parents in Berlin are stated to be quite satisfied with the oral system, and send all their children to school, which appears to be a proof of their being contented with that teaching. There is no difficulty in finding occupation for the pupils as china painters, compositors, draughtsmen, &c. There is a visitor in addition to the school inspector.

#### CITY SCHOOL FOR THE BLIND, ALTE JACOB STRASSE, BERLIN.

Visited 12th June 1887. There are 33 pupils in the school (schule), and 36 in the industrial department (fort-bildung schule). All of them live with their families. Chair caning, a little basket making (just commenced), and printing of a few books, are carried on. All hands are turned on to chair caning when business is slack. The out-workers live at home, and have their meals in a sort of kitchen. The blind, when they do not earn sufficient, get a subsidy from the city, the maximum being 20 marks a month. Herr Kull stated that a blind man in Berlin cannot maintain himself without assistance, and that is given by the city authorities through the medium of the institution, who are consulted before any aid is granted. If the blind go out as beggars, the town withdraws all assistance, and if they are idle their allowance is reduced accordingly.

There is a press worked by a blind man for pressing Braille sheets. A sheet of gutta percha is placed underneath to avoid the prints being crushed by the press. The woman who punches the sheets for Braille printing earns 20 marks a week when fully employed. The Braille prints on Herr Kull's Braille printing are sharper than those in other Braille books, and are said to be preferred by the blind themselves, though as to this there is some doubt. The maps were remarkably cheap, and a map of England and one of Palestine were one penny apiece, being embossed on a single sheet of paper. The lowest class consisted of ten blind children, six to eight years of age. Education is all free. Opposite to the blind school there is an orphan school for seeing children, the pupils of which bring the blind children from their homes. Some of the outworkers are also brought by orphan children, who act as guides to them as well. The orphan children are boarded out in private houses in different parts of the town. The allowance paid by the town authorities is 3 marks a month for the fare by tramway; a metal ticket is sewn on to the children's satchel, and the orphan children who act as guides have also a free pass on any of the tramways in the town. Some kindergarten exercises of a very elementary character were gone through by the children. The second class were singing in two parts; there were some nice soprano voices, but the lower parts were very indifferently sung. We were then shown into a room in which six girls, outworkers, were chair caning. Another room, in which 12 men were chair caning, 15 being the full number. Four hours in school per diem are given to the junior school, and also in the fortbildung schule for the elder pupils.

The fortbildung schule has been in operation three years; the junior school since 1873, and there are 38 hands in the workshop, but 28 only are workers, of which, again, eight are learners only. The hours are irregular, and depend on the amount of orders. Every one learns chair caning. Some of the blind workmen are boarded and lodged out by the town, at an average cost of 15 to 25 marks a month, and then they come to the institution to earn or learn what they can. Eventually, when a blind man is able to learn a trade, the amount given is 20 marks a month. If the man is idle they diminish the grant. We saw an orphan child leading home a small blind child, who came in for their passes. The school buildings are to be extended by absorption of inferior and poor adjoining premises. Those who have resided for three years in Berlin are boarded and lodged free, while 150 marks per annum is charged to the parents or commune of those who live outside. The total average cost is 18 to 25 marks a week for the pupils.

The rector receives	-	3,180	marks per ann.
House allowance	-	600	"
First teacher	-	2,940	"
First mistress	-	1,740	"
Musical instructor	-	576	"
Basket master	-	1,440	"
Assistant	-	288	"
		10,764	

The Institution is under the municipal committee on education, and only indirectly under the Minister of Instruction.

In 1885 the wages amounted to 1032 marks among 10 workers and 3 learners, a weekly average of about 2 marks; in 1886 the wages amounted to 4,677 marks among 15 workers, and in 1887 to 6,726 marks.

Although the workers earn very small wages the opportunities given to them of obtaining work enables the police authorities to take up and punish any blind men begging.

A blind man called Rudolf was visited at his home by some of the Royal Commission. He had been started in his business as a basket maker by the Steglitz Institution where he was trained. On an average he makes 15 to 18 marks a week. He makes and repairs baskets, and has a good stock of baskets not made by him, which he sells. He works pretty continuously, and does not go out to solicit orders. He has a small shop.

#### DEAF AND DUMB INSTITUTION, DRESDEN.

Visited 14th June 1887. This institution, built and remodelled in 1828, is one of the two institutions in the kingdom of Saxony, the other being at Leipzig. The director, Jenke, appointed in 1828, is still the head of the institution. The education of deaf and dumb is compulsory by law in the kingdom, but as a matter of fact it is not carried out. There is only one Roman Catholic in the institution. The parents are bound to report every deaf and dumb child, but there are no penal clauses for an infraction of this law. Thirty marks per annum are demanded of all parents, but when they are unable to pay, the State of Saxony defrays the cost. Strangers pay 36 marks per annum. The institution has certain funds and legacies.

There are 194 pupils who live in the institution, and 24 who live outside, divided into 17 classes; there are also 37 at the preparatory school at Plauen, divided into three classes. The pupils are divided into three divisions—

- A. The good ones.
- B. Inferior ones.
- C. Those who became deaf after having acquired speech.

The pupils in the lowest class had entered at Easter. The master pressed his hand on the children's chest, and taught them how to breathe and utter sound. A child of weak intellect had been two years under instruction, but was kept in the lowest class, and was beginning to improve. In this class the children were taught lessons of expiration and inspiration. A small paper windmill was given to them to blow upon as an exercise and test.

Third year class, A. division. There are 16 children in the class, but the teacher would prefer 10 or 12. The children on an average were 12 to 13 years of age. Lessons on elementary physics, and on the Creation were given, and the intelligence and ability to grasp abstract ideas appeared good, but articulation and voices not so good. The highest class, A. division consisted of 13 boys and girls, with mostly harsh voices, except in one case, and that was a child who had lost nearly all his hearing at an early age. In this class the Commissioners saw them signing among themselves.

Class C. consisted of those who had lost their hearing after they had acquired speech, and who are here taught separately, instead of being, as is usual in other institutions, found mixed with others. One girl half grown up had lost hearing from rheumatic fever, and had entered the school a year ago to learn lip reading. The teacher read easy sentences from a book, and the pupils repeated the sentences (which they had seen before) as an exercise in lip reading.

There is a large chapel, lighted on both sides, where services are conducted by the heads of the institution every Sunday. The elder deaf and dumb of the

neighbourhood, and the older pupils attend there, but not the younger. They have prayers every morning and evening. They use certain natural signs as an exponent of speech.

New pupils are taken every year, generally in May. There is a gymnastic hall 18, 12.25, and five metres in length, breadth, and height respectively. It is used two hours a week for each boy and girl. Twenty-eight boys were drilled in the presence of the Commissioners. Shoemaking and tailoring are carried on by five and four pupils respectively, under two instructors, one for each trade. The shoemaking teacher was deaf. Those pupils who like to take up the trades work every day from 4.30 to 6.30. The others work for a short time on Saturdays. Many of the clothes are made in the institution. Some fairly good drawings were shown to the Royal Commission. The boys and girls live in separate wings of the same building. The authorities intend to build an infant school for children from six to eight at Plauen, enlarging the present school. The salary of the youngest assistant master begins at 1,200 marks per annum, with free lodging. The older teachers live out of the house; the highest receives 3,900 marks per annum without board and lodging.

#### BLIND INSTITUTION, DRESDEN.

The following Official Communication from Hofrath Büttner, Director of the Institution for the Blind in Dresden, was made to the Royal Commission, concerning the care and supervision ("Fürsorge") of the Blind after their discharge from the Institution.

On the 1st of December 1885, the population of Saxony amounted to 3,179,168, and the number of the blind was 2,163, of whom 219, capable of being trained and educated, were in the Institution.

This Institution was founded as a private establishment in 1809, and, in 1830, was taken over by the State. It at present consists of six divisions.

1. The first primary school at Moritzburg, for children from six to eight years of age.
2. The second primary school, also at Moritzburg, for children from 9 to 11.
3. The principal Institution at Dresden for children from 11 to 14 years of age.
4. The Industrial Department in the principal Institution at Dresden for the blind from 14 to 20 years of age.
5. The workshops at Moritzburg for men who have become blind.
6. The Asylum at Königswartha for the support of the aged blind.

Quite recently a school has also been established at Königswartha for dull and backward blind children.

The blind mentioned in 1, 2, 3, 4, 5, have school instruction from 6 to 14 years of age. From 14 to 20 years of age, together with some schooling, they are taught either basket-making, rope-making, or brush-making, as well as plaiting. The girls are taught all kinds of female work.

When 20 years of age, the blind are usually discharged from the Institution. Those named in 5 remain in the workshops until they have learned to make baskets, viz., from three to four years.

Long experience has taught us that the care and supervision of the blind, after their discharge from the Institution, are quite as important as their education and training in the Institution. It would, in our opinion, be unjust to remove them from their sad surroundings, educate and accustom them to higher wants, and then allow them to sink backward into their former miserable way of life.

The Institution at Dresden, at first only a school, afterwards became an establishment for the industrial training of the blind. After their discharge they seldom, however, carried on the trade learned, but became beggars, whether with or without some musical instrument.

This state of things convinced us that the blind were incapable of becoming independent labourers in the world, and steps were taken to establish an asylum in which they might live free from care and the chicaneries of the world. This asylum was not a success, for the expenses were so great that only a few of the blind discharged from the Institution could be provided for; the greater number fell back again into beggary. Moreover, most of the blind refused to enter the asylum; they wished to return to their parents, and the parents also

wanted to have their children back again. There was great discontent in the asylum. The men thought it beneath their dignity to rise, take their meals, and work by the clock. They only thought of the restriction to their liberty, and, having grown accustomed to the acts of benevolence done them, they demanded them as a right.

The women, living without care and distraction, became shrewish, and embittered their own lives for mere trifles.

From this ingratitude and discontent it became evident that man, if he suffers from blindness only, will not surrender his liberty, and will not be separated from his relations, and that his happiness cannot be attained without the cares of life, and without work.

After a trial of some 20 years, the asylum was closed, and the old begging system was resumed.

After much deliberation it was decided to remain in connexion with the discharged blind, to visit them in their places of abode, to learn their wants, to study the difficulties which they experienced in supporting themselves independently, and, as far as possible, to remove their grievances. Director Georgi began this work in 1843. Director Reinhard continued it from 1867 to 1879, and the present director has followed the same path. With the knowledge of these difficulties the Fürsorge (care) for the discharged blind steadily advanced, and has won the confidence of the Saxon people.

The system of training was proved, in many instances, to be defective. Very often the blind pupils could do work in the Institution under the supervision of teachers which they could not perform in their own homes, alone and independently.

The number of handicrafts taught was therefore reduced. The only ones at present taught are:—

Basket-making since 1821	
Rope-making	1832
Brush-making	1880
Piano-tuning	1882

(The last-mentioned had already been tried in the years 1854 and 1873.)

Different kinds of female work, and plaiting, ever since the establishment of the Institution.

It was further proved that handicrafts were taught in the Institution which, indeed, the blind could carry on after their discharge, but for which there was no demand; they were, therefore, given up.

Further, it became certain that the blind were trained too much for the Institution, and not enough for life in the world. The conscientious teacher well knew what was required to make an upright and virtuous man; but he did not know what were the special qualities required by the blind in every-day life. The blind boy entered the Institution as a child; at 20 he was discharged simple and innocent as a school-girl, and now he had to combat the difficulties of life, and carry on a trade independently. It was therefore determined to change the training, and now permanent communication is kept up with the relations of the pupils. Quarterly reports are sent to them, with a letter written by the pupil. The relations return the report, also accompanied by a letter. The pupils go home every year for a month's holiday. Every-day life is made familiar to them by the reading aloud of newspapers. They have the advantage of society, both male and female, they learn the laws and usages of ordinary life, commercial letter-writing, the making out of accounts, book-keeping, to reckon the value of their own manufactured wares, the value of money, the elements of political economy, and ordinary house-work; they are also taught to walk about the streets alone. All instruction bears as much as possible on every-day life, and the station in life in which the blind will find themselves after their discharge, is taken, as much as possible, into consideration.

It was also found that the blind children were taught many things in school which were useless to them in later life, and that exercises in manual dexterity were begun too late.

School teaching and manual training are now carried on simultaneously. Objects from natural history, geography, and geometry are modelled and designed in clay and wax. One of the difficulties which the blind experienced on quitting the Institution, was that they often could get no suitable workshops, because no one would trust them for the rent, or because they themselves did not know what kind of a workshop would be suitable for them. In consequence it was decided that the director should go to their place of



Appendix 2. future abode and select a suitable home and workshop for them.

Experience also showed that the discharged blind person, especially at first, could find no sale for his goods. It was therefore arranged that the wares which he could not sell should be taken by the Institution for sale.

Very often the blind person had to buy raw material from a rival tradesman that was not blind, and, as may be easily imagined, this often led to his being cheated. The system was therefore introduced of allowing the discharged blind to buy their raw material from the Institution.

Further, it was remarked that the discharged blind were often taken advantage of by their neighbours, and that very often no one was there to give them good advice, and that they were thus left to their own resources.

It was therefore decided, that on the discharge of the blind person, the director should select a trustworthy person, residing in his future place of abode, to give him advice and practical help, to protect him from imposition, and to keep up communication with the director. If this guardian is unable to advise or help, he then writes to the director, who, if necessary comes to the place, and this is all the easier, as he travels free on all railways in Saxony.

The result of these visits, as well as all communications from the guardian, the letters from the blind person, and every document relating to him, are entered in a register, kept at the Institution.

These guardians are respectable, benevolent, practical men, capable of procuring custom for their wards.

But there was no doubt, that, in spite of these arrangements, the discharged blind were unable to support themselves without the assistance of capital, whether in money or outfit. The blind man can do as good work as the man who can see; but, as a rule, he does not work so quickly, and if the man who is not blind, has to use every exertion to support himself and his family, the blind man to do the same requires some special help, without which he will either not be able to compete, or will have to lead a life of great privation.

The first difficulty when a blind pupil is starting in life is to provide himself with the necessary tools and material. These the institution supplies to him, and continues through life to afford him moral and material help; and by this means the greater part of the blind are enabled to save money for sickness and old age.

Those who cannot return to their relations cannot at once meet all their expenses, and the weak and old need special help. A part of the money for their board and lodging is paid for those who have to be settled in other places on account of the death or untrustworthiness of their relatives.

There is an asylum for the old and feeble at Königs-wartha, where a permanent division of labour is rendered possible by the constant presence of three workmen, who, although blind, are strong and healthy. Also, in other places, weak and able-bodied workmen co-operate and make use of their powers under a proper division of labour.

One may say that these blind people, altogether, on an average, need a yearly assistance of 100 marks, some more, some less. In the year 1886, 40,460 marks, 41 pfennigs, were given for assistance to the discharged. This assistance is by no means always given in actual money, but always in such a way that the blind are encouraged by it to work. Mere money assistance is often actual poison to the blind. They therefore receive the assistance in materials for work, clothing, &c.

The fund for the discharged blind provides the money for this.

This fund was started in 1844, under the Director Georgi, with 150 marks, from 1867 to 1879 it was increased under Director Reinhard, from 113,670 marks to 768,520 marks, and at the end of 1886, it amounted to 1,014,199 marks.

This sum, which is a large one for Saxony, was collected by contributions from municipal, district, and parochial communities, by donations of all kinds, and by the wages of the pupils of the Institution. The whole of the money which the blind earn during their apprenticeship in the workshops is divided into five parts, of which the blind workmen themselves receive one. Four parts go to the fund.

The number of donations has for a long time been very considerable, for there are in the country many wealthy people, who have learned from their own

experience the value of work for every man. These men it is who give liberal donations of money to that fund, because they do not wish their money to be spent in alms, but to be used to enable the afflicted to gain a livelihood.

The fund for the discharged blind is administered by the Director of the Institution. The number of those assisted amounts at present to about 400, who live respectably in all parts of Saxony, are almost self-supporting, and feel themselves free men. For just as a son does not feel galled by a gift from his father, so they are not ashamed to receive assistance from their second paternal home, the Institution.

#### PRIMARY SCHOOL AT MORITZBURG.

Visited by the Commissioners 14th June 1887. The school consists of two divisions. In the first the children remain about three years; in the second about two years. They are then sent to the principal institution at Dresden. There are 61 boys and girls at the primary school, 27 in the lower, and 34 in the higher division; 19 children were lately sent to the principal institution at Dresden.

In the lower division the pupils do all kinds of Kindergarten work. They begin with rough plaiting, and gradually advance to finer work. Cubes, cylinders, spheres, and forms from life are modelled in clay. The Fröbel system is employed here as a preparation for the study of geography. Plans of the First Primary School House were made in wool. The outline was pricked out through a perforated plate on to sheets of stout paper, and the holes thus formed in the paper were connected by stitches.

In the second division, the children also modelled and their work was much better. Plans of the Second Primary School House, the environs of Moritzburg and the map of Saxony were filled in with wool. Similar maps, and the outlines of plants, were made with pins on a felt cushion. In a lower room the children were practising gymnastics, and dancing to their own vocal accompaniment. The games which the Commissioner saw them playing were excellent.

Great importance is attached to gymnastics, and several times a day the whole school take part in gymnastic exercises. The children all looked happy and contented. The school buildings were erected by the State in the years 1877 and 1882.

#### THE WORKSHOPS AT MORITZBURG.

Visited 14th June 1887. In this establishment, 26 male persons were occupied in basket-making. Of these one-fifth could see a little, one of them was 54 years old. Here basket-making is taught to such of the blind as have lost their sight in later life. After attaining proficiency they return to their relations. There were some excellently made and remarkably cheap baskets in stock. Two officials teach and supervise. The blind themselves had to do the house-work. In the year 1875, the State gave the building for the use of the blind.

#### BLIND INSTITUTION, DRESDEN.

Visited 14th June 1887. The Principal Institution at Dresden consists of two divisions, viz.: The school for blind children from 11 to 14 years of age, and the workshops. In the school there are 41 boys and girls, divided into three classes.

The Commissioners saw the children working in a large room. Some were making maps of Germany and Europe, others were forming flowers and ornaments in wax, others again were modelling the heads of animals, geometrical figures, and mountains. All were excellent. This kind of work is considered very important, and is, therefore, carried on systematically, both in the Primary School, and at Dresden. It induces manual dexterity, and gives the children a clear idea of what is taught in school.

Basket-making, brush-making, rope-making, piano-tuning, and all kinds of female work, are taught in the workshops of the principal institution.

In 1884 the State erected a new building for basket-making, in which 31 young men are taught. In the upper rooms there are large stores of willow withes, hemp, and bristles; from these stores the workshops at Moritzburg, as well as many of the discharged blind pupils, draw their supplies.

In the year 1886 the Institution bought fourteen thousand two hundred and thirty marks eleven

pfennig's worth of willow and cane, of which the discharged blind took 10,071.39 marks, say, ten thousand and seventy-one marks, thirty-nine pfennigs.

The basket-work is sold in two shops on the premises of the Institution.

In 1886 the net proceeds on the sale of baskets were 11,413.79 marks.

The apprentices get as wages one half of the selling price; the other half goes for the materials.

Brush-making is carried on in three rooms of another building. Twenty-four girls are taught here. Boys are not taught this handicraft, as basket-making and rope-making afford them sufficient employment. In the first room the girls tasten the bristles to the backs with wire or string. In the last room they use pitch, kept hot by burning lamps, and which they use without assistance.

The brushes are also sold in shops on the premises, and large quantities are made to order, the Army being one of the best customers.

In the year 1886, the Institution bought 11,276.76 mark's worth of raw material for brushes; the discharged brush-makers took 6,618.16 mark's worth, and the net proceeds of the brushes sold by the Institution amounted to 16,458.37 marks.

The rate of wages is fixed according to the number of tufts of bristles fastened to the backs; 70 pfennigs are paid for 1,000 tufts. A girl can fasten 2,000 tufts a day. With pitch she can only fasten 600—1,000 tufts a day, the wages for which are 180 pfennigs per 1,000 tufts.

In the rope-yard are two rope-walks, in which are 14 male pupils. The produce is also disposed of in the shops of the Institution, but the greater part is sold to factories, especially paper mills.

In the year 1886 raw material, bought for the rope-yard, amounted to 11,964.72 marks; the discharged pupils bought 5,742.39 mark's worth. 12,332.41 mark's worth of rope was sold by the Institution.

The calculation of wages is similar to that for basket-making.

Piano-tuning is taught in the Institution on instruments by different makers. It seems, however, to be but little developed; nevertheless, several blind tuners have, since their discharge from the Institution found situations in pianoforte manufactories.

The girls knit, crochet, and sew. Seven girls, ranging from 14—15 years, pursue these occupations in a special room. As the girls learn this kind of work in the primary school and at Dresden, and because their trade is brush-making, they are not taught these branches after their 16th year, and only pursue them in their free time.

In the year 1886, 849.35 mark's worth of this kind of work was sold. The teacher reckons the wages for each separate article made.

The girls as well as the basket-makers learn chair-caning; formerly, this work was more profitable than it has been since the introduction of veneered wooden seats. The director has therefore, within the last few years, introduced brush-making for the girls.

The wages earned by the blind are thus assigned: one-fifth goes to the workmen themselves, and four-fifths to the "Fürsorge" fund. In the year 1886 the fund received 12,865.90 marks from this source.

The pupils in the workshops have daily half an hour's instruction in gymnastics; twice a week they have a whole hour. They have, besides this, six hours a week instruction in singing. The Commissioners heard them sing Mozart's "Ave verum corpus," and the third and fourth Chorus from Mendelssohn's "Athalie," which were very well rendered. The light and shade were excellent, though the teaching was not by note. Some of the blind with talent for music are taught to play the piano and organ, and the use of other musical instruments, but at the same time they are taught some handicraft. After their discharge from the Institution, they are not allowed to gain their livelihood as musicians, because experience shows that they thereby easily become beggars. The Institution withdraws all assistance should they infringe this rule.

The orchestra, formed of pupils of the Institution, can claim no artistic excellence, but it helps greatly to bring variety into the daily life of the Institution. Every Sunday afternoon the pupils get up a private entertainment, strangers being excluded, at which they perform pieces of every description.

The pupils in the workshops of the Principal Institution from 14—16 years of age receive weekly a few

hours instruction in arithmetic, German, book-keeping, and political economy.

The blind pupils light the stoves of the Institution, and the female pupils scrub also the floors and clean the windows, under the supervision of officials.

When the pupils in the workshops have learned their trade, they are discharged, generally between the ages of 19 and 20.

Director Hofrath Büttner is at the head of the Institutions at Moritzburg and at Dresden, which together bear the name of "Königliche Sächsische Landes-Blinden Anstalt" (Royal Saxon Institution for the Blind.) The whole Institution is supported by the State. In the year 1886, the Government paid for salaries to officials, 63,323.73 marks. The maintenance of 221 blind cost in the same year 60,131.14 marks. Every blind Saxon subject in easy circumstances has to pay a yearly sum of 216 marks for his maintenance. Most of the pupils are, however, poor, and their parish has to pay for them a sum of 108 marks only. The State is responsible for the rest of the expenses. It is considered that this is an advantageous investment for the State, for if all blind Saxon subjects from 6—20 years of age entered the Institution, and if they were trained and rendered capable of gaining a livelihood, then there would be so many hundred beggars less in the country and as many more workers, and also as many leaders of the blind would be kept from spending an idle life.

There are various funds attached to the Institution.

The Legacy Fund, for defraying the expenses of a certain number of blind pupils, amounting at the end of 1885 to 198,668 marks.

The Olsufeff Fund, for the same object, at the end of 1884, amounting to 73,038 marks.

The Merchant F. Fund, for the support of blind persons belonging to a higher station of life who have become poor, amounting to 10,075 marks.

The "Heinrich der Wilde" Fund, for the support of blind persons who have not been in the Saxon Institution for the Blind, 1885, 17,763 marks.

The Fund of Herrn Sonntag, for the support of one blind person in the Institution (one Freistelle), 1885, 10,201 marks.

Funds for the amusement of the blind, 1885, 4,758 marks.

Funds for procuring books printed in relief for the blind, 2,761 marks.

Out of the above-mentioned funds, and also from corporations, 65 pupils are maintained in the Institution.

The books and accounts of the Institution were laid before the Commissioners, who especially examined the books of the "Fürsorge" Fund, and the register of the discharged blind persons.

At the end of 1885 the "Fürsorge" Fund amounted to 971,702 marks.

In 1886 were added:—

Marks 9,520 in legacies.
" 3,043 from village communes.
" 1,250 from district unions.
" 2,930 from town communes.
" 846 from Protestant and Catholic churches.
" 183 from freemason's lodges.

Year by year these voluntary donations have increased in proportion as the effectiveness of the Fürsorge system has become known to the population of Saxony.

The State does not directly support the Fürsorge system, but it pays the director's travelling expenses on his visits to the discharged pupils, and as the State guarantees the expenses for the education of the blind, it has a right to the proceeds of the pupils' work. This, however, it foregoes, but, as already observed, gives one-fifth to the blind workpeople, and four-fifths to the fund, the managers of which it also pays.

The capital of the fund is invested, the interest only being used for the assistance of the discharged blind pupils.

A register is kept for every blind person from the time he enters the Institution, and is continued after his discharge till death, or till the "Fürsorge" is withdrawn. This register also shows how much raw material the blind person has bought from the Institution, what clothes and tools were given him on his discharge, how much he earned when in the Institution, and to what extent he is supported. In this book also the director makes the remarks he considers necessary after his visits to the discharged blind pupils.

## Appendix 2.

The Royal Commissioners wished to visit some of the discharged blind pupils, and the director explained that discharged blind persons lived in all parts of Saxony, and left the choice of place to be visited to the Commissioners. As one of the Commissioners had already visited those residing in one district it was decided not to go over this ground again. They therefore went on the first day in the direction of Schandau (on the Bohemian frontier), and on the second day towards Hof (Bavarian frontier), as the continuation of their journey to South Germany took them in that direction.

The director informed the Commissioners that blind persons lived at Deuben, Hainsberg, Freiberg, Oederan, Chemnitz, Glauchau, Reichenbach, Plauen, and Reuth—in all 28. The Commissioners decided on visiting those living at Chemnitz and Plauen.

All the workpeople, supported by the "fund for the discharged," and visited by the Commissioners, were found at their work; they seemed happy and contented, and their dwellings were comfortable, although poor.

Before the departure of the Commissioners, two discharged Dresden women came to the Institution to deliver brushes, and to buy raw material. One, 60 years of age, had become blind at the age of 33. Six years ago she had entered the Institution. In ten months she had learned coarse brush-making, by which she earns, on an average, 70 pfennigs a day. The other woman lives with her. She was four years in the Institution, and also earns on an average 5 marks a week. They do all their domestic work without help. They live together on the ground floor, put the brushes in the window of their sitting room, and sell to passers by. They also work for factories, and the rest of their wares is sent to the Institution.

## SCHANDAU AND NEIGHBOURHOOD.

15th June 1887. The Commissioners visited a blind basket-maker in Schandau. He pays 250 marks rent. In one month he made 60 marks clear profit. He is a native of Leipzig, and receives 180 marks a year from a charitable foundation there, which assists every blind person belonging to Leipzig. He also occasionally receives presents of raw material from the Institution. He left the Institution fourteen years ago. Three years ago he got into debt, and consequently assistance was withdrawn. Later on, having shown that he was worthy of confidence, he was again assisted, and last year he received 100 marks from the Dresden Institution with which to fit up a shop. He is married.

Another blind man in Kleinhennersdorf makes baskets for market-gardeners. The roses are sold with the baskets, and planted without being taken out, the roots forcing themselves through the basket-work. He earns 6-9 marks a week, and sells his own wares only. What he cannot sell in his own village he sends to Schandau. The small baskets cost 35 pfennigs, a large washing basket costs 3 marks. Of the latter he can make about 4 a week. Last year he received 90-100 marks from the Dresden Institution; sometimes he has received from 120-150 marks. He pays 48 marks house rent. He has saved some money, and hopes soon to buy a cottage.

A blind basket-maker, O., in Königstein, had been 11 years in Dresden. He has been living here with his mother for the last seven weeks, and can earn 12 marks a week, when he can get enough work. He finds mending old baskets more troublesome than making new ones. He is at present working up the material given to him on his discharge from the Institution.

## CHEMNITZ.

15th June 1887. In this town the Commissioners visited several blind people who were also working in their own homes.

One woman canes chairs. She can finish two chairs a day, and earns about 80 pfennigs a day. She is not a clever work-woman, and got 200 marks from the fund last year.

H. J., a basket-maker, has been for the last 11 years in the town. He works alone, is unmarried, and seems to be doing a good business. He lives with a family, and his shop is well stocked with goods, not all made by himself. He earns about 7 to 8 marks a week by his own work, and makes something by his business. Last year he received 90 marks from the fund. His rent is 180 marks a year.

C. M. R., basket-maker, has been 10 years in Chemnitz. He is married, and has two children. His

workmanship is the best that the Commissioners had yet seen. He pays 498 marks house rent. He earns 15 to 18 marks a week, and receives 90 marks from the fund. His blind journeyman, K. (also a former pupil of the Institution), earns eight marks a week, and pays no rent. He receives 100 marks from the fund. He comes from a village in the east of Saxony, where he can find no suitable work. After having worked some years as a journeyman, he established himself, contrary to the advice of the director, at Kamenz, where he lost 200 marks. He is now again working as a journeyman, and hopes in a year to make up the loss, and with the help of the director, to recommence business on his own account. The principal newspaper in Chemnitz puts in an advertisement gratis once a week, soliciting work for the blind of Chemnitz. R. has declined this favour and pays for his own advertisements.

The Commissioners also visited three women living together named R., W. and L., whose business is chair-caning. They live in three rooms and take their meals with a family. One was born in Chemnitz, the others were sent here by the Director. They had all been in the Dresden Institution, one eight, the other 12, the third 11 years. Each can cane two chairs a day. The youngest received 156 marks, and the other two each 190 marks last year from the fund. One of the middle-aged blind women attends to the firing and cooks for her companions and the family with whom they live.

L. is 61 years old, and has been assisted from the fund for the last 41 years. For a long time she received only 30 marks a year, and she earns only three marks a week.

B., a basket-maker, complains that his shop is in an unfavourable position. He has a young apprentice who is not blind. His rent is 240 marks a year. He received 60 marks from the fund last year. The Commissioners also visited a young woman named N., who was employed in chair-caning. She lives with her step-father, a tailor. She left the Institution eight years ago, and received last year 110 marks from the fund. She has money in the Savings Bank.

## PLAUEH.

On the 16th June, 1887 the Commissioners visited several of the blind persons in their dwellings in Plauen.

G. left the Institution in 1868. Before he became blind he had been educated as a teacher. At first he established himself in his native place as a basket-maker. Since 1877 he has been living at Plauen. He employs two journeymen who are not blind. They earn 9 to 12 marks a week. G. does not board and lodge them. The net proceeds of the business amount to 3,000 marks. Profit 25 to 30 per cent. G. earns more by his own work than by what he buys to sell again. He received 120 marks from the fund. He has several children. The eldest son is being educated as a schoolmaster. Their father pays them for delivering the baskets to his customers, and the money thus earned is put in the Savings Bank.

T. is a rope-maker. His rope-walk is part of a large open gymnastic ground belonging to the town which has been lent to him gratis. He left the Institution in 1873. He is married and has a family, and he has bought a small house. He works for factories, but finds it rather difficult to compete with machine-made ropes. He earns 9 to 10 marks a week. He received 110 marks from the fund.

L., a brushmaker, is 21 years old. This young woman gets 70 pfennigs for 1,000 tufts. She sells her brushes to the Institution, and earns weekly five marks. She helps her lame mother in the household. She has a blind brother in the Institution, and another brother whose sight is defective. The father is a locksmith. They live at some distance from the town. She left the Institution eight weeks ago. As soon as the blind brother, who is learning basket-making, comes home, they intend to open a shop together in a better situation of the town.

Among the guardians of those blind persons visited by the Commissioners there were:—

- 1 Tradesman, a town councillor.
- 1 Magistrate.
- 1 Clergyman.
- 1 Government inspector of schools.
- 1 Justice of the peace.
- 1 Painter.
- 3 Owners of factories.

## Appendix 2.

The Royal Commissioners were also informed by Hofrath Büttner that the blind men generally marry good wives. Out of 392 discharged blind persons 80 were married, viz., 73 men to wives who are not blind, three blind women to men who can see, and there are two blind couples. Of these marriages 137 children have been born, who are all healthy, and well brought up by their parents. The blind parents generally live very economically, in order to send their children to a good school.

During their tour the Commissioners saw no blind beggars in Saxony.

## SCHOOL FOR THE DEAF, FRANKFORT.

Visited 16th and 17th June 1887. Director, Herr Vatter, who has been here 24 years, first as assistant teacher, then teacher, and now head-master.

The institution is a boarding school with only 25 pupils.

Besides the director there are two certificated male teachers, one certificated female teacher (all of whom reside on the premises), and one drawing master who comes twice a week. The certificates above mentioned were gained in the ordinary public elementary schools. The director trains his own teachers in the one method of instruction.

The salaries given to the male teachers commence at 1000m. and never exceed 1200m. per annum. The female teacher receives from 600m. to 700m. per annum. These salaries are exclusive of board, lodging, washing, &c. &c. which are given gratis. Herr Vatter estimates these as higher salaries than are given in the ordinary elementary schools.

In Frankfort the education of deaf and dumb and blind children is not compulsory; that of other children is.

Fees.—These are fixed according to the circumstances of the parents. For the residents of Frankfort the fees vary from 200 to 1000m. per annum. For those outside Frankfort they vary from 1000 to 2000m. per annum.

The school is managed by a committee elected by the corporation. The committee fix the fees, and in those cases where the parents are unable to pay the minimum the corporation make themselves responsible.

## INCOME AND EXPENDITURE.

Income.		M.
Fees of scholars	-	19,000
Interest of founded property	-	7,000
Annual payments from benevolent societies	-	750
Voluntary contributions	-	2,000
Contribution towards widows fund	-	150
	Total	28,900
Expenditure.		M.
Salaries of teachers	-	8,360
" " servants	-	170
Housekeeping	-	750
	Total	28,25

Boys and girls are taught together and mix together in the playground, but there is always one teacher with them.

The director approves of the Institution system provided the number of children does not exceed 30.

There is no technical instruction, but the girls do domestic work, and the boys clean boots, work in the garden, do work with a fretwork saw, papier-mache modelling, &c.

Classes.—The 25 children are divided into five classes, viz. :—

1st class (the highest)	-	6 pupils
2nd "	-	8 "
3rd "	-	4 "
4th "	-	4 "
5th "	-	3 "

We examined the highest and lowest classes.

1 24966.

*The Lowest Class.*—The three children had only been at school six weeks; two born deaf, the other had some slight hearing.

The order of teaching articulation is the same as that adopted at Schleswig, viz., aspiration, hissing, labial, dental, guttural, a with other vowels, and then compounds with consonants and vowels.

Great attention is paid to the swell and intonation of the voice. The children repeated after the master short words such as (German for) ape, lamb, comb, sheep, foot, shoe, cow, &c. They pointed to the objects, or to pictures representing the objects. These pictures, with their names attached, were carefully arranged by Herr Vatter. The children could also write these words.

*Highest Class.*—Five children present (one away). All congenital deaf mute, except one who lost his hearing at six years of age and he was the best at articulation. They had been at school from five to eight years. They lip-read their master very well and quickly, but had great difficulty in reading the lips of the interpreter, but they had less difficulty in understanding one of the Commissioners.

The director gave a scripture lesson on a subject selected by one of the Commissioners and it was very well done; the questions being quickly understood and readily answered.

The children's articulation was not very distinct and the interpreter could only understand the one who was not born deaf. However the children talked to and understood each other.

One of the Commissioners chose a previously unseen but simple piece of composition for dictation. The children could not read this from the interpreter's lips, but did so very steadily from the master's. The writing was very good, as also the arithmetic. On the whole the children seemed very intelligent.

*Prayers.*—Prayers are said by the director every morning and evening, and one child in turn recites a prayer.

The old pupils come to the institution for religious instruction once a fortnight, but they cannot lip-read an ordinary sermon.

*Drill.*—The drilling and marching of the boys were remarkably good.

Refer to page 87 in Report (245) and (247).

First year. On the second visit the teacher exhibited his system of instruction with three children, who had been five weeks under him. Firstly, simple consonants, f, m, n, &c., then vowels were taught. The teaching appeared to resemble the Italian method in the graduation of emission of sound from *piano* to *forte*. The children speak more than they write. He prefers to take pupils from six to seven years of age. Eight or ten he considers a convenient number to teach at once. A boy with a minimum amount of hearing was able to tell the vowels of a word pronounced loudly behind him, but failed to catch the consonants. The teacher says that in a small school there are advantages in not having separate rooms, as the master is better able to superintend and keep an eye over the whole.

He takes all who are not of weak intellect. The deaf and dumb of weak intellect are sent to Wilhelmstadt. The highest paying pupils pay 100l. a year, the lowest 10l.

Second year. The sentence *Der Tisch ist ein Gerath* was taught to the second class of four boys in a somewhat jerky but decided manner, so as to correct the unpleasant drawl common in the speech of the deaf. Particular attention appeared to be paid to the intonation and accentuation of sentences.

Third year. Four children were asked questions in the Bible history of Jacob and his sons; *neigen*, to bow, was illustrated by a child being told to bow to various people in the room.

Fourth year class. The ages of the children in this class was as follows:—

1 was	9 years old.
5 were	10 do.
1 was	11 do.
1 was	12 do.

The latter was brought up at another institution. One was born at Milwaukee, United States.

Here there were five girls and three boys. The Lord's Prayer (Vater Unser, &c.) was repeated by a little girl, more distinctly than in Dresden.

In the geography lesson a commencement is made with the geography of Frankfort and of its immediate surroundings. The general instruction and standard



## Appendix 2.

of proficiency appeared to be equal to that of children of the same age in a good English national school.

The highest class consisted of five children, who had been here about seven years. A lesson in dictation on the Frankfort Agricultural Exhibition was given by the teacher.

The Commissioners were shown numerous plaster casts of ornament modelled by the pupils, plaster models for frechand drawings from the round were also in use. The drawings were very good, better than what the Commissioners had previously seen in Germany. There were large cupboards full of minerals, birds, quadrupeds, fretwork, and a variety of appliances for teaching. The head master has sent a good many teachers from his institution to other parts of Germany. The sleeping rooms were of a better class than in ordinary schools. At the end of apprenticeship in Prussia the Government pays the master of an apprentice 100 thalers, or 15l. sterling. The head master lays stress on the importance of grammar for satisfactory lip-reading. The drilling of the boys is good. They are always supervised in the play hours, and signs are not allowed except in the first year.

The accompanying description of Herr Vatter's system is taken from an article in the "American Annals of the Deaf" for January 1889:—

"Learning to speak is the main thing," says Mr. Vatter. Therefore all instruction in his school is given through the medium of speech. The school slate is used as little as possible.

"Inaudible articulation on the part of the teacher Mr. Vatter regards as detrimental to good articulation. The teacher acquires unnatural mouth movements which the pupil imitates, and he can neither control his own articulation nor that of the pupil.

"As all instruction is given through speech, it is necessary that the pupil should read it, not only rapidly, but accurately. Vatter regards speech-reading as of still greater importance than articulation. In order to facilitate progress in speech reading as much as possible, it is necessary that the teacher should carefully study his own articulation.

"Mr. Vatter's articulation to his pupils was distinct and natural, with resonant voice, and with the same force and modulation as if he had had a class of hearing children before him, while the rapidity of his speech varied according as the speech-reading was aided by reasoning or the context.

"He accompanied his articulation, though sparingly, with natural and appropriate movements of the arms and head, with facial expressions or gestures, which, notwithstanding the high development of spoken language, gave more animation and vigour to what he said."

## BLIND INSTITUTION, FRANKFORT.

Visited 17th June 1887. Director Herr Schilö. The institution has been established 50 years. There are 30 inmates and 10 day workers. The former includes both young and adults. The institution is private and receives no State aid. There is not much support from the commune. A fair elementary education is given. Most of the workmen are those who have been educated in the institution and are since grown up. Chair caning is done both by children and grown-up people. When the pupils can do nothing more here they must go to the poor-house. If a man had been working in the institution all his life and got to be too old for work, he probably would not be turned out of the institution. A case of this sort, however, has never occurred. The resident workmen work for themselves, half of their earnings going to the institution. The outside workmen receive all they make. Eight women do chair caning; this is the chief industry. They receive about 1 mark 20 pf. or 1 mark 30 pf. for caning a chair. In the male basket-making shop there were eight men and lads chair caning, two seating chairs with straw, three making baskets, two sighted foremen, and one man asleep. One of the men seating the straw chairs was winding the straw over green rushes. One lad, six years of age, was deaf and dumb as well as blind.

There are two organists who are also tuners, two tuners who are not organists, and one organist who is not a tuner. The price for tuning a piano is only 1 mark 40 pf. there being so many seeing tuners in competition.

## SOCIETY FOR THE PROMOTION OF THE EDUCATION OF THE DEAF, HOSEN-GASSE, COLOGNE.

Visited 7th August 1888. This institution has been 58 years in existence. It is inspected both by the School Collegium at Koblenz and by the Municipality of Cologne.

There are 112 schools for the deaf and dumb in Germany, 65 of these being in Prussia. The education of the deaf and dumb is not compulsory in the Rhine Province.

The total number of pupils is 76, of which 38 are girls and 38 are boys. Thirty-nine of the pupils come from Cologne and the neighbourhood, the remainder from other parts of the Province. Twenty-six of the total number were born deaf; 22 became deaf before two years of age, and the remainder in early childhood. They are admitted between the ages of seven and nine years, and are kept for seven or eight years. There are seven classes taught by the director, five male teachers, two female teachers, three religious teachers (one Roman Catholic, one Protestant, and one Jewish), and two drawing masters.

The institution has at present a capital fund of 627,753 marks. The city of Cologne gives a yearly subvention of 600 marks. The Province of the Rhine contributes 3,600 marks for the education, board and lodging, of 15 pupils, 2,100 marks for the board and lodging of another 14 pupils, and an annual contribution of 12,000 marks for 12 years towards the building, the total cost of which was 250,000 marks.

The lowest class had been four months in school. They all came in on the 16th April last. Ten children, seven to nine years of age, were being taught round a horse-shoe table by a female teacher. The power of lip-reading and speech already acquired was good, with loud enunciation. The first lesson consisted in inspiration and expiration; this was given in a firm and decided way so as to avoid a drawing manner of speech, vowel sounds first and p's and t's afterwards. The teacher had passed her examination for the National School, and had also been trained by Herr Weissweiler for the special work of instructing the deaf and dumb. All the teachers are trained for teaching in national schools, after which they have to undergo a special five years' training for teaching the deaf, and have to pass an examination at Newried by the School Collegium of the Province. They are compelled to pass the examination, and if unable to do so, must resign their posts.

In the second class from the bottom there were 11 pupils being taught round an oval table by a male teacher. They had been here 16 months under instruction, i.e., a year longer than the lowest class. The pronunciation and lip reading were good. Two of the pupils had a little hearing, but none had ever spoken.

The third class had been two years and four months in school; they were nine in number. A lesson in grammar was given.

The fourth class had been here three years and four months. In this class there were two deaf twin girls, who had also a deaf brother in the school. The parents were neither of them deaf and dumb, but the mother was a little weak minded.

The fifth class spoke clearly and better than the fourth. They were 11 in number, and showed considerable intelligence. The Commission were informed that five of the children had a little hearing. In this class an object lesson was given, and questions were answered with tolerable fluency.

In the sixth class there were 11 pupils, of which only one could hear a little. One became deaf at 10 years of age.

In the highest class the pupils wrote in Roman characters the names of each of the Commissioners on the blackboard at the dictation of the head master, with correct spelling in each case. Explanations and questions respecting the English Commission and Queen Victoria were put by the head master and answered orally by the pupils with facility and intelligence. They also wrote answers in German characters. They declined a verb, each pupil taking a tense.

## Appendix 2.

The specimens of drawing were very good, and were mainly in pen and ink, and brushwork. They comprised designs for metal work, stone carving, and other things likely to be useful in their trades in after life. Some of the drawings were kindly given to the Commission by the head master.

The pupils attend from 8 to 12 in the morning, and from 2 till 4 in the afternoon. They have half an hour's play in the playground in the morning. They are boarded out by twos and threes in private families with hearing children, and the institution pays for their board and lodging, either 195, 240, or 300 marks (9l. 11s., 11l. 16s., and 14l. 15s. respectively), and the director and the teachers visit and supervise them in their homes. The richer pupils pay for themselves, according to their means. The institution provides books, papers, pens, slates, &c., without charge. The cost per head for instruction only (including 4 per cent. on the value of the buildings, salary of teachers, management, heating, books, paper, &c.) is about 370 marks, or 18l. per head.

The Commission were shown a good covered gymnasium, where the girls were going through various exercises and marching. No signs were used amongst the pupils during the visit of the Commission. There is no official supervision of pupils after leaving, but the director keeps a record of all those of whom he knows or hears, and of the businesses and occupations in which they are engaged.

## RHINE PROVINCE STATE SCHOOL FOR THE DEAF AND DUMB, BRUHL.

Visited 8th August 1888. There are 83 pupils, (33 girls and 50 boys), divided into seven classes, in this school. The boys and girls are educated together. Education is not compulsory, but Director Fieth thinks it may possibly be made so.

Full opportunity, however, is given through the eight institutions in the Rhine Provinces to enable deaf mutes to be educated, and the Director does not know a single uneducated case among those in the province capable of receiving instruction.

The lowest class consisted of about 10 pupils, averaging eight years of age, who had been 10 months under instruction. The tuition commenced with ordinary calisthenics, opening the month, placing the tongue in the right position, next inspiration and expiration, and then the sounds of p, t, f, s, th, sch, k, in the order named and loudly enunciated. Then pa, ta, and other letters and combinations. These were also written in the air by the pupils. Two of the pupils had had hearing until four and six years respectively. Only one had had any knowledge of language. The director says it is as easy to teach a congenitally deaf mute as it is to teach one who has become deaf at three or four years. Those who have had language sometimes acquire bad pronunciation and other habits difficult to eradicate. There were only two deaf from birth in this class, the others became deaf at different ages, three months, six months, &c. The teacher gave a lesson to these elementary pupils on objects, such as sponge, slate, &c., which were distinctly named by the pupils.

The next highest class was also an elementary one. Thirteen pupils were in this class, they had been 13 months under instruction. Twelve is the regular maximum, and when this number is exceeded it is an accidental circumstance. The course here is to teach the consonants first by themselves, then combined with vowels, then syllables combined, so as to form a word. The pupils then showed their knowledge of speech by answering various questions. The master questioned the boy, "Where does the apple grow?" The boy answered orally, and also wrote the reply on the board.

The third class (11 in number) had been three years under instruction. Two heard fairly well. An object lesson on a butterfly and its parts was given. The Lord's Prayer was repeated well by each pupil taking a sentence; the children then answered various questions, including arithmetical ones put by the Commissioners.

The fourth class consisting of 11 pupils had been four years under instruction. They repeated very clearly several English words and sentences dictated to them for the first time by the director as a test of lip reading and speaking.

The fifth class consisted of 18 pupils, who were questioned as to the weather by the director and answered with readiness; they were also questioned respecting a map of Palestine which they had been drawing. Some of the pupils articulated very plainly, and seemed to have a good knowledge of common things, such as plants and products, and also of geography.

The sixth class, consisting of 13 pupils, had been 5½ years under instruction. The articulation here was very advanced and the questions and answers put by the pupils to one another were good and intelligent.

The seventh class, containing 12 pupils, had been five years and nine months under instruction.

The oral instruction here was as good as any seen elsewhere by those members who took part in the inspection, the articulation being loud and clear. Questions in geography, and respecting the German Emperor and Queen Victoria were correctly answered. The pupils were able to speak fluently and intelligibly with even the Commissioners.

The pupils live in families, and every teacher must inspect them once in six weeks, and the director once in six months. Seventy pfennigs (8d.) a day is paid to the foster parents. The Commissioners visited two houses in the village of Bruhl where deaf children were boarded out; one in company with the director and one which they accidentally passed when alone on their way to the station. Both homes appeared particularly clean and comfortable, the general character and degree of comfort being about that of a superior artisan's home in an English rural district.

The Rhine provincial administration pays the masters' salaries. The capital fund of the institution is about 56,000 marks and there are legacies bequeathed to it occasionally. The parents who can afford it clothe their own children, the poorer ones being clothed by the commune. The teachers are all selected from the elementary schools, and have five years' training in a deaf and dumb school before passing their examination as teachers of the deaf. The Director's salary rises to 3,600 marks per annum and free quarters. The first master receives 2,500 marks, and the others 2,100, 1,875, and 1,800 marks, each without residence. Each pupil costs per head, 450 marks, or 22l. (sterling).

The general opinion formed by the Commissioners was that the pupils possessed a better physique than the ordinary deaf mutes in England. The sight was generally good. Some of the cases might be benefited by more frequent surgical inspection.

## RHINE PROVINCE BLIND INSTITUTION, DÜREN.

Visited 9th August 1888. This institution was first started in 1845 as a private one with only seven pupils, which by 1868 had risen to 55. Soon after, it was made a provincial institution and received an annual subvention from provincial funds. In 1873 it was completely taken over by the provincial authorities, who became responsible for so much of the expenses as were not covered by the funds of the institution and the payments made on behalf of the pupils. A new building was then erected, and an industrial department formed so that now there are two buildings with separate recreation grounds, the larger and older one for the reception of boys and girls, when they stay till they are ready to leave; the second for the reception of adults who are here taught a trade, and leave for their own homes, when they have learnt it. This provision for the training of adults is similar to the Institution at Moritzburg, in Saxony, and supplies a need which is very much felt in the United Kingdom. All poor children get free education, the cost of clothes only being borne by their friends. Those who are in a better position are charged 400 marks per annum.

There are at present 154 pupils (101 males and 53 females), 103 of these are Roman Catholics, 49 Protestants, and 2 Jews; 24 who are over 20 years of age are in the Industrial Department, and the remaining 130 in the school, which is divided into four classes. Each class has from 28 to 32 hours weekly instruction in school work, and 12 to 14 hours in studies designed to impart dexterity of touch. The higher class (Fort-buildings class) have 45 hours per week in handwork, and 8 to 10 hours in school work, while the industrial workers have 54 hours per week in handicrafts and only a few hours for singing, reading, &c.

On the 1st October next a preparatory school will be started for children above 6, and it will, in the first instance, consist of 20 children.

## Appendix 2.

The scholastic instruction comprises the usual branches of knowledge, and the industrial work includes basket-making, brush-making, &c. Singing, music, and piano tuning are also taught to enable others to become teachers of music, organists, and tuners, while to further their education in this respect they are also sent to musical academies for the seeing and into piano manufactories.

The industrial work is considered a successful feature of the institution. In 1877-8 goods to the amount of 25,166 marks were sold, and as the raw material cost 15,956 marks the profit amounted to 9,209 marks, or about 450*l*. The value of the labour on this was calculated at 7,041 marks. The pupils of the educational division receive one third of the value of their labour, and those in the industrial section receive one fifth; these amounts are placed to their savings bank account.

The teaching staff consists of the directors, five school teachers, music teacher, three assistant teachers of music, three religious instructors (one Protestant, one Catholic, and one Jewish), five industrial male and female teachers, and other assistants and officials, including a house physician and an oculist.

The supervision in after life (*Fürsorge*) of the blind dates from 1868. The institution keeps up regular communication with all old pupils, and in every possible way tries to help them to keep up their industrial knowledge and activity (*Erwerbshätigkeit*), furnishes them with tools and raw material on their leaving the institution, supplies them afterwards with material at cost price, procures orders for them, purchases the goods that they are not able to dispose of privately, and gives them assistance in case of sickness or unforeseen distress. The directors visit these old pupils at intervals.

In the year 1877-8 a sum of 10,426 marks was devoted to this special work, and in addition to that in the case of three old pupils a sum of 900 marks was lent without interest. This fund formerly formed part of the funds of the institution, which at the end of 1887 amounted to close on 90,000 marks. For the last two years a society has been established to watch over the interests of the old pupils in the Rhine Province. The society covers the area of the whole Province, it is divided into 190 local districts; its members number 8,067, and their contributions last year amounted to 25,009 marks, or nearly 1,000*l*. sterling.

The total number of those pupils who have left amounts to 460; of these 62 are incapacitated from sickness or one cause or another; 91 are dead, and 18 are in charitable institutions, the remaining 289 are wholly or in part self-supporting (55 being basket-makers and 30 musicians, organists, and piano tuners).

The income and expenditure of the institution for the financial year 1887-8 were each about 97,700 marks. Under the head of income, 64,204 marks represent the grant from the Rhine Province, and 14,163 marks the receipts on account of pupils.

On the 9th August 1888, a concert and recitations were given by the pupils of the institution. The general intelligence and results of the musical education here imparted bear a very high reputation in Germany. The concert consisted of piano, organ, singing, and orchestral performance. The singing was very good, the orchestral performances were fair, but should not be criticized from an artistic point of view. The piano and organ performances were moderately good. This deficiency seems to be recognised, and the best available remedy is taken by sending the most advanced pupils to musical schools for the seeing. The grounds at Düren are large, and planted ornamentally and for kitchen garden purposes. There is not, however, any properly arranged playground.

## BLIND WORKSHOPS, HEINRICHSTRASSE, COLOGNE.

10th August 1888. A visit was paid by the Commissioners to these workshops where eight adult blind men were employed in chair-caning, mat-making and basket work. This workshop has been recently started as a part of the *Fürsorge* of the Institution of Düren. Fourteen is the full number who work there, and this includes all the male former pupils resident in Cologne. It was started because it was found that most of the pupils had a difficulty in maintaining themselves at home. The average wages are 10 marks a week, which was said not to include any supplement. One of the blind men and a seeing assistant go round every day with brushes, &c., which they sell from house to house.

## APPENDIX 3.

## MEMORANDUM ON THE BLIND AND DEAF AND DUMB IN CHIEF CONTINENTAL COUNTRIES.—(By the SECRETARY.)

## FRANCE.—THE BLIND.

The last census in which cognizance was taken of the afflicted classes was in 1876, when the total number of blind persons was found to be 28,491, the males being 15,526 and the females 12,965. But in 1883 the number was estimated at 32,056, the total population of the country being 38,000,000; 2,548 of the blind are under, and 29,508 above, 21 years of age; of the former, 857 are receiving instruction in 21 schools, most of which are supported by the State, by the city of Paris, by some of the departments, and by some religious bodies. The four Parisian Institutions are the Institution Nationale des jeunes aveugles, the École Braille founded in 1833, the Établissement des Sœurs aveugles de Saint Paul, founded in 1852, and that of the Frères de Saint Jean de Dieu in 1875. The Institution Nationale at Paris, which was founded in 1784, and has served as a model for many of the chief institutions of the world, was placed under the direction of the State in 1791; an account of the institution will be found in the Reports of Visits, p. 57, and in para. 81 of the general report of the Commissioners.

There are also four societies for the welfare of the adult blind in Paris, viz., the Société de placement et de secours, founded by Dufau in 1849, the Société d'assistance pour les aveugles, founded by M. Pépau in

1880, the Société des ateliers d'aveugles by M. Lavanchy-Clarke in 1881, and the Association Valentin-Haüy, founded by M. M. de la Sizeranne in 1889. There are two others in the provinces at Marseilles and Toulouse. An account of the Société de placement et de secours will be found in the reports of visits; it has a capital of over 148,000 francs (5,920*l*.), its object being to find employment and give assistance to the blind, and the executive committee is mainly composed of blind persons. The Société d'assistance have the École Braille under their direction. Two industrial establishments for blind females have been opened at Saintes in 1879 by the Sisters of the Immaculate Conception, the others at Illiers (Eure et Loire) by the Société de placement et de secours.

The Établissement des sœurs aveugles de Saint Paul is composed of sisters, some of whom are seeing and some blind, and is intended to give blind girls, desirous of entering a religious sisterhood, an opportunity of doing so. Besides the blind sisters themselves, 47 blind women reside here and work at knitting, netting, and a little brush-making. At Arras there is a workshop connected with the school, where 12 men and 15 women are engaged mainly in mat-making, and at Nancy 15 of the old pupils are also occupied in industrial work.

Out of seven homes in France for the blind provided in the middle ages, there is only one in existence at the

## Appendix 3.

present time, that of the Quinze Vingts at Paris, a brief account of which will be found in our reports of visits. It was created by Saint Louis in the year 1260, and converted into a hospital by order of the State in 1780. It is a unique institution, supported out of its own funds, and the pensioners and employés are appointed by the Minister of the Interior. There are 300 pensioners resident in the hospice, and 1,800 residing with their families in various parts of France, and receiving allowances varying from 4*l*. to 8*l*.

Since the date of their foundation in the 17th century the important hospices of the Salpêtrière in Paris, and of Bicêtre and Ivry, close to Paris, receive blind women and men, and the last named, both sexes. In the provinces the hospices of Rheims, Chartres, and Rouen, include among their inmates several blind persons of both sexes, and some are also found an asylum in the Dordogne, the women being in the section called Bethesda, and the men in that called Siloam. In all these homes or asylums, a proportion of the blind inmates are employed in suitable occupations.

In Algeria, there is, unfortunately, neither a school, workshop, nor asylum for the blind, although there are no fewer than 5,330 blind adults and 1,336 blind children, total 6,666, an excessive figure compared with the general population of the province, which was 3,817,000 in 1863. The proportion in Algeria is thus one blind person per 572 of the general population.

(From articles in the *Valentin-Haüy*, and from information supplied by M. de la Sizeranne.)

## FRANCE.—THE DEAF AND DUMB.

According to the census of 1876 the number of deaf and dumb persons in France was 21,395: 11,460 men and 9,935 women. There are 67 institutions for the education of the deaf and dumb, and of these, three—at Paris (for boys), Bordeaux (for girls), and Chambéry (for both sexes)—are National or State institutions, and placed under the control of the Minister of the Interior. To these an annual grant from the State Budget of about 23,000*l*. is made. One institution at Saint Hippolyte-du-Fort (Gard), though independent of official control, is sometimes, but erroneously, called national: it receives deaf-mutes of the Protestant faith from any part of France. Two of the schools (at Nantes and Rodez) are departmental, the buildings and site being the property of the department, and the deficit, after allowing for payments made by families and other departments, being defrayed by the two departments concerned (Loire Inférieure and Aveyron). All other institutions are considered private, in the sense that their expenses are incurred at their own risk. All are placed under the supervision of the Minister of the Interior. Only two of these schools (Paris and Bordeaux) date from the last century; 30 of them are for boarders; one, at Algiers, for day-pupils, and five for both boarders and day-pupils; 13 are for boys only, seven for girls, and 16 for both sexes; 24 were founded by priests, 11 by laymen, and one is a Protestant institution.

The education and maintenance of children of poor parents are either wholly or partially defrayed by the departments or communes, the sums paid being called *bourses*, *demi-bourses*, and *quarts de bourse*.

The charge in most of the institutions varies from 330 francs (13*l*.) to 600 francs (24*l*.) At Paris and Bordeaux it is as high as 40*l*., though in these cases a reduced charge is occasionally made with the sanction of the Home Minister. In a few of the private schools higher terms prevail. The *bourses* or grants for education and maintenance mostly range between 12*l*. and 24*l*. These would appear to be somewhat similar to the Scotch bursaries, but are given annually by the local authority, i.e., the general councils of the departments and the communes, instead of by private donors.

The State reduces the charges in the National Institutions to those departments and communes that send pupils supported by *bourses*, so that for an entire *bourse* the departments or communes are called upon to pay (we will say) only 500 francs per annum, whereas the regular charge to those who can afford to pay is 1,000 francs, or 40*l*. per annum. The State also grants directly *bourses*, *demi-bourses*, &c., in such cases as it considers fit, the department frequently helping to make up the balance required. The parents' contributions are not infrequently in arrear, and in such cases the institutions, which are naturally established for charitable ends and often by religious bodies, often put up with the loss. In most cases where the pupils are not *boursiers*, the charges have to be reduced

to suit the means of the parents, and here again a loss is involved, as the charge is a good deal below the cost. With the exception of two or three, all the French institutions may be described as charitable establishments. The school at Currière (Isère), maintained by the fathers of the Grand Chartreuse Monastery, receives 50 male pupils without charge.

The age of admission into the private schools is generally from 6 to 16 (into the national schools the pupils are usually not admitted till 10), and the duration of school life is from 6 to 10 years.

In 1885 the total number of pupils in the institutions was 3,461, plus 104 which were being taught in ordinary primary schools, or 3,665 in all under instruction. This, of course, does not include those deaf-mutes who have finished their education and are nevertheless kept from charitable motives in the institution, for instance, those women who have found employment (such as dressmaking, embroidery, artificial flower making, &c.) in workshops attached to the institutions of Bourg-la-Reine, Caen, Laon, St. Etienne, &c., or in farm-work in connexion with the establishments of Larnay, Pelonsay, &c.

No less than 560 pupils are educated in the three national schools, and there is usually one teacher for every nine or ten pupils. The subjects of instruction are nearly identical everywhere, and comprise French, written and spoken, grammar, religion and morals, history, geography, arithmetic, and the elements of natural history. The hours of study and the holidays are just the same as in ordinary schools.

Technical training is imparted at all the institutions except Alençon, Algiers, and Besançon, and the instruction thus given is so good that the institutions at St. Etienne and Le Puy were described as model ones at the Milan Congress. This instruction is given during school life and in the institutions. There appears to be in several of the schools a want of systematic means of placing the pupils out into the world on the termination of their school life, though some of the institutions form brilliant exceptions. At Paris there is a society called "Société Centrale d'Éducation et de Patronage," organised for this special purpose.

(Chiefly from information supplied by M. O. Claveau, Inspector-General of Charitable Institutions.)

## GERMANY.—THE BLIND.

The total population of the German Empire is about 45,000,000, and the number of the blind about 39,000, or '87 per cent. The number of institutions is 23, nearly all being educational, with a total of 2,139 pupils. All these institutions, except two which are supported entirely by private munificence, are largely assisted by the State, the communes, or the provinces. Seventeen of them derive their entire requirements from the State, so that they are quite independent of private charity, while the remainder are only supplemented from public funds to such an extent as the private contributions fall short of the expenses. To the 15 institutions in the Kingdom of Prussia 700,000 marks were contributed in 1888, the greater part being derived from public funds, though all the institutions possess more or less private means.

A full description of some of the best institutions in Germany will be found in the Reports of the Commissioners' Tours of Visits, under Dresden, Düren, &c.

(From information supplied by Herr Direktor Mecker, Blind Institution, Düren.)

## GERMANY.—THE DEAF AND DUMB.

According to the censuses of December 1871 and 1880 the number of deaf-mutes in Prussia were as follows:—

	1871.	1880.
Male	13,118	15,168
Female	11,197	12,626
Total	24,315	27,794

the proportion being, for every 10,000 of the general population—

Male	10.8	11.3
Female	9.0	9.1
Total	9.0	10.2



While the proportion (according to the census of 1880) was, in the case of Protestants, 9.9 for every 10,000, and in the case of Roman Catholics only a little higher, *i.e.*, 10.4; in the case of Jews it was 14.4, a fact which supports the conclusion that marriage among relatives, which is notoriously frequent among the Jews, is favourable to the increase of deaf-mutism. Deaf-mutism, however, would not appear to be much increased by the marriage of those thus afflicted, as only 8.5 per cent. of the males and 6.0 of the females are returned as married, widowers or widows, or divorced.

The first German institution for the deaf was opened by Heinicke in Leipzig in 1778, who is generally recognised as the founder of the oral or "German" system, and whose leading principle was that "precision of thought is only possible where there is speech" (*klares Denken ist nur in der Lautsprache möglich*).

The total number of institutions in Prussia in 1884 was 36, but this includes 41 schools in the province of Brandenburg with only a few pupils in each. The Royal and Provincial Institutions are 75 in number (including the 41 schools in Brandenburg) and those which are supported by communes, by societies, out of endowments, or by private persons number 21. The number of male teachers is 315, and that of female teachers 16, while the assistant teachers are 68 in number and special teachers 64. The pupils amount in number to 2,362 boys and 1,629 girls, total 3,991. Of these by far the larger number, 3,128, were externats, there being only 863 internats.

(From Beiträge zur Geschichte und Statistik des Faulstummten Bildungswesens in Preussen, Berlin (Hertz), 1884.)

#### HOLLAND.—BLIND AND DEAF AND DUMB.

The number of the blind in Holland according to the Census of December 1st, 1869, was 1,593, or one in every 2,247 of the general population. The Protestants and Catholics were about equally balanced. No cognizance was taken of the blind in the Census of 1879. There is only one blind institution, that of Amsterdam with 60 pupils, with a preparatory school at Benuechem (20 pupils), and an asylum for adults with 52 inmates (unmarried). Besides these, there are workshops at Amsterdam, Rotterdam, the Hague, Utrecht, and Middelburg. These institutions for the blind receive neither State subvention nor Royal contribution.

In Holland there are three recognised institutions for the deaf and dumb. They are private, as are all the blind schools and asylums, but all enjoy a yearly subvention. The chief institution, at Gröningen, contains 175 pupils. The King contributes to it 45*l.* per annum, the Government 500*l.*, and three provinces and five cities 163*l.* between them. The second is at Rotterdam, to which the State contributes 333*l.*, the two provinces of Holland and Zealand 317*l.*, and Rotterdam city 300*l.* The third institution is at St. Michiel's Gestel, in North Brabant, and has 167*l.* from the State and 50*l.* from the province of North Brabant, in which it is situated. In the Rotterdam Institution there are 160 pupils, who are boarded out into private families, and at St. Michiel's Gestel there are 163 pupils. In Gröningen, the Jews, Catholics, and Protestants reside in separate buildings, but assemble together during school hours and during the hours of industrial training. The different institutions are supported also out of voluntary contributions and out of their own funds.

(Chiefly from information supplied by M. Meyer, Director of the Institution for the Blind, Amsterdam, and T. Bickers, Director of the Institution for the Deaf at Rotterdam.)

#### DENMARK.—BLIND.

According to the Census of 1870 there were 1,249 blind (577 males and 672 females) or 1 blind for every 1,428 persons.

For the blind there is in Denmark one institution, established by Government, *i.e.*, The Royal Institution for the Blind, at Copenhagen. One hundred children, aged 10 and upwards, are here educated.

The highest payment for a pupil is 700 crowns or 37*l.* 3*s.* 9*d.* a year, but the charge in every case is proportioned to the income of the parents, the remainder being defrayed by Government. The communities, townships, &c. contribute only when the child is supported by

the parish, in which case they usually pay a subvention of 120 crowns a year, sometimes more. The present cost per head of each child may be estimated at between 700 and 800 crowns a year.

The buildings, the original part of which were given by a private society, are the property of the Royal Institution, which was founded in 1858, in supersession of a small private school. Donations given to the present school go to a separate fund, designed to assist the pupils when they leave, by giving them tools, musical instruments, &c.

There is a preparatory school for blind children under ten years of age, and an asylum for blind females, most of whom are former pupils of the Royal School. An association for promoting the self-dependence of the blind assists not only former pupils of the school, but every blind man or woman willing and able to work.

#### DENMARK.—DEAF AND DUMB.

The instruction of deaf-mutes in Denmark owed origin to the enterprise of a wig-maker named Pflingsten, a man of great versatility, who had been brought much into contact with deaf-mutes, and who started a small school at Lübeck (subsequently removed to Hamburg) in 1787. Frederick VI. showed favour to the school, and by an Ordinance of the 8th November 1805, the public administration was charged with the education of the deaf and dumb; and in order that the pupils on leaving school, might be more easily enabled to earn their bread, any tradesman who should teach his trade to a deaf and dumb person was entitled to a premium of 50 *dalers*. In 1809, Pflingsten's school was permanently located at Schleswig, where he continued his labours until 1826, when he retired at the age of 86. He appears to have adopted a combined method of instruction, imparting speech and lip-reading to those who showed special adaptability for the same, and using signs and written language for all.

In 1806 Dr. Castberg (who had previously been sent by the Government to inspect the schools and systems of instruction for deaf-mutes carried on in France and Germany) opened a school in Copenhagen. The language of signs was made the basis of instruction, though writing also was strongly advocated by Castberg. The institution was created a Royal institution in 1807, and in 1817 it was made free to all the deaf and dumb of Denmark who were not otherwise provided for. A school where the German method of articulation was practised was started about 1847, but it was much opposed by the authorities of the older institution till 1857, when a Government Commission of inquiry was held with the result that State *per capita* grants were made alike for both institutions, the pupil being boarded as well as taught in the Royal Institution, while in the articulation school the pupils are boarded with families in the neighbourhood. This arrangement is said to have given satisfaction to all parties. Mr. Hansen, the director, expressed to Dr. Galaudet in 1867 the opinion that all deaf mutes, save the naturally imbecile, could attain to a valuable degree of facility in oral speech and lip-reading.

There are in Denmark four institutions for the deaf and dumb:—

- (1.) The Royal Institution at Copenhagen for internats, where children who, at the end of year are considered unsuitable for oral teaching are taught on the sign system.
- (2.) The Royal Institution, at Fredericia, for internats and externats, consisting of three parts: (a) preparatory school, (b) school for the more intelligent children, (c) school for the less intelligent children. The two former are taught on the oral and the latter on the combined system.
- (3.) The School of "John Keller" at Copenhagen for "improper" deaf and dumb (*i.e.*, those who are not perfectly deaf, or who have once heard and have a remnant of speech left). These are taught on the oral system.
- (4.) The School of "John Keller" at Copenhagen for "idiotic" deaf and dumb. These are taught by writing and signs.

All deaf and dumb children in Denmark are educated, and the period of instruction is eight years. For every child received in any of the four above-mentioned institutions at the request of the Government, an annual sum of 280 crowns, or 14*l.* 17*s.* 6*d.*, is paid, either by the parents or by the "Ams" or town (if the parents are poor). The number of pupils in the two State institutions is about 230, and in the schools of John Keller about 150.

There is also, in Copenhagen, an industrial home for female deaf-mutes, where technical instruction is given,

and where the less capable may remain for life, and a society for the benefit of the adult deaf.

(From *Les Etablissements d'instruction d'enfants anormaux* (Copenhagen, 1884), and an article in the American Annals of the Deaf.)

#### SWEDEN.—THE BLIND.

The number of blind persons in Sweden, according to the census of December 1880, was 3,723, being at the rate of 1 blind person for every 1,226 of the general population.

At the beginning of the year 1879 the instruction of the blind in Sweden was completely separated from that of the deaf and dumb, on the ground that it hindered the intellectual development of the blind—a conclusion which experience shows to be tolerably correct. Since July 1888 the Royal Institution for the Blind has obtained a new building at Tomtebodå, near Stockholm. The instruction of the blind is organised in the following manner:—

Elementary schools for blind children receive them from six to eleven years of age. These schools give an education similar to that of the elementary schools for sighted children, and also a preparatory education for some profession.

The elementary school for blind children, which is not intended to receive more than 30 pupils, is divided into four classes, through which the children take four years to pass. Three schools of this kind have been established.

From the elementary school the pupils pass to the Royal Institution for the blind, the aim of which is to give a practical and theoretical instruction, complete enough to enable the pupil at the end of his studies to gain his living wholly or in part. There are six classes in the institution, and the period of instruction is about seven years. Two institutions, each of 100 pupils, are deemed to be necessary for the requirements of Sweden, yet in 1884 there was only one (in Stockholm). At that time there were also to be established some professional schools for the blind who had lost their sight in later years. Such a school has already been established at Kristinehamn. Besides the teaching of various trades suited to the blind, they were also to be taught writing. All these establishments are founded by the State, and maintained at its expense.

Stockholm possesses also, since the year 1870, an asylum and workshops for the blind, founded and maintained by private charity; 13 blind workpeople are there boarded and lodged.

#### SWEDEN.—DEAF AND DUMB.

According to the census of 1880, there were 4,834 deaf mutes in Sweden, being 1 for every 944 of the general population.

Sweden has 17 institutions for the deaf and dumb, four of which belong to the State, six are parish or commune institutions, and seven are private. In the year 1882-3, the State establishments educated 305 pupils, the commune institutions educated 242 pupils, and the private institutions 184 pupils. These 731 pupils (447 males and 284 females), were taught in 75 classes by 44 masters and 35 mistresses.

These institutions were insufficient to educate all the deaf of the country. But the plan of endeavouring to bring up the deaf and dumb to the level of ordinary children and to apply all existing wants, having been drawn up, only a few years ago, by a committee appointed for that purpose by Government, will probably soon prove equal to the task. Before the scheme was sanctioned by law, there were a great many differences of opinion as to method of instruction in the different institutions. In some schools the teaching was given exclusively on the oral system, in others the sign system, and in one or two the two systems were practised simultaneously. In these latter there were two classes or sections for those taught on the oral system, and on the sign and manual respectively. The duration of instruction varies in the different schools from two to eight years. In the institution for the deaf and dumb at Manilla (near Stockholm), the oldest institute in the country, the period of instruction is seven years. The deaf and dumb children are generally received between the ages of seven and ten. To this institution is attached a normal school with a two course of teaching for student teachers. In the three other institutions of the State which have been principally established for the uneducated adult deaf and dumb (above 30 years of age); the period of education is from two to four years. The expenses of the institution at Manilla are defrayed by a State grant of about 3,300*l.* a year, by the interest on divers bequests and donations, and by the fees of pupils. The above establishments are controlled by the State. The State contributes about 5*l.* 10*s.* towards the education

of each poor pupil in the commune and in the private institutions. Since the year 1877, the director of the institution at Manilla, is by order of Government inspector of all the deaf and dumb schools in Sweden.

#### NORWAY.—THE BLIND.

It is only since the commencement of the year 1860 that the general interest for the blind has found public expression in Norway by the organisation of the Society for the Welfare of the Blind. The year following, the society founded the Institution for Young Blind at Christiania, which, since 1867, has been supplied with a special building for its requirements, and can accommodate 45 pupils. The Institution is assisted and controlled by the State. The Society for the Welfare of the Blind possess a large fund in legacies, the interest of which is devoted to scholarships for the young blind. The Law of the 8th July 1881, concerning the instruction of abnormal children, has imposed on the State the duty of establishing a sufficient number of schools for the blind, as well as for the other abnormal children. All the blind of the country, from nine years of age until the age of 21, are compelled to be educated, with a maximum of eight years of instruction for each pupil. The education of the blind is consequently compulsory in Norway. In the year 1882, a professional school for blind men was founded at Christiania. This school is also assisted by the State. Also the State gives to four deserving blind of either sex free admission, entitling them to undergo operations in the hospitals; two at Christiania, one at Bergen, and one at Throndhjem. In 1881, there were 160 blind in Norway, between the ages of seven and 20.

#### NORWAY.—THE DEAF AND DUMB.

The teaching of the deaf and dumb began in Norway in the year 1825, with the foundation of the institution at Throndhjem, which is a State establishment. The method of teaching used in this institution (which was a boarding-school) was the language of signs. In the year 1848, a private school was founded at Christiania and the oral method taught. In 1850 two similar institutions were created, one at Christiansand and the other at Bergen; in each of these the oral method was taught, but they were day schools. These three private institutions were assisted by the State. By the Law of the 8th June 1883, the education of the deaf and dumb has been made compulsory between the ages of seven and 17 years. The period of instruction is generally about eight years. The Government endeavour to give to the deaf and dumb a religious and civic education (corresponding as closely as possible to that of the ordinary schools of the country) and the teaching of a trade as well. The education ends generally with the Confirmation. Each school is placed under a committee of inspection. The expenses of teaching are defrayed by the State grants; those of boarding, &c., clothing, and journeys, are borne by the communes of the particular prefecture and the parents or guarantors of the pupil. The fixing of fees in this last case is left to the authorities of the institution, who arrange them according to the means of the parents. All the institutions, with one exception, are conducted on the oral method. The language of signs is practised only at the institution at Throndhjem which receives pupils who have passed the fixed limit of age of admission for the other schools, and those who have proved unable to learn by the oral method. The law does not allow two methods in the same institution. There is also at Christiania a "Society for the Deaf and Dumb of Norway," created in 1878, with a special fund for granting aid in case of illness, &c. The total number of institutions in Norway is seven, and they contain 426 pupils.

#### FINLAND.—BLIND.

The census of 1873 showed that there were 7,959 blind in a total population of about 2,000,000 inhabitants, the proportion reaching the very high figure of 1 for every 251 of the total population. Nevertheless there were only 160 of school age. For these there are two institutions, one at Helsingfors where the instruction is given in the Swedish language, and where there are about 12 pupils, and another at Kuopio, where the instruction is given in the Finnish language, and where the pupils number about 30. The total expenses of the two institutions amount to 35,000 Finnish marks per annum. Recently a printing press has been established at Borgå for the purpose of printing books for the blind.

## FINLAND.—DEAF AND DUMB.

About the middle of the last century the director of the Hospital for Mental Ailments, M. Abraham Argillander, began, in the north of Finland, to teach the deaf and dumb by the oral method, and apparently with great success. Since then there is no evidence of any other attempt having been made to carry on this good work in Finland until the year 1846, when a deaf and dumb man, Karl Oskar Malm, after having passed his examination most successfully at the institution in Sweden, came and established a private deaf and dumb institution in his native town Borgå. This institution, which was made a State school in 1863, has at present some 30 pupils.

An institution for the deaf and dumb was previously founded by the State at Åbo, and has at present some 60 pupils, who are in charge of a director, two masters, and two mistresses. A private institution was founded in the year 1861 at Pedersörs (near Jakobstad). In the year 1865 was founded also a State establishment with about 20 pupils. In the year 1862 a State institution was founded at Kuopio with about 15 pupils, who are taught by the oral method. All the other institutions practice the manual method. This method is also practised in the private institution founded in 1884 at Hvitits by Miss Helen Ingelius, who alone teaches about nine pupils. The State spent last year for the teaching of the deaf and dumb the sum of 41,775 marks. The census of 1848 showed that there were in Finland 1,466 deaf and dumb, of which 340 were of school age.

(The above notes respecting Denmark, Sweden, Norway, and Finland are derived from *Les Etablissements d'Institutions d'Enfants Anormaux dans les pays Scandinaves* (Copenhagen, 1884), with some additional information kindly supplied by M. Moldenhawer, Director of the Royal Institution for the Blind at Copenhagen.)

## AUSTRIA.—THE BLIND.

According to information received from the I. R. Central Commission for Statistics, the number of blind in the provinces represented in the Austrian Reichsrath amounted to 15,582 in the year 1884. Of these, 2,345 are children up to 15 years of age, namely, 433 are below five, 779 from 5 to 10, and 1,113 from 10 to 15 years.

These blind children are in the following provinces:—

Provinces.	In Institutions for Educating and Employing the Blind.	In Asylums.	In Private Care.	Total.
Lower Austria	282	2	163	447
Upper Austria	48	—	24	72
Salzburg	—	1	12	13
Styria	26	—	59	85
Carinthia	—	—	32	32
Carniola	—	—	33	33
Istria	—	—	35	35
Tyrol and Vorarlberg	—	1	49	50
Bohemia	139	—	351	490
Moravia	68	—	141	209
Silesia	—	—	22	22
Gallicia	33	—	741	774
Bukowina	—	1	40	41
Dalmatia	—	—	42	42
Total	596	5	1,744	2,345
Grand				

It is thus seen, that of the 2,345 blind children, only 596 or 25·4 per cent. are provided for in institutions for the blind.

The total number of institutions for blind children in Austria amounts to eight, viz.:—

## Lower Austria:—

1. The Imperial Royal Institution for the Blind at Vienna.
2. The Provincial School for the Blind at Purkersdorf.
3. The Jews' Institution for the Blind (Hohen Warte, Heiligenstadt).

## Upper Austria:—

The private institution for the blind at Linz.

## Styria:—

The private institution for the blind of the "Odilien" Verein at Graz.

## Bohemia:—

The Institution for the Blind at Prague.

## Moravia:—

The Moravian-Silesian Institution for the Blind at Brünn.

## Gallicia:—

The Institution for the Blind at Lemberg.

(Dr. Armitage mentions in his work that a primary school for children has been recently opened at Unterdöbling.)

In all these institutions the children of school age receive as far as possible the same instruction as in all other public free schools, and music. The musical instruction includes, singing, orchestral instruments, piano, organ, zither, and harmony. Efforts are also made to bring up the blind for the profession of piano-tuners.

The technical instruction for boys includes plaiting and twisting straw, reeds and canes, manufacturing table-covers of dyed wood, wire, making door-mats of straw, reed, cane, and of felt strips, carpet-weaving, basket and brushmaking, straw chair seats, &c. They are further instructed in turnery and modelling.

The girls receive instruction in knitting, netting, needle-work, fringe work, and household work.

The cost of maintenance of the pupils is defrayed out of the revenue of the funds belonging to the institutions from charitable legacies, and out of the amounts paid for the blind children by relatives or by municipalities.

The institutions are under the supervision of the regular school authorities. In regard to police and sanitary measures, or matters relating to legacies, they are, however, put under the common civil authorities.

The blind children of school age who are not placed in special institutions are compulsorily taught in the public general free schools as far as practicable.

## AUSTRIA.—THE DEAF AND DUMB.

According to the Returns furnished by the Ministry of Public Instruction, the number of deaf mutes in Austria amounted in the year 1884 to 26,245, of whom 22,319 had been deaf and dumb from birth, while 3,926 had become so from various subsequent causes. The last Austrian census was taken in the year 1880, when the total population was returned as 22,144,244, of whom 10,819,737 were males and 11,324,507 were females.

In Hungary, out of a population of 15,642,102, the number of deaf mutes is estimated at 15,000.

The following Table gives the population of the 17 provinces of the Austrian half of the Empire, together with the number of sex of the deaf mutes in each:—

Province.	Population.	Deaf Mutes.		Total.
		Males.	Females.	
Lower Austria	2,830,621	1,194	906	2,100
Upper Austria	730,620	552	481	1,033
Salzburg	163,570	177	172	349
Styria	1,213,597	1,289	1,078	2,367
Carinthia	348,730	513	449	962
Carniola	481,243	229	214	443
Trieste	144,844	40	18	58
Gorizia and Gradisca	211,084	130	75	205
Istria	292,006	141	96	237
Tyrol	805,176	422	317	739
Vorarlberg	107,373	32	29	61
Bohemia	5,560,819	2,764	2,260	5,024
Moravia	2,153,407	1,351	1,196	2,547
Silesia	565,475	350	295	645
Gallicia	5,938,907	4,816	3,752	8,568
Bukowina	571,671	370	259	629
Dalmatia	476,101	153	95	248
Total	22,144,244	14,533	11,692	26,245

Taken, therefore, in proportion to population, the maximum number of deaf mutes is reached in the mountainous province of Carinthia and the minimum in the maritime province of Trieste, while, as regards sex, the males stand very nearly in the proportion of 14 to 11 in the females.

The Returns show the respective ages of the deaf mutes, male and female, to be as follows:—

Age.	Males.	Females.	Total.
Under 5 years	355	232	637
From 6 to 10 years	1,921	1,469	3,390
From 11 to 15 years	2,217	1,722	3,939
From 16 to 20 years	1,750	1,709	3,459
Above 20 years	8,280	6,510	14,790
Total	14,533	11,692	26,245

Turning next to the question of the educational facilities at the disposal of these deaf mutes, we find that there are in Austria 16 institutions, providing instruction for 1,236 pupils. Of these, 4 are in Lower and 1 in Upper Austria, 1 in Styria, 1 in Carinthia, 1 in Gorizia, 2 in Tyrol, 4 in Bohemia, 1 in Moravia, and 1 in Gallicia. The asylums in Lower Austria, as well as to those in several other provinces, children from other parts of the Empire are admitted.

No statistics are published in Austria with regard to the occupation or profession of deaf mutes who are not inmates of the asylums.

The maintenance of the Imperial and Royal Deaf and Dumb Institute at Vienna is provided for by the State with 22 foundations paid out of a certain Imperial fund, called the "Camerale Fonds;" by Lower Austria with 14 foundations, paid by provincial charitable associations termed "Landbunderschafts Plätze;" and by the town of Vienna with 31 foundations paid out of the funds of the Vienna charitable institution known as the "Versorgungsfonds;" the other foundations are contributed by private charity.

The Jewish Asylum at Vienna and the Diocesan Asylum at St. Pölten have private funds of their own.

With few exceptions, the other institutions receive considerable grants from provincial funds, while several are, moreover, assisted directly by the State.—(From the *Parliamentary Return C. 4903 of 1886.*)

From a memorandum furnished by Her Majesty's Consulate-General in Vienna, it appears that in 1886 the number of deaf mutes in Austria was 26,793 (15,041 males and 11,752 females), of whom 1,428 were in institutions.

## HUNGARY.—THE BLIND.

The number of blind in the whole Dominion of the Crown of St. Stephen was—

	Men.	Women.	Total.
In 1870	9,800	8,723	18,523
In 1880	10,242	10,597	20,839
Increase	442	1,874	2,316

The proportion of blind to every 10,000 inhabitants was—

In 1870	12
In 1880	13

## Religion of the Blind.

Religion.	Men.	Women.	Total.	Per cent.
Roman Catholics	5,014	5,321	10,335	49·60
Greek (Armenian) Catholics.	928	1,007	1,935	9·28
Greek Orientals	1,696	1,615	3,311	15·89
Protestants (Augsburg)	735	732	1,467	7·04
Do. (Helvetia)	1,488	1,558	3,046	14·62
Unitarians	37	44	81	0·39
Jews	340	315	655	3·14
Other religions	4	5	9	0·04
Total	10,242	10,597	20,839	100·00

## State of education of the Blind.

	Men.	Women.	Total.	Per cent.
Able to read and write	901	433	1,334	6·40
Able only to read	121	120	241	1·16
Unable to read or to write.	9,220	10,044	19,267	92·44
Total	10,242	10,597	20,839	100·00

## Classification according to the age of the Blind.

Age.	Men.	Women.	Total.	Per cent.
Up to 2 years	122	101	223	1·07
3 to 5	197	208	402	1·93
6 to 10	443	379	822	3·95
11 to 15	495	498	993	4·77
16 to 20	479	455	934	4·48
21 to 30	930	846	1,776	8·52
31 to 40	1,016	1,101	2,117	10·16
41 to 50	1,376	1,282	2,658	12·61
51 to 60	1,570	1,752	3,322	15·94
Above 60	3,631	3,959	7,590	36·42
Unknown	16	16	32	0·15
Total	10,242	10,597	20,839	100·00

## Whether married or single.

	Men.	Women.	Total.	Per cent.		
Single	3,811	37·21	3,868	36·50	7,659	36·85
Married	4,325	42·23	2,244	21·18	6,569	31·52
Widowed	2,051	20·03	4,386	41·39	6,437	30·89
Divorced	13	0·12	19	0·18	32	0·15
Unknown	42	0·41	80	0·75	122	0·59
Total	10,242	100·00	10,597	100·00	20,839	100·00

## Nationality of the Blind.

Nationality.	Men.	Women.	Totals.	Per cent.
Hungarians	4,247	4,306	8,553	41·04
Germans	1,047	1,164	2,211	10·61
Slovaks	1,213	1,242	2,455	11·78
Roumanians	1,599	1,575	3,174	15·23
Ruthenians	222	244	466	2·24
Croats-Servians	1,637	1,819	3,456	16·58
Slovenians	64	76	140	0·67
Armenians	2	5	7	0·33
Gipsies	57	57	114	0·55
Other Hungarian Subjects.	86	59	145	0·70
Foreigners	24	21	45	0·22
Dumb	44	29	73	0·35
Total	10,242	10,597	20,839	100·00



## Appendix 3.

Occupations of the Blind.				
Occupations.	Men.	Women.	Totals.	Per cent.
Intellectual - - -	69	5	74	0.36
In the service of municipalities.	18	—	18	0.09
In the receipt of pensions	77	25	102	0.49
Household work - - -	—	1,938	1,938	9.3
Agriculture - - -	2,686	454	3,140	15.07
Mining - - -	5	—	5	0.02
Industry - - -	359	26	385	1.85
Trade - - -	44	9	53	0.25
Day labourers - - -	296	173	469	2.25
Servants - - -	9	32	41	0.19
Living on private means	204	140	344	1.65
In receipt of alms - - -	1,826	1,526	3,352	16.09
In institutions - - -	112	115	227	1.09
Visiting schools - - -	39	35	74	0.36
Of no occupations - - -	4,496	6,119	10,615	50.94
Prisoners - - -	2	—	2	0.01
<b>Totals</b> - - -	<b>10,242</b>	<b>10,597</b>	<b>20,839</b>	<b>100.00</b>

(The notes respecting the blind in Austria and Hungary were obtained from Her Majesty's Ambassador at Vienna.)

## HUNGARY.—THE DEAF AND DUMB.

In Hungary the educational facilities for the deaf and dumb are far inferior to those of Austria.

Their number, as already stated, is estimated at 15,000, and the only two deaf and dumb asylums are the Royal National Asylum at Waitzen, in the county of Pesth, receiving 61 boys and 32 girls, total 93; and the Jewish Asylum at Pesth, receiving 75 pupils (sex not stated).

The system of instruction adopted at Waitzen is oral; the pupils are taught to acquire the usual and necessary accomplishments of life, and to learn some useful trade. Of the 93 pupils received in the asylum, 43 are supported by national foundations, 33 by scholarships, 3 at their own expense, while 14 are out-boarders. The income of the institution amounts to 20,945 fl., and is derived from the interest on the various donations and charitable grants made to it since its foundation in 1802. In the estimates of 1885 its annual expenses were reckoned at 37,000 fl., and, as these are far in excess of its revenues, the State makes it a yearly grant of 16,055 fl.

At the Jewish Asylum in Pesth the course of study, which is modelled on that of the primary schools, is calculated as lasting for a period of six years. The capital, Buda-Pesth, subscribes 500 fl. to it annually, and donations to the amount of 1,727 fl. were made to it during the past year.—(From the Parliamentary Return C. 4908, 1886.)

## ITALY.—THE BLIND.

The number of blind persons in Italy is 21,718, as deduced from the results of the census of 1881, and those of school age are estimated to form 25 per cent. of the whole, or about 5,429 in number. But no special cognizance of the blind is taken in the Government census.

The institutions, schools, and workshops for the blind of Italy are the following:—

1. Naples. Hospital (male) of San Giuseppe e Lucia. Founded in 1818 by Ferdinand I.
2. Padua Institute (male). Founded in 1838 by Professor Configliachi.
3. Naples. Strachan Institute (female). Founded in 1864 by Cavaliere Rodinò.
4. Podesta Institute. Founded in 1869 at Genoa (male and female).
5. Rome. Institute of Santo Alessio. Founded in 1869 by Pope Pius IX. (male and female).
6. Florence. Victor Emmanuel Institute. Founded 1869 by Cavaliere Federigo Valsini (male and female).
7. Naples. Istituto Principe di Napoli. Founded in 1873 by Commendatore D. Martuscelli (male and female).
8. Pavia. Female Institute. Founded in 1873 by Bishop Parrocchi.
9. Rome. Hospital of Margherita of Savoy (male and female). Founded 1873.
10. Como Institute for girls. Founded 1873.
11. Assisi. Convitto Serafico (male). Founded by Padre Ludovico da Cassoria in 1873.
12. Bologna. Institute for females. Founded 1877 by Cardinal L. Mara Parrocchi.

13. Legnano. Private institution for girls. Founded 1873 by Dr. Aquilino Marelli.
14. Palermo. School for blind boys. Founded 1879 by G. Carollo.
15. Bologna. Institute founded, 1882, by Marquis Cavazza and Count Salina (for males and females).
16. Vicenza. Farina College for men.
17. Reggio di Emilia. Istituto Giuseppe Garibaldi. Founded 1883 by Cavaliere Dante Soliani, for males.
18. Milan. Istituto Barozzi. Founded 1839, for males and females. In connexion therewith there is an asylum for adult blind of both sexes. Founded in 1873 by the Count S. Mondolfo, and a workshop for outdoor journeymen. Founded in 1884 by Cavaliere Zirotti.
19. Turin. Institute founded in 1879 by Count R. di Netro, for both sexes. A workshop is attached.
20. Florence. Printing and industrial workshop for males. Founded in 1875 by the Società Tommasco. Attached is an international museum of objects for instructing the blind, organised by Cavaliere Dante Barbi Adriani.

In these institutions and schools literary, musical, and industrial training is given, and in some gymnastics as well. The manual trades generally taught are, for males, mat, basket, and brush making, and piano-tuning; and for females, straw-plaiting, knitting, &c.

Most, if not all, of these institutions have private funds arising out of legacies left by generous persons, donations, and contributions. The Government, the provincial administrations, and the communes also contribute to some extent.

	Lire.
The Padua Institute receives from the province - - -	2,000
" Milan Institute receives from the Government - - -	2,000
" Naples (Rodino) Institute receives from the Government - - -	300
" Naples (Principe) Institute receives from the Minister of Public Instruction and the municipality, together - - -	10,000
" Rome (Margherita of Savoy) Institution receives from the province - - -	7,000
" Turin Institution receives from the province - - -	3,000
And from the municipality - - -	3,000
" Reggio Emilia Institution receives from the Government - - -	1,300

The above public grants are, however, entirely optional.

(Chiefly from information supplied by Caval. Dante Adriani, and Caval. Sac. Vitali, Director of the Institution for the Blind at Milan.)

## ITALY.—THE DEAF AND DUMB.

The Italian Census of 1881 returned the total population of the kingdom as 28,459,628 inhabitants, of whom 15,300 are deaf-mutes, in the proportion of 8,707 males to 6,593 females. This number is smaller than in the previous Census Returns of 1861 and 1871. It is believed, however, that there may have been a considerable amount of error in the Italian Census as regards deaf-mutes, and that their total number may amount to more than double that given above.

The real figures are believed to be nearer 40,000 deaf or deaf-mutes, and the number of those of school age (*i.e.*, between 5 and 21 years of age) to be about 15,000. Deafness is found to be most prevalent in the provinces of Piedmont, Lombardy, and Sicily, and it is remarkable that in these provinces consanguineous marriages are most frequent, but it must be added that further researches do not tend to establish the connexion between the two.

The following are the numbers according to status and education:—

	Males.	Females.	Total.
Unmarried - - -	8,123	6,309	14,432
Married - - -	501	166	667
Widowed - - -	83	118	201
Able to read and write - - -	2,051	1,330	3,411
Unable to read and write - - -	6,626	5,263	11,889

## Appendix 3.

Of 100 deaf-mute women only 25 are married, whilst the proportion for the whole population is 15 times larger; in this respect the reverse is the case with regard to males.

In the year 1880 there were 1,491 pupils in institutions, 815 of these being males and 676 females. The great majority of these were boarders, there being only 114 externals. There were also 70 deaf-mute adults, who after completing their studies had remained in the Institutions at Modena and Bologna. But, assuming that the above rough estimate of 15,000 of school age (5 to 21) is correct, it will be apparent that only a fraction of these are actually under instruction.

910 of the pupils are educated free, 140 partially free, and 335 pay for their education. (This is, however, exclusive of Como and Bologna).

At Siena there are only 4 per cent. of the deaf-mutes who are unable to write and read; in Pavia, 18.9; in Verona, 21.8; in Turin, 22.8; in Genoa, 23.1; in Milan, 25.2; and in Naples, 41 per cent. South of the province of Naples there is not one who has received the most elementary rudiments of education.

The education of the deaf was not tried on a large scale until the present century, the first institution having been founded at Genoa in 1801 by Ottavio Assarotti. In 80 years' time 35 establishments have been opened.

There are three Royal deaf-mute institutions, but that at Milan is the only one maintained solely by Government. It receives an annual grant of about 3,600*l.* per annum. 18 are charitable institutions, and under the Minister of the Interior, and 17 are recognised as educational institutions, and are consequently placed under the Minister of Education. 11 receive subsidies from the Government, 21 from provinces, 10 from communes, and 16 from private sources. They contain 815 male and 676 female pupils, the course of instruction usually lasting eight years, and the large majority living in the institutes. Since the foundation of the schools 4,419 pupils have left on completing their education. The school hours seldom exceed five hours per day during 10 or 11 months of the year. In every institution suitable trades are taught, and in 17 of them some instruction is added in the rudiments of art. Some of the schools have committees connected with them for assisting the pupils after they have left school.

(Principally derived from *Gli Istituti e le Scuole dei Sordomuti in Italia*, Roma. Tipogr. elzeviriana, nel Ministero delle Finanze, 1880.)

## RUSSIA.—THE BLIND.

Statistics with regard to the number and condition of the blind in the Russian Empire are at present of a very limited character, and it is only of late years that any attempt has been made to draw up any accurate returns with regard to them.

This work has been principally due to the active interest taken by the great Imperial charitable institution, *viz.*, the "Marie Institute," in promoting the welfare and instruction of the blind; and the returns which are now published by that society, enable one to form some idea of their relative number in this country. The total number of the blind throughout the empire is generally reckoned at from 160,000 to 200,000, thus making 1.6 to 2 per 1,000 inhabitants. The average, however, varies considerably in the different provinces, and blindness seems to be specially prevalent among the Finnish inhabitants of the Baltic province of Livonia, and also in the government of Kazan; as the returns for these two provinces, as will be seen below, show a total of over 50 per 10,000 inhabitants, in comparison with 19 and 20 in the governments of Kieff and Poltava. The excessive prevalence of blindness in the government of Kazan is to be attributed to the large number of Mahomedans settled in that district, and is principally caused by tobacco smoke, and the ill-ventilated dwellings in which they live.

Up to the present it is only in the governments of Petersburg, Kieff, Poltava, Kazan, Finland, and the Baltic Provinces, that any accurate statistics with regard to the occupation and condition of the blind have as yet been obtained. The committee formed by the Marie Institute, under the presidency of Mr. Grote, is making every endeavour to continue the work which has now been so successfully commenced; and it is hoped that in the course of a few years, returns may be collected with regard to the other provinces of this empire.

The following are the statistics which up to the present time have been published:—

I. In the city of St. Petersburg, with a population of 861,303, there are 771 blind (320 males and 451 females), thus making 8.9 per 10,000 inhabitants. Of these, 134 were born blind (83 males and 51 females); 128 (71 boys and 57 girls) are now being taught in the schools provided for that purpose, as there are seven different establishments in St. Petersburg, with accommodation for 253 children; 17 adults are earning their own livelihood in different branches of industry; in manufactories, 3; in agriculture, 3; in trade, 2; as servants, 7; in the service of the government, 2. In addition to these, there are as owners of lodgings, 4; in various occupations, 14; living on their own incomes, 21; by pensions, 80; by the care of private people, 71; in the care of parents, 250; by begging, 26. One hundred poor blind are also specially provided for by the Marie Institute in St. Petersburg.

The following is a resumé of the average per 10,000 inhabitants:—

I. In the city of Petersburg	-	-	8.9 blind.
II. In the government of Kieff	-	-	19.6 "
III. " " Poltava	-	-	17.8 "
IV. " " Kazan	-	-	57.0 "
V. In Livonia	-	-	50.2 "
VI. " Esthonia	-	-	41.1 "
VII. " Finland	-	-	21.4 "

In Russia there are 21 institutions for the support of the blind.

The Marie Institute for the improvement of the condition of the blind was founded in 1881, under the special patronage of H.M. the Empress.

The aims of this society are very extensive: (1.) The education and instruction of blind children, and their preparation for an independent career in trade; (2.) technical instruction to adults in work schools; (3.) assistance to the infirm, and those incapable of earning their livelihood.

The direction of this society is entrusted to a committee. It was founded in 1881, under the presidency of Mr. Grote, a Secretary of State, and a Member of the Council of the Empire. At present the Society has over 1,600 subscribers, with agents in all parts of the empire, and endeavours are now being made to form branch establishments in each of the different governments. The following eight establishments are also under its directions:—

(1.) The institution for blind boys in Petersburg, founded in 1881, with 30 boarders from the age of 6 to 11. They are instructed in the making of carpets, mats, brushes, baskets, and in the mending of chairs; and and special attention is also paid to their instruction in science and music. Writing is taught after the system of Braille, Hebold, and Beaufort.

(2.) The institution for blind girls in Petersburg, founded in 1883, with 30 boarders, and established on the same principles as the above.

(3.) The work school for men in St. Petersburg, founded in 1878, and in which they are received from the age of 16 to 35. In this establishment they are taught in the course of three or four years to earn their own livelihood by means of manual labour. A new model institution for the blind is now being built at St. Petersburg, to contain 120 boarders (70 boys, and 50 girls).

(4.) The institution for the blind in Kieff, founded in 1884, with accommodation for 50 children.

(5.) The work school for men in Kieff, which was founded in 1879 on the same principles as that at St. Petersburg. A home has also been established for those who now can earn their own livelihood by means of manual labour. The society is about to open a new branch establishment also at Kharkoff.

(6.) The work school at Kamenetz-Podolsk, founded in 1884 on the model of the Petersburg institution, with accommodation for 10 adults.

(7.) The institution for the blind at Keval, founded in 1883, for 20 children.

(8.) The institution at Kazan, founded in 1885, for 20 children, and in which 13 are now being brought up.

The Marie Institute also pays much attention to the printing of books in raised types, the system principally used being that of Dr. Moon, and which has now been adapted to the Russian language. Apart from the above-mentioned establishments, the society provides for the care of a large number of blind. In cases where any hope of a cure is possible, they are sent to the principal hospitals, and a staff of military doctors is also organised to make yearly tours through the provinces.

## Appendix 3.

In addition to the above institutions under the direction of the Marie Institute, there are 13 which are supported by private charity.

1. The Blessig Institute, founded in 1880, with accommodation for 25 (15 men and 10 women), who are taught to make mats, carpets, brushes, baskets, and the mending of chairs. The women are also taught needlework. Fifteen of those who have left the institution are now earning their own livelihood.

2. The institution for blind boys in St. Petersburg, belonging to the Imperial Philanthropic Society, and founded in 1807 by Valentine Haug, with 30 boarders. This institution has its own printing press and orchestra.

3. The institution for blind girls in St. Petersburg, belonging to the Imperial Philanthropic Society, founded in 1871, with 20 boarders. Here they are instructed in knitting, sewing, crochet work, and the making of carpets, mats, &c.

4. The Marie Institution for blind women, belonging to the Imperial Philanthropic Society, founded in 1882, with 60 boarders, and where the usual trade instruction is given.

5. The institution for the blind at Moscow, founded in 1883, with 23 boarders (16 boys and 7 girls).

6. The home for blind women at Moscow, founded in 1845, with 130 boarders.

7. The home for blind men at Moscow, founded in 1884, with 13 boarders.

8. The home for blind children at Moscow, founded in 1879 in memory of Prince P. Oldenburgh.

9. Institution for blind at Riga, founded in 1873, with 22 boarders.

10. The institution for the blind, deaf, and dumb, at Warsaw, founded in 1845, and where now 45 blind are being cared for.

11. Home for blind at Warsaw who have completed their apprenticeship at the above institution; 53 boarders.

12. Institution for blind children at Helsingfors, with 15 boarders.

13. Institution for blind children at Konopio in Finland, 30 boarders.

(From a memorandum by Mr. G. E. Welby, of the British Embassy at St. Petersburg.)

[For information respecting the education and training of the Blind in the United States, see Memorandum by Dr. F. J. Campbell (Appendix 17), and also the evidence of Mr. Hinmon L. Hall. On the subject of the Deaf and Dumb in the United States, the evidence of D. E. M. Gallaudet and Mr. A. G. Bell should be consulted.]

## APPENDIX 4.

THE ENDOWED SCHOOLS ACT, 1869, 32 & 33 Vict. c. 56. THE EDUCATIONAL ENDOWMENTS (IRELAND) ACT, 1885, 48 & 49 Vict. c. 78.—A COMPARISON.\*

(Referred to in paragraph 249 of the Report.)

With an experience of 16 years working of the English Act, the Legislature were enabled to make, and did make, the Irish Act fuller and more complete.

In both Acts the clauses relating to procedure and to some other small matters are very much the same. But looking at the Acts, and contrasting their subject matter, and the powers of the Executive Commissions created by each respectively, the more comprehensive nature of the Irish Act will be apparent. It is proposed to shortly discuss the Acts according to the two heads mentioned above; for convenience of reference a side-by-side epitome of the Acts is given at the end of this memorandum.

## I. Subject matter dealt with.

## "Educational Endowments."

Comparing sections 1, 9, 10, of the Irish Act, with sections 5, 29, 30, of the English Act it will be observed that, though almost the same ground is covered in each case, a very large portion of the educational endowments, which, in Ireland, are under the control of the Commissioners, cannot, in England, be dealt

with except with the consent of the governing body. In this class come marriage portions, apprenticeship fees, and gifts for maintenance of poor children.

Moreover, when the endowments expressly exempted from the Act come to be looked at, a broad distinction is to be observed. Section 8 of the English Act contains a list of classes of endowments which cannot be brought under the jurisdiction created by Act. There is no corresponding section of the Irish Act; on the other hand, it will be noted that the classes mentioned in sub-sections (2), (4), (6), and presumably (7) of section 8 of the English Act find places in section 7 of the Irish Act, and by virtue of that section can be dealt with by the Commissioners, with the consent of the governing bodies.

Of the endowments qualifiedly exempt, namely, those mentioned in section 7 of the Irish Act, and section 14 of the English Act, the latter Act includes one large class—endowments created less than 50 years before the passing of the English Act. In the Irish Act, the date of the Act itself is the limit from which exemption can be claimed for endowments on the ground of recent foundation.

\* This unofficial document was prepared in Ireland at the request of the late Dr. Robert McDonnell, one of the Royal Commissioners, and accepted by him as expressing his views. It has not been put together under the direction or with the sanction of the Educational Endowments (Ireland) Commission.

## Appendix 4.

The most remarkable and important, however, of the provisions of section 7 of the Irish Act is sub-section (6). This sub-section, which does not appear in the English Act at all, seems to be of a retrogressive nature, as it founds a claim to exemption from the operation of the Irish Act on grounds which, in this connexion at least, have no place in the English Act, namely, religious grounds; and it has been largely made use of to oust the jurisdiction of the Irish Commission.

The Educational Endowments (Ireland) Commission began its work on October 1, 1885, and it soon became apparent that the governors and managers of a large number of endowments were frightened at the Commission, distrustful in the manner in which it might exercise its powers, and, above all, apprehensive lest the Commission should "confiscate" these endowments, and transfer their management and their benefits to another class of persons. They apparently had but little confidence that the Commissioners would have regard, as they were bound to do, to the spirit of the founder's intentions, and they seemingly failed to appreciate the fact that the Commissioners would not, because they could not, divert any endowment when the founder's intentions could be ascertained, and could be carried out. Numerous claims to exemption from the Act were therefore made and, in many cases, established; and although in several instances it was obvious that a new scheme for government and management would be of the greatest advantage, yet, it may safely be said that in almost every such case, where the claim to exemption was made good, the parties interested went away from the Commissioners never to come back to ask aid or help, no matter how plain it might be that usefulness of the endowment required extension.

It may be well here to draw attention to "mixed endowments," that is, endowments partly educational and partly non-educational.

The provisions relating to this class of endowments will be found in section 8 of the Irish Act, and section 24 of the English Act. It will be observed that the Irish Act fetters the action of the Commissioners far less than the English Act; and comparing sections 8 and 9 of

the Irish Act it will be noted that, whereas in the former section the Commissioners themselves are empowered to determine the applicability of clauses (a), (b), (c), (d), of sub-section (1), it would appear that, in the latter section, the governing body is to decide whether an endowment shall or shall not be deemed educational by reason of the existence of any of the circumstances referred to in that section, though the circumstances in question in both sections very closely correspond.

## II. Powers of the Commissioners.

A glance at the corresponding sections will show that, whereas the English Act provides for but eight cases, the Irish Act provides for double that number, including the very important cases of giving power to governing bodies to invest funds, and to sell property.

Taking the Educational Endowments (Ireland) Act as a model or type for any proposed legislation for the conferring of greater and more lasting benefit on the objects of certain charitable institutions in Ireland for the maintenance and education of the Deaf and Dumb and the Blind, the following improvements and amendments might with advantage be made in any Bill founded on the Act referred to.

1. It should be made abundantly plain, in a very prominent part of the Bill, that the sole object of the Bill would be to extend the usefulness of institutions and of their endowments; and to give to the objects of charity cared for in those institutions greater advantages than under the present system they do possess or could possess, and that, without substantially interfering with the powers or privileges of the governing bodies.

2. No institution should be exempted solely by reason of its religious character; at the same time, the Bill should contain an assurance that the religious views and position of the governing bodies, and of the inmates will be strictly respected, and the religious exclusiveness of the institution itself, as such, fully protected.

3. The Bill should give power to have compensation for vested interests provided for in whole or in part by Parliamentary vote.

4. The executive power to be given should be as wide as possible.

COMPARATIVE STATEMENT contrasting, side by side, the material provisions of the Educational Endowments (Ireland) Act, 1885, with the corresponding provisions of the Endowed Schools Act, 1869.

The provisions of the former Act appear in the left-hand column, and are headed "Irish Act." The provisions of the latter Act appear in the right-hand column, and are headed "English Act."

## I.—SCOPE OF THE ACTS.

## Irish Act.

Preamble.—To extend the usefulness of educational endowments, regard being had to (section 13) the spirit of the founder's intentions, and (section 13) to the interests of particular classes where a scheme modifies or abolishes the privileges and educational advantages of such classes. Funds for elementary education to be so applied (section 11), except to the extent to which they are manifestly in excess of requirements for such education.

## English Act.

Preamble.—To promote the greater efficiency of Educational endowments, and to carry into effect the main designs of the founders, by putting a liberal education within the reach of children of all classes.

## II.—SUBJECT-MATTER DEALT WITH.

## Educational Endowments.

## Irish Act.

Section 1.—Any property dedicated to charitable uses and which has been applied or is applicable, in whole or in part, whether by the declared intention of the founder, or by the consent of the governing body, or by custom, or otherwise, to educational purposes.

## English Act.

Section 5.—An endowment . . . . . which . . . . . has been made applicable or is applied for the purposes of education at school of boys and girls or either of them, or of exhibitions tenable at a school, or . . . . . elsewhere . . . . . and applied in the shape of payment to the governing body, or to the teacher . . . . . or to scholars . . . . . or to parents, or of buildings, houses, or school apparatus.

"Educational Endowments" also includes (section 9) endowments not educational within the meaning of the Act if (a) there are no objects to benefit thereby, or (b) the purposes thereof have become obsolete or useless, or (c) are otherwise sufficiently provided for, or (d) are insignificant in comparison with the magnitude of the endowment, or (e) if they are not

"Educational Endowments" also include (sections 29, 30) endowments not educational within the meaning of the Act, given for (a) dotes, (b) marriage portions, (c) redemption of prisoners and captives, (d) relief of poor debtors, (e) loans, (f) apprenticeship fees attached to a school (section 29) or generally (section 30), (g) advancement in life, (h) maintenance, clothing, &c.



*Irish Act.*

substantially beneficial for class to be benefited, or (c) it is impossible to carry the founder's intentions into effect, and if the governing bodies of such endowments give their consent in writing that the endowments may be deemed to be educational. "Educational Endowments" also embraces (section 10) endowments for (a) apprenticeship fees, (b) marriage portions, (c) maintenance, nurture, clothing, or benefit of poor children or young persons.

*Endowments to which Acts are wholly inapplicable except where expressly provided.*

*Irish Act.*

No corresponding provision in the Irish Act.

*English Act.*

of children at a school, (i) purposes which have failed or are now insignificant, if the endowment was given to charitable uses before 1800. Provided that in all the cases mentioned in sections 29 and 30 the written consent of the governing bodies be obtained.

## Section 8.

1. English public schools.
2. Any school maintained wholly or partly by voluntary subscriptions, and having no endowment except school buildings, teachers residences, playgrounds or gardens.
3. Any school, other than grammar schools, receiving a Parliamentary grant.
4. Any school, the endowment of which may, in the discretion of the governing body, be applied to other than educational purposes, or to some other school.
6. Theological colleges or professional schools.
7. Choristers' schools.

*Endowments exempt from the operation of the Acts, except with the written consent of the Governing Body.*

*Irish Act.*

## Section 7.

1. If belonging to, administered by, or in the gift of Dublin University or Trinity College.
2. Endowments for theological education or belonging to a theological college.
3. If wholly applicable to other than educational purposes.
4. If created after the passing of the Act.
5. If consisting of voluntary subscriptions, or accumulations or investments thereof.
6. If applicable and provided exclusively for persons of any particular religious denomination and under the exclusive control of persons of that denomination.
7. Non-educational endowments under the circumstances set out in section 9.

*English Act.*

## Section 14.

1. A school or exhibition which is part of the foundation of an Oxford or Cambridge college.
2. Cathedral or collegiate Church schools.
3. Schools under the Quakers or Moravians.
4. If given less than 50 years before the Act.
5. Non-educational endowments of the classes mentioned in sections 29, 30.

*Mixed Endowments, partly Educational and partly Non-Educational.*

Provisions of the Acts which apply, unless the Governing Body assent to a Scheme departing therefrom.

*Irish Act.*

## Section 8.

1. The non-educational part shall not be diverted unless—
  - (a.) There are no persons to benefit by it, or
  - (b.) The purposes have failed, or
  - (c.) Have become insignificant, or
  - (d.) Are prejudicial to the public welfare.
2. The non-educational part to be deemed to be that proportion which, according to an average of years, to be fixed by the Commissioners, has been appropriated to such uses, or which, according to the instrument of foundation, ought to have been appropriated.
3. If more than half is non-educational, the governing body of such part shall remain unaltered.
4. Such governing body shall apply for educational purposes such part of the endowment as the Commissioners shall fix.
5. Commissioners to determine how accumulations are to be applied between educational and non-educational purposes.

*English Act.*

## Section 24.

1. The non-educational part shall not be diverted.
 

} These exceptions not found in the English Act.
2. As in the Irish Act, except that "three years before the passing of the Act" is fixed, instead of "an average of years."
3. As in the Irish Act.
4. As in the Irish Act, but an appeal is given to Her Majesty in Council.
- 5 and 6. If endowment accumulated for three years and under, the Charity Commissioners to determine the proportions to be applied to educational and other charitable purposes.
6. If the instrument governing the endowment has not been carried into effect during the said three years, preceding five provisions of this section not to apply, and the Charity Commissioners shall absolutely determine what shall be the educational, and what the non-educational character of the endowment.

*Powers of the Commissioners.**Irish Act.*

## Section 6.

1. To alter the conditions and provisions of endowments.
2. To give powers of investment of funds.
3. To give powers of sale of property.
4. To amalgamate or combine endowments.
5. To divide endowments.
6. To transfer endowments for Intermediate Education to the Intermediate Education Board.
7. To place elementary schools under the Commissioners of National Education.
8. To consolidate or divide schools.
9. To give power to remove schools to other localities.
10. To give power to governing bodies to re-adjust, extend, and abolish schemes for exhibitions.
11. To transfer endowments from one governing body to another.
11. To alter the constitution of the governing body.
12. To unite two or more governing bodies.
14. To establish new governing bodies.
15. To incorporate governing bodies.
16. To vest endowments in existing corporate bodies.

*English Act.*

## Sections 9, 10.

1. To alter and add to existing trusts, and to make new provisions in lieu of existing provisions, trusts, and declarations.
2. To consolidate endowments.
3. To divide endowments.
4. To alter the constitution, rights, and powers of governing bodies.
5. To establish new governing bodies, incorporate or unincorporate.
6. To incorporate governing bodies.
7. To remove a governing body.
8. To dissolve a corporation.

THE EDUCATIONAL ENDOWMENTS (IRELAND) ACT, 1885, AND THE EDUCATIONAL ENDOWMENTS (SCOTLAND) ACT, 1882, COMPARED.

THE IRISH ACT, BEING LATER AND MORE COMPREHENSIVE, IS TAKEN AS THE STANDARD.

In the following side-by-side synopsis, the provisions of and the references to the Irish Act appear in the left-hand column, and those of the Scotch Act, in the right-hand column.

*Irish Act.*

Preamble.—To extend the usefulness of educational endowments.

*Scotch Act.*

Preamble.—To extend the usefulness of educational endowments, to carry out more fully the spirit of the founder's intentions, to make adequate provision out of such endowments for the higher education of boys and girls in (section 7) public schools, or otherwise in localities to which the endowments severally belong, so as to secure the benefit thereof to the inhabitants of such localities, and, if the Commissioners think fit, to establish or aid industrial museums or libraries

Section 1.—"Educational Endowment." Any property dedicated to charitable uses and which has been applied or is applicable, in whole or in part, whether by the declared intention of the founder, or by the consent of the governing body, or by custom, or otherwise, to educational purposes.

Section 1.—"Educational endowment." As in the Irish Act, *excepting, however,* moneys or funds paid to a society or incorporation by its members by way of entry moneys, fixed payments, or burgess fines, *unless the governing body consent to these funds being treated as educational endowments.*

Section 2.—Short title.

Section 2.—} Quite analogous to the Irish Act.

Section 3.—Commencement.

Section 3.—} Commissioners.  
Seven in all—no qualification prescribed.

Sections 4, 5.—Commissioners.

Two, judicial, who shall be or have been Judges of the High Court of Justice.  
Three, Assistant, who shall be persons of experience in education.

Section 6.—Powers of Commissioners.

1. To alter the conditions and provisions of endowments.
2. To give powers of investment of funds.
3. To give powers of sale of property.
4. To amalgamate or combine endowments.
5. To divide endowments.
6. To transfer endowments for Intermediate Education to the Intermediate Education Board.
7. To place elementary schools under the Commissioners of National Education.
8. To consolidate or divide schools.
9. To give power to remove schools to other localities.
10. To give power to governing bodies to re-adjust, extend, and abolish schemes for exhibitions.
11. To transfer endowments from one governing body to another.

Section 5.—Powers of Commissioners.

1. To alter the conditions and provisions of endowments.
2. To give powers of investment of funds.
3. To amalgamate or combine endowments.
4. To divide endowments.

## Appendix 4.

*Irish Act.*

11. To alter the constitution of the governing bodies.
12. To unite two or more governing bodies.
14. To establish new governing bodies.
15. To incorporate governing bodies.
16. To vest endowments in existing corporate bodies.
17. To dissolve existing corporations.

No corresponding provision.

Section 7.—Endowments exempt, except with consent of the governing body.

1. If belonging to, administered by, or in the gift of Dublin University or Trinity College.
2. Endowments for theological education or belonging to a theological college.
3. If wholly applicable to other than educational purposes.
4. If created after the passing of the Act.
5. If consisting of voluntary subscriptions, or accumulations or investments thereof.
6. If applicable and provided exclusively for persons of any particular religious denomination and under the exclusive control of persons of that denomination.

No corresponding provision.

Section 8.—Mixed endowments.

Section 9.—Certain non-educational endowments to be applied to educational purposes.

Further powers of management, &c. may be conferred on the "Commissioners of Education."

Section 10.—Apprenticeship fees, &c. to be deemed educational endowments.

Sections 11-18.—Requisites of schemes.

These sections are in every way similar, each to each; Board is substituted by the Scotch Education Board, Donations and Bequests for the Court of Session.

*Irish Act.*

Sections 19-22.—Procedure.

Section 23.—Judicial Commissioners to consider objections, frame Schemes, and submit them to the Lord Lieutenant in Council.

Section 24.—After two months publication of a Scheme submitted, the Lord Lieutenant may (1a) provisionally approve it, or (1b) remit it with a declaration.

After two months publication of provisional approval, the Lord Lieutenant may (2) finally approve the Scheme by Order in Council, unless a petition is presented to him that the Scheme be laid before Parliament.

Section 25.—Proceedings on a Scheme being remitted.

No corresponding provision. (It is unnecessary, see section 4 and section 23, Judicial Commissioners.)

Section 26.—Quorum of governing body.

No corresponding section.

Section 27.—Approval of Scheme, laying before Parliament.

No corresponding provision.

Section 28 to the end.

*Scotch Act.*

5. To alter the constitution of the governing bodies.
6. To unite two or more governing bodies.
7. To establish new governing bodies.
8. To incorporate governing bodies.

Section 6.—Provisions as to the constitution of governing bodies, where governing bodies consist wholly or partially of members of town councils, &c.

Section 8.—Endowments exempt, except with consent of the governing body.

2. If belonging to, or administered by, or in the gift of any Scotch university or college belonging thereto.
3. Endowments for theological education or belonging to a theological college.

1. If created after the passing of the Scotch Education Act, 1872.

Section 9.—Date of creation of the oldest part of an endowment to be deemed to be the date of the creation of the whole endowment, if portions cannot be conveniently separated.

Section 10.—Same as section 8 of the Irish Act.

Section 11.—As in the Irish Act, section 9.

No corresponding provision.

Section 12.—As in the Irish Act, sec. 10.

Sections 13-20.—Requisites of schemes.

in section 17 of the Irish Act, the Local Government Board is substituted by the Scotch Education Board, and in section 18, the Commissioners of Charitable Donations and Bequests for the Court of Session.

*Scotch Act.*

Sections 21-24.—Procedure similar to the Irish Act, except that, by section 24, one Assistant Commissioner can hold an inquiry.

Section 25.—Commissioners to consider objections, frame Schemes, and submit them to the Scotch Education Department.

Section 26.—After two months publication of a Scheme submitted, and in the event of no case being submitted to the Court of Session, the Scotch Education Department may (1a) approve a scheme, or (1b) remit it with a declaration.

After two months publication of such approval, the Scheme may (2) be approved by the Queen in Council, unless a petition is presented to the said department that the Scheme be laid before Parliament.

Section 27.—Similar to Irish Act, section 25.

Section 28.—No scheme to be submitted to Scotch Education Department, unless the majority of the Commissioners for the time being approve in writing. In other respects any three Commissioners may act.

Section 28.—As in the Irish Act, section 26.

Sections 30, 31.—Special case to Court of Session.

Section 32.—Similar to Irish Act, section 27.

Section 33.—Procedure of this Act not to apply to endowments less than 50l. annual value belonging to any public or State-aided school, if the governing body frame and submit a Scheme, approval of such a Scheme has all the effect of an Order in Council.

Section 34 to the end.

The provisions of both Acts are practically similar.

## APPENDIX 5.

## Appendix 5.

MEMORANDUM BY HIS GRACE THE MOST REVEREND W. J. WALSH, D.D., CATHOLIC ARCHBISHOP OF DUBLIN, ON THE EDUCATION AND TRAINING OF THE BLIND, THE DEAF AND DUMB, &c. IN IRELAND. (Referred to throughout Irish Report.)

Before proceeding to answer in detail the questions kindly sent to me by the Commission, I wish to make two preliminary remarks.

Firstly. It is to be understood that the matters in question not having been in any way considered by our episcopal body, I am not in possession of the views of any of the other Irish Bishops in reference to them, and so I can speak only for myself.

Secondly. The Commissioners are aware that I indicated to Canon Daniel my unwillingness that he should proceed to London for the purpose of giving evidence before the Commission. In doing so I had no thought of placing any difficulty in the way of the Commissioners in obtaining any information that might be useful to them for the purposes of their inquiry. I wished merely to make a practical protest against the extension to this case of a system which I cannot but regard as most hurtful to Irish interests—the system of dealing in London with Irish matters which, beyond question, can be dealt with more effectively in Ireland. Other Commissions appointed for inquiry into matters affecting the local needs of the various parts of the United Kingdom have held sittings for the taking of evidence in Ireland. I felt called upon to express, in the only way open to me, my view that the same course ought to have been adopted in the case of the present inquiry regarding the deaf and dumb and the blind. But having made this protest in discharge of what I considered a duty, I now feel myself under a special obligation to thank the Commissioners for the opportunity they have afforded me of virtually giving evidence before them without the necessity of crossing to England for the purpose.

I now proceed to answer the questions in order as sent to me by the Chairman of the Commission.

## QUESTION I.

Under this heading in the paper forwarded to me there is set forth merely the following statement:—

"The numbers of the blind and deaf and dumb in Ireland at the last Census (1881) were as follows:—"

Blind.		
Educated	-	3,217
Uneducated	-	2,894
Total	-	6,111
Deaf and Dumb.		
Educated	-	1,746
Uneducated	-	3,037
Total	-	4,783

(Including some educable idiots.)"

## QUESTION II.

"Assuming that the above require education even more urgently than hearing and seeing people, in consequence of their afflicted condition, ought such education to be compulsory?"

## ANSWER.

As regards Ireland I do not think that compulsion should be applied. For I take it as a general principle of legislation that compulsion ought not to be applied where no necessity for it exists, and I cannot consider compulsion necessary in the present case.

If an educational system be established in Ireland fully and freely available in every case for the education of the classes of children in question, there will not be, I should consider, any need to apply compulsion to induce the parents and guardians of those children to give them the advantages of it.

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Two things are here to be taken into account both of them firmly established and abundantly illustrated by experience. Firstly, there is amongst our people, even amongst the poorest of them, an earnest desire to have their children educated. Secondly, in the exceptional cases where this desire may be wanting, the influence of the clergy—and I may take the liberty of observing that in this I speak of the clergy of all religious denominations in Ireland—may be relied upon to give most effective aid to the legislature in securing the sending of the children to school, always, of course, provided that the system of education maintained by the public authority is one that puts no strain upon the conscience of either clergy or people.

It is, perhaps, right for me to add that as regards the primary education of the people generally, I am strongly of opinion that in the case of the city of Dublin, and, of course, in similar cases, if there be any such, as I assume there are, among the larger towns and cities of Ireland, a measure of compulsory education is most urgently needed. But the opinion which I thus express is based upon considerations to a large extent exceptional in their character, considerations which in no way apply to the country at large, and which, even in the case of Dublin, can scarcely be regarded as applying to the classes of children at present in question. In the case of such children I see no reason to apprehend that every requirement would not be fully met by the establishment of provisions effectively placing a system of education within the reach of all parents and guardians who may themselves be anxious to secure the benefits of it for their children, or whom it may be possible to induce to do so by other influences without recourse to the compulsory action of the law.

In answering this question, I have assumed that the term "compulsion" is used in it in reference to the action of the law upon parents and guardians. I think it well to add that in another possible sense of the question my answer should be in favour of compulsion, that is to say, I consider some system should be established by which the means of educating such children shall be secured in all cases where the parents or guardians may not be able to bear the expense of their education, or may not be able to make any substantial contribution towards it. In such cases, in my opinion, it should be compulsory on some public body to supply the requisite means.

My remarks on this point may perhaps seem to tend in favour of a system of free education for the country at large. I ought, then, to add that I am far from being in favour of any such system. I am satisfied that what is called "free education," whilst it seems to confer a boon on the working classes and on those who are least able to bear the expense of educating their children, in reality, puts upon those classes a far heavier share of the public burden in this department than is defensible on any considerations of equity.

But no such inconvenient result need be apprehended from making provision for the limited classes of children with which the Commission has to deal.

Even for these children, however, I should not propose that a system of education should in every case be provided at the public cost.

I look merely for what I regard as an extension of a principle already recognised and in operation.

The Chairman of the Commission, if I may be allowed to say so, has put the matter plainly in the course of his Lordship's examination of Mr. Cummin.

"The parent of a blind or deaf and dumb child at present is not in as good a position as the parent of a child who is not deaf or dumb or blind, because he cannot send his child to an ordinary elementary school.

"The expense of educating these deaf and dumb and blind children being greater than in the case of ordinary children, a parent, though he might be able to send his child to an ordinary school and pay the fees there, might not be well enough off to pay the cost of educating his child in an institution for the deaf and dumb or blind; therefore, the necessity arises that he should go to someone to get assistance to enable him to get his child educated.

"Are there not many, not of the pauper class, who, from the circumstances I have mentioned, that is to say,

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## Appendix 5

the greater expense involved in the education of their children in these special schools, cannot afford to send their children to such schools?

"It is assumed all along that the State does assist the education of those who are not paupers, in the ordinary elementary schools, and therefore it is contended that they ought to give the same assistance to those children who require more expensive education."

In this matter, then, I would distinguish roughly three classes of persons:—

1. The affluent, whose means are sufficiently ample to enable them to bear the cost of educating their children at a boarding school.
2. Persons of moderate means, able to pay for the education of their children, it may be even in a private day school, at all events in an ordinary elementary school, but altogether unable to bear the cost of educating them at a boarding school even at the most moderate charge.
3. The poor, who are unable to bear the cost of educating their children, even at a private day school. The Board of National Education in Ireland is established for the purpose of providing an education, and, when necessary, an altogether free education, for the children of this class.

There can be no question of the first and third of these classes. Parents of the first class have no fair claim to a free education for their children at the public expense. On the other hand, the claim of parents of the third class cannot be disputed. Now it seems to me that, in the present case, the claim of parents of the second class is almost equally clear.

Their claim surely cannot be excluded on the ground that they are not to be looked upon as entitled to poor-law relief. Education, free of charge, or practically free of charge, is provided in the ordinary National Schools of the country for thousands of those whom no one would regard as fit subjects for relief from the poor law guardians, whether in the workhouse or in the form of out-door relief. Belonging to the third class, of which I have spoken, such parents are unable without public aid to educate their children. Their claim to this sort of aid is recognised by all. No one dreams of viewing it in the same light as poor law relief. No stigma of any kind is attached to the receiving of it. Those who receive it are not on that account looked upon as "paupers." Now, as regards the special and necessarily more costly kind of education needed in the case of blind and deaf and dumb children, all this is fully applicable to that other class of parents who, whilst they may be able to bear the cost of educating their children in ordinary private schools, are unable to bear the heavier cost of educating them if thus afflicted.

I should, of course, think it desirable that if such aid be given by the State to persons of moderate means, provision should be made to guard against the danger of its being made use of by persons of the wealthier classes. Public opinion, no doubt, would, up to a certain point, act as a useful check. But it would seem necessary also to take some definite precaution, as, for instance, to require the making of some declaration in statutory form by the parent or guardian, showing that the case was really one in which the need for having recourse to this public provision existed. The declaration should be specific in terms, and should be attested by the local minister of religion or by a magistrate of the district. The making of a false declaration should be punishable by a heavy fine.

Finally, on this point I would observe that special provision might be made for the cases in which parents or guardians might wish at their own expense to secure some special comfort or other special mode of treatment for their children. But, to prevent abuse, this should in all cases be made conditional on the payment by the parent or guardian of a certain proportion of the funds that, in ordinary cases, would be supplied by the public.

## QUESTION III.

"If so (that is to say, if the education of these children should be compulsory) ought their education to be undertaken by denominational institutions, which appear to be in harmony with the wishes of the people, or in the national schools as in England and Scotland?"

## ANSWER.

Two points seem to be raised by this question:—Ought the education of the blind and deaf and dumb in Ireland to be arranged upon the lines of the "denominational," or upon those of the "mixed" system? And, ought it to be

conducted in institutions specially to be provided for the purpose, or in the ordinary primary schools of the country?

As regards the first point:—

It can hardly be necessary for me to inform the Commissioners that in Ireland no system of Primary education can succeed which is not "denominational." But in illustration of this it may be useful to point out that our present State system of primary education, the system administered by the Board of National Education in Ireland, is successful only in so far as, yielding in this respect to the pressure of public opinion in the country, it has become in one most important aspect "denominational" in character.

In theory, our primary schools are not "denominational" but "mixed." This, however, is a mere fiction, a fiction, indeed, which, in the results of its maintenance by the National Board, exercises a sadly irritating effect upon the public mind in Ireland. For in schools which are in the strictest sense of the word "denominational" as regards attendance, restrictions of the most irritating and vexatious character, such as could be justified only if the attendance were "mixed," are enforced with the utmost rigour.

I think it important to dwell on this point, for I am aware that the official maintenance of the fiction of "mixed" education in the primary schools of Ireland has the effect of misleading the great majority of those whose information about Irish affairs is derived, or is mainly derived, from official sources.

Against this fiction, then, I set down the following facts:—

1. In every part of the country where the population is "mixed," and where the numbers of each denomination are sufficient to constitute a school-attendance qualifying a school for a grant from the National Board, schools have been established under the local management of persons of each denomination respectively; and although the Commissioners of National Education uphold, even in such cases, the theory of "mixed" education, and insist upon these schools being managed as if the attendance were "mixed," each school is, in point of fact, in almost every case, attended exclusively by the children of the denomination to which it belongs.
2. According to the official report of the Commissioners of National Education in Ireland for the last official year, 1887, the number of National Schools in Ireland absolutely "denominational," as regards the children in attendance, now amounts to 4,076. The number of children in attendance in these "unmixed" schools is 573,278. Of these, 478,667 are Catholic children, attending purely Catholic schools, Catholic, that is to say, as regards attendance, but dealt with by the National Board as if they were "mixed." In the same way there are 94,591 Protestant children attending purely Protestant schools, similarly dealt with by the National Board as "mixed."
3. I add one special illustration. The number of children in attendance in the National Schools that are under Catholic management in the city of Dublin is, according to the latest available return, 25,000. Amongst these 25,000 children there is not even one Protestant.

On this question of the respective merits and claims of the "mixed" and "denominational" systems in Ireland, I think it quite sufficient to direct attention to the state of facts to which I have now referred. If the schools for the blind and the deaf and dumb are not to be placed from the outset in direct collision with the public opinion of the country, they will be not "mixed" but "denominational" as regards the children in attendance. This, I take it, covers the whole ground. I need not, I assume, contemplate the possibility of the Royal Commission recommending the establishment of a set of schools or institutions to be conducted after the anomalous fashion of the National Board. If these schools or institutions are to be "denominational" as regards attendance, they will be, I feel justified in assuming, "denominational" also as regards the system of education administered in them.

It may be of some importance here to note that the anomaly to which I refer in connexion with our primary schools was strongly condemned so far back as 1870 by the Royal Commission of that year (Lord Powis's Commission) on primary education in Ireland. The Report of that Commission has not indeed led to any action being taken on the subject either by the National Board or by the legislature—a failure of result in no way surprising, as there was question only of Ireland. But the existence of such a Report, ignored as it has been as regards the remedying of the grievance with which it deals, seems at

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all events to give some sort of security that the legislature will not now, in defiance of its recommendations, create a new Irish grievance by establishing a new department of education here on principles similar to those of the system condemned by the Royal Commission.

The second portion of this question is as to whether the education of the blind and deaf and dumb should be conducted in special institutions or in the ordinary national schools of the country?

On this point also I see no room for doubt. I fully agree with much that is said by those who are opposed to the training of children in institutions, at least to this extent that I fully recognise the many and serious defects, or rather drawbacks, almost inseparable from such a mode of training. But in the circumstances of the present case the drawbacks to which I refer must, I fear, be regarded as necessary evils. The institution system is, notwithstanding all its drawbacks, a useful and desirable system when no better system is available. I cannot see that for the education of the children in question any other system is available in Ireland.

Our choice lies between education in institutions and education in the National Schools of the country. Now the national schools are, on many grounds, unavailable:—

1. The ordinary national teachers cannot have the special training requisite to qualify them as competent teachers for the classes of children in question. It must be remembered that a selection of teachers for special schools is scarcely feasible. A system based on the constant removal, or even on the liability to removal, of teachers from place to place would break down at many points. What provision, then, could be made for the case of a deaf and dumb or of a blind child, reaching the age for school attendance in a district not provided with a specially qualified teacher? Besides, the qualifications required for the education of the blind are altogether different from those required for the education of the deaf and dumb. Thus, on many grounds, the difficulties arising even on this one point of the want of qualified teachers seem insuperable.
2. Even supposing the teachers to be qualified, how could they spare from their ordinary work the time and care necessary for the instruction, if it is to be efficient instruction, of those afflicted children?

I observe that on this point my view is sustained by the experienced authority of Sir Patrick Keenan (20,933, 4) and, generally speaking, by that of the teachers and other officials whose views he has been able to ascertain.

The fact mentioned by Sir Patrick Keenan (20,934) as to the absence of a sufficient number of those afflicted children to form even one educational "centre" for them even in the city of Dublin, is of vital importance in the consideration of this portion of the subject.

I may add that by inquiries carefully made through the police and other official channels of information, it was recently ascertained that the total number of blind children in the city of Dublin not already provided for in our existing institutions was but two. This most satisfactory result, I need hardly add, is in great measure if not exclusively due to the watchful zeal and energy with which the interests of the poorer classes of our people are looked after by the clergy of the city whether Catholic or Protestant.

Before passing to the next question I may observe that when the question of choice between the "mixed" and "denominational" systems is considered in reference to institutions, even the staunchest supporters of the anomalous arrangement maintained by the National Board in our primary schools are ready to acknowledge that the "denominational" system is the only feasible one.

It is noteworthy that, strenuously as the fictitious system of "mixed" education is upheld by the National Board as regards the arrangements of our primary schools, even the Board itself has fallen back on the "denominational" principle in the Training Colleges for the training of teachers for these schools. From the establishment of the national system of education in 1831, for over 50 years the Board maintained a hopeless struggle for the maintenance of the "mixed" system in its training department as well as in its ordinary schools. The teachers in enormous numbers remained untrained rather than submit to the requirements of the Board in this respect. In 1883 the number of untrained teachers, which had gone on steadily increasing from year to year, reached 7,067. This was 66 per cent. of the entire number in the service of the Board. The Government then at length interfered,

and, aided by the zealous co-operation of one leading member of the Board, induced the Board to adopt the English system of Training Colleges on the "denominational" principle.\* Several of these, Protestant and Catholic, were soon established, and are now in full working order with the happiest results.

It may not be considered out of place here to recall the felicitous phrase in which one main ground of objection to the "mixed" system, especially in the case of such institutions, was expressed by a former member of our Irish Episcopacy, the late Dr. Moriarty, bishop of Kerry: "When these intellectual pursuits," said the bishop, "are followed by persons domiciled under the same roof, there is danger of that suppression of truth and of that concealment of religious observance which necessarily lead to religious indifference. The danger is manifestly greatest for those who believe most. If Anglicans were associated under such circumstances with Unitarians or Socinians, the necessity of avoiding topics of discussion would bring them down to the lower level. *The shortest rule of faith would become the common denominator.*"†

Naturally enough, then, in Ireland the Presbyterians as a body favour the mixed system; the Episcopalian Protestants, as well as the Catholics, are no less naturally opposed to it.

## QUESTION IV.

"The vast majority of the deaf and dumb and blind are children of poor parents. What proportion of the funds should in such cases the Imperial Treasury contribute?"

"It has been suggested that the latter pay 15*l.* and the local rates 5*l.*, out of the 20*l.* which may be assumed to be approximately the annual cost.

"Should this be conditional on annual inspection?"

"In such cases should it be compulsory on (Poor Law) Guardians to pay their share?"

## ANSWER.

The distribution of cost indicated in the question seems to me satisfactory. But the total amount mentioned, 20*l.*, seems altogether insufficient.

As to inspection I know of no reasonable objection to it. I have never heard of any objection being taken to it in the case of our Industrial Schools. The two cases seem parallel.

I think the local contribution in aid of the Imperial grant should be compulsory.

If possible I should wish to see it levied by some other authority than the Poor Law Guardians. The reason is obvious. The contemplated system embraces elements which have nothing in common with the system administered by the Guardians.‡ Anything calculated to obscure the distinction would seriously embarrass the work.

If, for any reason, it be deemed advisable to have the contribution made by the Guardians, I should, with Sir Patrick Keenan (20,934) prefer to see this contribution levied as a "national" rate. In such a case as this, the system of rates levied by local district authorities is open to many objections from which the other system is free.

As a result of levying the rate in this way, the local contributions should be paid, not directly to the Institutions by the Guardians of each Union, as a contribution in aid of the support of a certain number of children then in the Institution from that Union, but into a common fund, out of which each Institution would receive the sum payable to it.

Arranged in this way, the payment would be clearly separated from those made by the Guardians for the ordinary purposes of Poor Law relief.

I would furthermore suggest that the national rate when collected should be so placed as to form one fund with the Imperial grant, the amounts payable to each Institution from the two sources being then handed over to the Institution in one payment.

## QUESTION V.

"Inasmuch as the education of these classes, and particularly of the deaf and dumb, requires at least to be continued for eight years, should the education be compulsory for that period, say from 7 or 9 till 15 or 17 years of age?"

## ANSWER.

On this point I have not any information that would justify me in expressing a definite opinion.

\* But see my answers to Question VI. (c) and Question VIII.  
† Royal Commission of 1868-70, Vol. VIII., page 17.  
‡ See my answer to Question II.

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I should say, of course, that the education, so far as it is to be compulsory at all, ought to be compulsory for whatever period is really necessary to fit the children for their work in life. Otherwise the money expended in educating them would be in great measure thrown away.

## QUESTION VI.

"Do you think it would be advisable for the supervising authority in Ireland to patronise any one system over another in teaching in the schools and institutions for the education of the deaf and dumb and blind; that is to say, to prefer the sign system to the oral system in the one case, or the Braille to the Moon raised type in the other?"

## ANSWER.

Certainly not, unless it became established by experience that one system in either case was not really an efficient one. The State should, of course, insist upon efficiency. In this I include not merely getting the work done, and well done, but also getting it done under satisfactory conditions as to time, and consequently as to cost.

All this being secured, the wider the latitude allowed the better.

It ought, perhaps, to be added that from the inconvenience and confusion necessarily resulting from a change of system in matters such as those dealt with in this question, the existing institutions should not be interfered with in this respect, except in case of the necessity of such interference being established by indisputable evidence.

## QUESTION VI. (a.)

"Referring to Sir Patrick Keenan's evidence (Questions 20,934-40), does your Grace agree with the views therein expressed?"

## ANSWER.

The question is a large one. Perhaps the best way for me to answer it is to set down, one by one, such observations as occur to me in reference to those points in which my view is at variance with Sir Patrick Keenan's, or at least does not altogether coincide with his.

1. I should not in any case favour the engrafting of the education of the blind or of the deaf and dumb upon our existing national system, not even as a *dernier ressort*.

I cannot conceive how the case of having to fall back on this as a *dernier ressort* could arise. Ireland is far from being so poor in resources as the supposition involved in that expression would seem to imply.

Taking matters as they stand, I must say that any such arrangement as that indicated would evoke the most determined opposition throughout the country as well as in Parliament. The National Board, as at present constituted, so far from being in harmony with public opinion, represents, in almost every respect, opposition and resistance to it. Under the terms of its Charter, one-half, that is to say, 10, of the Commissioners are to be Catholics, and 10 are to be Protestants. Now, speaking of the 10 Catholic Commissioners, I may say, without fear of offence, for I am sure they would all without hesitation endorse the statement, that there is scarcely one of them who would have even the most remote chance of being elected to the position by any competent constituency that could be conceived of Catholic electors in Ireland. Personally most estimable gentleman, they in no way command the confidence either of the Catholics of Ireland or of the country at large, as administrators of an educational system. The Royal Commissioners will no doubt learn with surprise that, with the exception of Sir Patrick Keenan, who is the chief official of the National Board itself, there is only one amongst them who has had any personal experience in the management of educational work.

The Board, as I have already mentioned, by its vexatious maintenance of the fiction of "mixed" education, as well as on other grounds, is in permanent and open conflict with the public opinion of Ireland. If a system of "denominational" schools or institutions were placed under its control, it would be impossible to remove from the public mind the opinion that those schools or institutions would not get fair play, and consequently would not have a fair chance of success.

The only institutions distinctly recognised as "denominational" now under the control or direction of the Board are the recently established Training Colleges for teachers. The method in which these colleges are dealt with by the Board, in contrast with the official "mixed" college still maintained by the Board itself, has given rise to much soreness of feeling.

2. What I have said in reference to the general administration or control of the proposed schools or institutions is equally applicable to the project of entrusting the inspection of them to the inspectors of the National Board.

In a word, my view of any arrangement putting those institutions in any way in connexion with the National Board is, that it would be, as it certainly ought to be, met with strong and even angry protest in Ireland.

3. As regards compulsory education for our people generally, I must ask the Royal Commissioners to reserve their judgment as to the view taken of the matter by the Catholic bishops of Ireland. The point does not arise directly out of the subject of the Commissioners' inquiry. I should not refer to it but that I find it touched upon in somewhat full detail in the portion of Sir Patrick Keenan's evidence (20,934-40) with which I am asked whether I agree. To guard against possible misconception, then, I feel bound to say, that in one of the answers to which my attention is directed there are, in reference to the question of compulsory education, statements to which I, as an individual bishop, should not wish to be taken as assenting without very substantial qualification.

## QUESTION VII.

"As a condition of the grant from Imperial sources ought technical or industrial teaching to be given in such institutions; and if so, at what age? from 12 to 14?"

## ANSWER.

Most unquestionably it ought to be.

The deplorable condition of Ireland in this respect furnishes perhaps the heaviest ground of indictment against the National Board. The Board has had the framing and working of our primary educational system in its hands, practically free in this respect from external control, for the last 50 years. It has had at its disposal, especially of late years, resources that may well be described as enormous. For years past it has received from its Parliamentary vote and from other sources an annual income of over 800,000*l.* Instead of usefully applying a large portion, and if necessary the greater portion, of these vast resources to the work so much needed in Ireland of industrial training, it has preferred literally to squander them upon the construction and maintenance of an utterly artificial and to a large extent useless, or worse than useless, system of literary instruction.

All this has often been made the subject of strong protest of Ireland. I may mention, for instance, that it was protested against, 20 years ago, by a former Archbishop of Dublin, the late Cardinal Cullen. Since then but little has been done to remove the grounds of complaint.

In all this, then, I find another strong reason for objecting to any control, direct or indirect, being given to the National Board over the projected institutions. I am anxious to see established in them an educational system largely, if not mainly, industrial in character, and in this way really adapted to the wants of those for whose education chiefly it is to be established and maintained. Our experience of the National Board shows that it is an utterly inefficient instrument for any such purpose.

As to the age at which industrial training should be given I am not competent to express an opinion.

I may, however, say that I can see no reason why, especially in the cases in question here, industrial training suited to the age of the children should not be a part of the work of education in every year of it from the first to the last.

## QUESTION VIII.

"Do you think that any religious order in Ireland could be found to undertake the industrial training of the deaf and dumb and blind in schools analogous to the Artane Industrial School? Or the education of the educable class of imbeciles?"

## ANSWER.

No misgiving need be entertained on this score. As regards the Catholic side of the question—and of course on this point I can speak only for the Catholic side—our resources in this respect are practically unlimited. When there is question in Ireland of any work for the relief of the poor or of the afflicted, the work will never fail from want of a religious order to undertake it.

Obviously it might be necessary, as I consider it would be, to make some provision for the training of some mem-

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bers of our religious communities, full of zeal for the work of such Institutions but not yet scientifically trained as instructors. I can, however, assure the Royal Commissioners that any reasonable arrangements of this kind that may be found necessary, can and will be made when the project assumes practical shape.\*

As to State aid in this work of training our teachers, we ask only that whatever provision in this respect is made for England shall be made *bona fide* for Ireland also.

I use the expression *bona fide* not without good reason. In our system of "denominational" Training Colleges for the teachers of our primary schools, the arrangement eventually made was to extend to Ireland the English system. I quote from an official letter of Earl Spencer, then Lord Lieutenant of Ireland, to the National Board, "As the 'English scheme of training colleges,' said his Excellency 'is the outcome of a vast official experience, the Government are of opinion that it might with advantage be adopted pure and simple by the Commissioners of National Educational.'" The plain unqualified words "pure and simple" were, however, discarded by the National Board in favour of the phrase *mutatis mutandis*, which they inserted in the letter in which they announced their general acquiescence in Lord Spencer's view. The result of their insertion of this vague qualification is that, under a set of regulations then framed by the Board, we now find our Training Colleges placed upon a very different footing from that of the similar institutions in England, the difference being most seriously to our disadvantage.

I would therefore ask the Royal Commissioners in the present case so to frame any recommendation they may think fit to make on this subject as to protect us from a repetition of this unequal treatment at the hands of any Government Board in Ireland.

## QUESTION IX.

"From what you have read or know of the Saxon system of looking after the adult blind who have been taught trades, do you think that this so-called 'fürsorge' system would be suited to Ireland? Could it be carried on successfully?"

## ANSWER.

My knowledge of the Saxon system is derived almost exclusively from reading.

So far as I understand its arrangements, I regard it with unqualified admiration as a noble work of benevolent ingenuity. Its organisation seems to me to combine the maximum of efficiency with the minimum of administrative machinery. Even as a model in this respect, apart from every other consideration, I should be glad to see it introduced into Ireland.

I have no doubt it can be most successfully worked here. Certain existing charitable and benevolent organisations may be looked upon as having laid a solid foundation for its introduction. And many circumstances seem to show that in Ireland the system can be introduced with an exceptionally good promise of fruitfulness in results.

The main feature of the Saxon system, as I understand it, is the arrangement by which a permanent connection is kept up between the old pupils and the institution.

I may, perhaps, take the liberty of summarising Dr. Armitage's account of this.

When a pupil is ready to leave the institution the director goes to the future residence of the pupil and looks out for some gentleman of position, respectability, and good common sense, to watch over the interests of the blind person, recommending him to customers, giving him advice, and keeping the director of the institution informed from time to time of his circumstances and wants.

The clergyman, mayor, or some manufacturer, is generally chosen for this purpose, and hitherto, no one who has been asked to undertake this office has declined.

If the parents home is not convenient for carrying on the trade selected, the director finds some more suitable place. If necessary, he guarantees the rent for some time. The director also visits the persons likely to employ the blind workmen, and puts an advertisement in the local paper. It is part of the duty of his local representatives to give the blind person recommendations. Where there is not a decidedly bad influence at home, the blind workman is sent to board with his parents.

On leaving the institution he is provided with an outfit. The outfit of a ropemaker comes to 1*l.* 5*s.*; that of a basket maker to 7*l.* 5*s.* This is paid for partly from a fund

\* See, however, my answer to Question XIX.

† The Education and Employment of the Blind: What it has been, is, and ought to be. 2nd Edition (London, 1886), pp. 123, &c.

administered by the institution, partly from the savings of the wages of the pupil whilst in the institution. The materials for his work are sent to him at wholesale prices from the institution as he needs them.

Aided in this way, the men, as long as they are in good health, can almost always support themselves. But from time to time a small gift is made to them in every case from the central fund. These gifts they value highly, the connection with the fund of the institution being an evidence of respectability.

The women, as a rule, are not able to maintain themselves by their work. They do, however, what they can, and so long as they continue to deserve it they receive substantial help from the "gifts" of the central fund.

This fund, from which the outfits as well as the "gifts" are provided, had its origin in a legacy of 50 dollars from a poor widow. It now amounts to 1,500*l.* a year. This gives, on an average, about 5*l.* a year for the benefit of each former pupil. The fund comes partly from invested capital, partly from annual private subscriptions, partly from contributions from the parishes from which blind pupils have been sent to the institution, and partly from the sale of the work done by the pupils in the institution.

In the institution a complete register is kept of the progress and condition of each former pupil. To each pupil a separate pigeon hole is assigned in which the papers are placed giving a continuous history of the pupil from the date of entrance into the institution.

The director makes tours of inspection from time to time, and besides, when necessary, makes special visits to individual pupils.

Moreover, he is in direct communication with each of his local representatives, through whom he is at once informed of anything requiring special attention in the case of the person of whom each representative has charge.

It is, I believe, the case that, as the result of the working of this admirable system, mendicancy among the blind is absolutely unknown in Saxony.

I understand that the "workshop" system, which seems to be well established in England and Scotland, has not until recently been introduced into Germany.

For our large towns, the establishment and supervision of workshops for the blind would form an essential part of the "fürsorge" system if introduced into Ireland. From the want of some such provision the condition of many of the blind working men in Dublin, and, I dare say, in other cities and towns in Ireland, is deplorable.

## QUESTION X.

"With reference to the aged and infirm blind, do you think that outdoor relief might be given without the application of the 'workhouse test' in their case, if their circumstances as regards domestic life were suitable?"

## ANSWER.

Yes, undoubtedly. So far as I can follow the arguments of political economists against the giving of outdoor relief, those arguments are none of them applicable in such a case as this. There is no danger here of encouraging improvidence by the giving of relief on too easy terms. The poverty to be relieved in cases of this class has not been brought on by improvidence. It does not fall within any of the "preventible" classes. It has come as an affliction from the hand of God, and not because "this man has sinned, or his parents." In relieving it, no matter with what outpouring of generosity, we run no risk of enlarging by ill-regulated charity the number of similar claims for relief.

The only questions, then, as I regard it, that even the sternest political economist can reasonably put in reference to a case of this class are, first, is the case, as it stands, a fit object of public sympathy and aid; and, secondly, is the system of outdoor relief, within reasonable limits of expense, an effective as well as a considerate way of giving the help that is needed?

These questions, at least as it seems to me, can be answered only in the affirmative.

## QUESTION XI.

"Can you suggest any other channel through which this relief might be conveyed to the aged and infirm blind other than through the Guardians?"

## ANSWER.

There does not seem to be in this case the same reason for marking off this work from the ordinary work of the



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poor law guardians, that exists in reference to the education of the blind or deaf and dumb children.

But no doubt it would be well to make the distinction in this case also, if it can well be done.

Among the blind poor, at all events in very many cases, the poverty to be relieved is the result of their afflicted condition. It is their blindness that has kept them, or that keeps them, from earning their bread as industrious workers. This surely marks their case as one to be dealt with on a different footing from that on which ordinary poor law relief is dispensed.

I do not see my way very clearly to making any suggestion that I can regard as in every respect satisfactory. Perhaps an arrangement might be made somewhat similar to that of our "dispensary committees." These include, in addition to a certain number of the guardians (I believe, the guardians resident in the district, or those rated from the district), a certain number also of other ratepayers, especially the ministers of religion in the district. Perhaps, also, persons resident in the district, who take an active part in the working of the "fürsorge" system, might be *ex-officio* members.\*

I may here call attention to the fact that the working of the "fürsorge" system as it is worked in Saxony would, of itself, in great measure, provide for the decent maintenance of the aged and infirm.

## QUESTION XII.

"Could such institutions as exist at Cahra and at Merrion be utilised for the training of teachers to give special instruction to the deaf, dumb, and blind?"

## ANSWER.

I have no doubt that they could be.  
On this point I beg to refer to my answer to Question VIII.

## QUESTION XIII.

"As there is no denominational institution for the education of Roman Catholic imbeciles or idiots, should such institution be started previous to any grant being given from Imperial sources?"

## ANSWER.

I do not think it would be unreasonable on the part of the State to require that the institution should be in the first instance established.

I assume that help would be given to the promoters, either in the form of a building grant, or of a loan repayable on easy terms.

I have no doubt that in the event of a definite arrangement being made such as I have now indicated, the institution could be established on a very efficient footing without delay.

As regards buildings, I would suggest that some of the existing workhouses might be made use of for the purposes. Some reconstruction, no doubt, would be necessary to remove the depressing and prison-like aspect of those establishments. But the cost would be trifling compared with that of building new institutions. I understand that many of our existing workhouses can be dispensed with.

## QUESTION XIV.

"Regarding the more educable proportion of the imbeciles, should they be separated from the less curable cases, and treated and educated somewhat as suggested in Dr. MacCabe's evidence (Questions 21,107, 21,127), or as contemplated in the Lunatic Poor (Ireland) Bill of 1883?"

## ANSWER.

I fear I do not fully apprehend the drift of the question. Dr. MacCabe's view seems to me a very reasonable one. I do not see in what respect his method of dealing with imbeciles differs from that contemplated in the Bill.

I have already observed† that I agree with Sir Patrick Keenan's view as to the area from which the local contribution should be raised, rather than with Dr. MacCabe's. But I feel bound to add that I know nothing of the reasons which influence Dr. MacCabe in his preference of a district or union rate to a national one. I fully recognise his claim to speak with authority on such a question.

\* See Question IX., and my answer to it.  
† See my answer to Question IV.

QUESTIONS based on the Evidence of Mr. PATRICK CUMIN, C.B.

## QUESTION XV.

On QUESTION 19,562, latter part.—"Where there are no facilities for gathering together a class of blind, or deaf and dumb children, it has been suggested that the National Board of Education should have the power of paying for the education of such children instead of the guardians, do you think that a good suggestion?"

## ANSWER.

For the reasons already indicated, I consider that the National Board of Education should have nothing whatever to do with the projected institutions.\*

The Royal Commissioners are perhaps not aware that the Board has no power of raising money by taxation. It simply administers the funds that it receives. These, so far as taxation is concerned, come altogether from the Imperial source.

## QUESTION XVI.

On QUESTION 19,564.—"The question being whether the parent should be assisted in sending his child to an institution, do you think that might be decided by the Education Board?"

## ANSWER.

From the relations between the National Board and the Irish people, I can say that any proposal to give the Board the right of investigating the personal or family affairs of any section of our people would be very bitterly resented throughout the country.†

## QUESTION XVII.

On QUESTION 19,565.—"There are hundreds of cases of children who do not go to any school, and who are not educated simply because of the special difficulties and expense of educating the blind or deaf and dumb. Is not the Education Board in the first place the authority to apply to, to solve this difficulty?"

## ANSWER.

Plainly not. The Education Board in Ireland is an absolutely unrepresentative body. It is appointed by Dublin Castle. The main qualification for membership seems to me to be hostility to the public opinion of the country, as we find it expressed through every constitutional channel.

The National Board in Ireland represents exclusively the Government, as distinct from the local or national voice.‡

## QUESTION XVIII.

On QUESTION 19,586.—"We are told that it requires a longer time to educate the deaf and dumb than ordinary children; that being the case do you think that a longer time should be allowed for the education of deaf and dumb children than ordinary children?"

## ANSWER.

I beg to refer to my answer to Question V.

## QUESTION XIX.

On QUESTION 19,605.—"Do not Mr. Fitch's words here quoted with reference to Norwood College apply very closely to the teaching brothers and sisters at such institutions in Ireland as those at Cahra and Merrion? Do you approve of Mr. Fitch's suggestions?"

## ANSWER.

Undoubtedly I do.  
May I here mention that our communities or orders of teaching Brothers in Ireland are under the ban of the law?§

\* See my answers to Questions III., VI. (a), VII., and VIII.  
† See my answers to Questions III. and VI. (a).  
‡ See my answers referred to in the preceding notes.

## Appendix 5

The so-called "Catholic Emancipation Act" of 1829 declares them illegal, and renders their members liable to banishment from the realm.

This law is by no means a dead letter. As regards the actual banishment, it is not indeed enforced. But within the last few months, a bequest to one of the most useful of those orders—the Christian Brothers—was judicially declared *invalid*, on the ground that the Order is an illegal association under the Catholic Emancipation Act.

Yet we are told that the Catholic Church now enjoys full freedom in Ireland!

I would venture to suggest that the Royal Commission, if it would recommend the acceptance of the services of those Orders in the work of education, might call attention to the strange anomaly of having work done at the instance of the State through organisations which the State stigmatizes as illegal.\*

## QUESTION XX.

On QUESTION 19,625.—"Do you think it would be desirable to find out some other authority than the guardians, if any other such authority could possibly be found, through whom educational aid should be given to the deaf and dumb and blind?"

## ANSWER.

I beg to refer my answer to Question IV.

## QUESTION XXI.

On QUESTION 19,626.—"Do you think it at all likely that under the pressure of the ratepayers the Education Board would voluntarily undertake the work of educating the deaf and dumb and blind?"

## ANSWER.

The Royal Commissioners may rest assured that any pressure exercised by the Irish ratepayers on this point would be in an altogether different direction.

## QUESTION XXII.

On QUESTION 19,627.—"If it was obligatory on the Commissioners of National Education in Ireland to send

these children to public institutions would you contemplate that a government grant should be given to the institutions which were compelled so to receive these children?"

## ANSWER.

Subject to an obvious reservation as regards the Commissioners of National Education, I beg to refer to my answer to Question IV.

## QUESTION XXIII.

On QUESTION 19,633.—"Given that this duty of the Education Board is recognised, and that these necessitous children are sent to an institution, do you think the analogy of the industrial schools might be followed in regard to the proposed institutions?"

"I mean in regard to the payment of a capitation sum from the State towards the cost of teaching and maintenance?"

## ANSWER.

This, I think, is sufficiently answered in reply to Questions II. and IV.

## QUESTION XXIV.

On QUESTION 19,634.—"My question refers entirely to children treated as interns who have therefore to be maintained?"

## ANSWER.

As before.

## QUESTION XXV.

On QUESTION 19,635.—"Generally speaking do you think that the willing consent of the parent would be readily obtainable as far as Ireland is concerned?"

## ANSWER.

I beg to refer to my answer to Question II.

\* The Royal Commissioners invited the observations of the Irish Government on this question and answer, but in a letter dated 29th June 1889, that Government replied that they did not desire to offer any criticism on the evidence.

## APPENDIX 6.

EXTRACT FROM THE CENSUS REPORT FOR ENGLAND AND WALES, 1881. (Referred to in para. 16 of the Report.)

NUMBER AND AGES OF MALES AND FEMALES RETURNED AS BLIND.

Returned as	All Ages.		Years of Age.						
	Total of both sexes.	Males and Females.	Under 5.	5-15.	15-20.	20-25.	25-45.	45-65.	65 and upwards.
Blind from birth	1,958	M. 981 F. 977	132	239	103	90	247	130	40
Total Blind	22,832	M. 12,048 F. 10,784	302	927	570	546	2,591	5,418	3,694
			284	783	419	437	1,728	2,608	4,525

TABLE SHOWING THE DIMINUTION IN THE PROPORTIONATE NUMBER OF THE BLIND.

Year.	Number of Blind.	Persons enumerated to One Blind Person.
1851	18,306	979
1861	19,352	1,037
1871	21,590	1,052
1881	22,632	1,138

The total number of persons returned as afflicted by blindness was 22,832, being in the proportion of 879 to a million of the population, or one blind person in every 1,138. The proportion of the blind to the population has decreased with each successive enumeration since 1851, in which year account of them was taken for the first time; but the decrease in the decade ending in 1881 was much greater than in either of the preceding decennial intervals.

Appendix 6.

This decrease may be fairly attributed to the progressive improvement in the surgical treatment of affections of the eyes, and to the diminished prevalence among children of such diseases as small-pox, to which a not inconsiderable amount of blindness was formerly due. The extent of the decrease may be stated in the following form. Had blindness been as common an affliction in 1881 as it was in 1851, there would have been 26,523 blind persons in the country instead of 22,832, or 16·2 per cent. more than there actually were. Of the blind, 12,048 were males and 10,784 were females, being in the proportion of 953 males and 809 females per million living of each sex. Thus, one in every 1,049 males was blind, but only one out of every 1,237 females. In each of the four censuses in which account of the blind has been taken, the affliction has been found to be much more common among males than among females. This is what might have been anticipated, considering the differences between the two sexes in regard to their occupations, their exposure to accidents, and their liability to disease. This natural anticipation is, moreover, confirmed by the statistics of most other countries concerning which we have the necessary data. It is curious, therefore, to note that in Ireland the contrary was found to be the case, both

in 1881 and in previous enumerations; and, further, that in this respect Ireland agrees with Finland and the Scandinavian countries in the north of Europe. This is shown in the following table:—

BLIND PER MILLION OF EACH SEX.

	Males.	Females.
England and Wales	953	809
Scotland	865	827
Ireland	1,141	1,219
Denmark	776	793
Norway	1,313	1,411
Sweden	767	843
Finland	1,514	2,938
German Empire	834	881
Hungary	1,280	1,123
Holland	499	394
Belgium	982	641
France	948	726
Spain	1,242	1,011
Italy	1,106	925

EXTRACT FROM THE CENSUS REPORT FOR SCOTLAND, 1881.

NUMBER AND AGES OF MALES AND FEMALES RETURNED AS BLIND.

Returned as	All Ages.		Years of Age.																				
	Total of both Sexes.	Males and Females.	Under 5.	Years of Age.																			
				5-10.	10-15.	15-20.	20-25.	25-30.	30-35.	35-40.	40-45.	45-50.	50-55.	55-60.	60-65.	65-70.	70-75.	75-80.	80-85.	85-90.	90-100.	100 and above.	
Blind from birth	280	M. 134 F. 146	20	14	17	14	12	11	16	4	9	7	3	3	2	1	1	—	—	—	—	—	—
Total blind	3,158	M. 1,556 F. 1,602	37	52	76	81	82	85	80	97	124	93	112	116	91	123	103	82	73	28	10	2	2

The total blind in Scotland, at the census of 1881, is 3,158, of whom 1,556 are males and 1,602 females. Of the whole number, 280 were blind from birth, 134 being males and 146 females; while 2,878 became so after birth; 1,422 males and 1,456 females.

The proportion of blind to the population of Scotland is 1 in every 1,182 persons. Among the males, 1 in every 1,156 is so affected; among the females, 1 in every 1,208; or again, 845 persons per million of the population are blind.

TABLE SHOWING THE DIMINUTION IN THE PROPORTIONATE NUMBERS OF THE BLIND.

Year.	Number of Blind.	Persons enumerated to One Blind Person.
1871	3,019	1,112
1881	3,158	1,182

NOTE.—The number of blind, and their proportion to the population, in 1851 and 1861, are not given in this Census Report.

EXTRACT FROM THE CENSUS REPORT FOR IRELAND, 1881.

NUMBER OF MALES AND FEMALES RETURNED AS BLIND, AND AGES AT WHICH BLINDNESS OCCURRED.

Returned as	All Ages.		Years of Age.																			
	Total of both Sexes.	Males and Females.	Con- genital.	Years of Age.																		
				Under 5.	5-10.	10-15.	15-20.	20-25.	25-30.	30-35.	35-40.	40-45.	45-50.	50-55.	55-60.	60-65.	65-70.	70-75.	75-80.	80-85.	85-90.	90 and upwards.
Totally blind	6,111	M. 2,890 F. 3,221	147	186	159	135	152	193	167	182	135	164	117	163	146	213	190	181	133	83	29	15

"The result of the present inquiry into the number and condition of the blind in Ireland shows that the number of the totally blind is 6,111, or 236 less than in 1871; allowing, however, for the decrease of population during the decade, the returns show that the proportion of blind to the population is slightly greater than in 1871, namely, 1 in 847 in 1881, against 1 in 852 in 1871.

"The proportion of sexes among the blind on the present occasion shows a slight increase in the number of females compared with the returns of 1871, but a decrease when compared with those of 1861, the proportion being in 1861, 100 males to 118·4 females; in 1871, 100 males to 110 females; and in 1881, 100 males to 111·5 females."

TABLE SHOWING THE PROPORTIONATE NUMBERS OF THE BLIND.

Year.	Number of Blind.	Persons enumerated to One Blind Person.
1851	7,587	864
1861	6,879	843
1871	6,347	852
1881	6,111	847

Appendix 6.

"The first special investigation into the number and condition of the blind in Ireland was instituted under the Census Commission of 1851; and from it we learn that 7,587 persons, or 1 in every 864 of the population, were then totally deprived of sight. The Commissioners of that period accounted for the largeness of this number by the fact that, during the three years preceding December 1851, no less than 86,959 cases of epidemic ophthalmia were treated in the Irish workhouse. A similar inquiry was instituted under the Commission of 1861, when it was ascertained that the blind numbered 6,879, or 1 in every 843 of the population. During the interval that had elapsed between these periods the population of the country had decreased by 753,760, and the number of the blind by 708. This decrease of the population was mainly owing to the great stream of emigration to America and the colonies, which was then at its height; and as emigrants were prohibited from bringing their blind relatives with them, the ratio of that class to the remaining population consequently increased.

"The number of cases of blindness in Ireland attributed to ophthalmia was, in 1861, 1,962, or 1 in every 2,955 of the population; in 1871, 1,642, or 1 in every 3,296 of the population; in 1881, 523, or 1 in every 9,894 of the population. It would thus appear that this disease has been reduced to a comparatively low figure. The disease chiefly prevailed among those who were located under the extreme unsanitary condition usually associated with poverty. As a matter of course, considerable numbers of these became inmates of workhouses, the consequence being that a continuous flow of cases of ophthalmia were admitted to the workhouses, and the disease being of an infective character great difficulty was experienced in preventing it spreading among the workhouse inmates. The difficulty has now been to a large extent overcome, and the number of workhouse inmates affected with ophthalmia is now very limited."

EXTRACT FROM THE CENSUS REPORT FOR THE ISLE OF MAN, JERSEY, GUERNSEY, &c., 1881.

ISLE OF MAN.		JERSEY.		GUERNSEY, &c.	
Blind.	Deaf and Dumb.	Blind.	Deaf and Dumb.	Blind.	Deaf and Dumb.
Males - 37	Males - 24	Males - 30	Males - 15	Males - 28	Males - 9
Females - 29	Females - 11	Females - 51	Females - 20	Females - 20	Females - 9
Total - 66	Total - 35	Total - 81	Total - 35	Total - 48	Total - 18

APPENDIX 7.

INQUIRY AMONG INDIVIDUAL BLIND PERSONS IN THE UNITED KINGDOM.

(Referred to in paragraphs 63 to 69 of the Report.)

Shortly after their appointment, the Royal Commissioners determined to set on foot inquiries among the blind of both sexes, in the United Kingdom, with a view to ascertain their means of livelihood and general condition. To make inquiries of every blind person was obviously an impossible and undesirable task, but it was felt that if a large number of the blind could be induced to give particulars regarding their ages, occupations, earnings, &c., the statistical information, when tabulated, would be valuable and suggestive. The following letter of inquiry, containing fifteen questions, was accordingly drawn up.

transpire, and that the only use which will be made of the data given, will be in the form of totals for general statistical purposes.

I have, &c.,  
CHARLES E. D. BLACK,  
Secretary,  
Royal Commission on the Blind.

Form to be filled in by those who have been trained at a school or institution for the blind, or by any blind person partially or wholly getting his or her own living.

Royal Commission on the Blind,  
32, Abingdon Street, S.W.

SIR,  
I HAVE the honour to inform you that the Royal Commission recently appointed to inquire into the condition of the blind, are desirous of ascertaining how far the blind who have been trained in institutions are able, on completion of their training, to support themselves by the trade which they have learnt; as, if it should hereafter turn out that this is not universally the case, it may become a principal duty of the Commission to endeavour to suggest a remedy.

The Commissioners desire me to state that they would feel obliged if you would assist them in this inquiry, by filling up and returning to the office the enclosed form, in the accompanying envelope, which requires no stamp.

I am particularly desired to state that the information supplied by you will be regarded as strictly confidential, that the details will not be allowed to

1. Name—Christian and Surname
2. Address
3. Age
4. Married or single
5. Have you children or others who are dependent on you for their support?
6. How long have you been blind, and from what cause?
7. What school or institution were you at?
8. At what age did you enter it? and when did you leave?
9. What trade or profession were you taught?



Appendix 7.

10. Were you trained to any trade before becoming blind?
11. How do you earn your living now?
12. Are you able to maintain yourself without charitable assistance?
13. What are your average earnings per week?
14. Do you work at home or elsewhere?

REMARKS.—You are requested here, if you have not succeeded in your trade or profession, to state what you believe to be the cause of failure, and to make any other observations which you think may assist inquiries."

It will be observed that the primary object of the inquiry was stated in the circular letter to be, to

ascertain how far the blind trained in institutions, are able on completion of their training to support themselves by the trade they had learnt there. The comparison between the earnings of those following the trade previously taught them and the earnings of those who had taken up different trades is given in the last table.

The circular letter with its accompanying questions was issued in all to about 10,000 persons whose addresses were furnished by the Secretary of the Gardner Trust, and many of the principal institutions and societies for the blind in the United Kingdom. A large number of these letters were returned to the Commission through the Dead Letter Office, in consequence of the blind persons having died, left their old addresses, &c., but 5,860 forms were received back, filled up with more or less accuracy, and these results are analysed below. It is obviously impossible for the Commission to pledge themselves with regard to the entire accuracy of the figures given by the blind persons, and those who have filled up the papers only form a small proportion of the whole number of the blind. Care was taken to explain to the addressees, that the particulars would not be divulged, except in the shape of totals for general statistical purposes.

Appendix 7.

ENGLAND.  
SUMMARY of RETURNS made by Blind Persons who are or have been in English Institutions.

Sex.	Average Age.		Number Married.	Number Single.	Have you Children, or others who are dependent on you for their support?		How long have you been Blind?		Cause of Blindness.	At what age did you enter it?				Duration of stay in Institution?		What Trade or Profession were you taught?	Were you trained to any Trade before becoming Blind?	How do you earn your living now?	Are you able to maintain yourself without charitable assistance?	What are your Average Weekly Earnings?					Do you work at home, or elsewhere?		
	Number.	Percentage.			Number.	Percentage.	Under 10 Years.	Under 15 Years.		Under 20 Years.	Over 20 Years.	Number.	Average Number of Years there.	Handicrafts and Petty Trades.	Music.					Other Professions.	Miscellaneous.	Average Earnings.					
Males.	1117	86	520	820	412	1,101	461	224	(2)	See Table A.	494	395	400	302	428	5	See Table B.	See Table C.	See Table D.	425 able to maintain themselves without charitable assistance; 730 unable; 60 n.s.	606	100 (l)	23 (c)	25 (d)	10 10	6 0	620 work out; 207 work at home; 292 do no work; 63 work both out and at home; 18 n.s.
	630	37	86	643	22	87	446	20	(2)	See Table E.	160	220	121	117	314	7	See Table F.	See Table G.	See Table H.	76 able; 644 unable; 10 n.s.	207	12 (l)	7 (c)	3 (d)	2 10	0 7.	168 work out; 106 work at home; 270 do no work; 17 work both out and at home.
Females.	1117	86	520	820	412	1,101	461	224	(2)	See Table A.	494	395	400	302	428	5	See Table B.	See Table C.	See Table D.	425 able to maintain themselves without charitable assistance; 730 unable; 60 n.s.	606	100 (l)	23 (c)	25 (d)	10 10	6 0	620 work out; 207 work at home; 292 do no work; 63 work both out and at home; 18 n.s.
Females.	630	37	86	643	22	87	446	20	(2)	See Table E.	160	220	121	117	314	7	See Table F.	See Table G.	See Table H.	76 able; 644 unable; 10 n.s.	207	12 (l)	7 (c)	3 (d)	2 10	0 7.	168 work out; 106 work at home; 270 do no work; 17 work both out and at home.

In the above Table the letters "n.s." (not stated) denote that the information applied for has not been given. (1) denotes that the information applied for has been found impossible to report the cause vividly assigned by the majority; (2) of the number state that they lost their sight through accidents. (3) includes organists, pianists, violists, violinists, harpists, and other instrumentalists, and music teachers. (4) includes teachers and Scripture readers. (5) includes street musicians, singers, and readers.

Appendix 7.

TABLES REFERRED TO IN FOREGOING SUMMARY.

ENGLISH INSTITUTIONS.

TABLE A. (Males.) Blind School or Institution where trained.

St. George's, Southwark	159	Bradford	22
Hardman Street, Liverpool	96	Devonport	20
Henshaw's, Manchester	86	Cardiff	19
Nottingham	70	Brighton	17
York	70	Leeds	17
Newcastle-on-Tyne	45	Swansea	16
Exeter	43	Berners Street	14
Birmingham	42	Hull	12
Bristol	42	Bolton	11
St. John's Wood	42	Preston	11
Royal Normal College	41	Southsea	11
Plymouth	39	Alexandra Institution (now broken up)	10
Norwich	30	Surrey Association, Peckham	10
Sheffield	26	Various lesser institutions	86
Sunderland	25	Not stated	9

TABLE B. (Males.) Trade or Profession taught in Institution.

Basket or skip makers	525	Bat maker	1
Mat or matting makers	146	Cane sorter	1
Brushmakers	115	Cane worker	1
Music	109	Clergyman	1
Pianoforte tuners	37	Netmaker	1
Chair caners	47	Pan work	1
Mattress makers	22	Porter	1
Bootmakers	6	Rope splicer	1
Cork fender makers	4	Shuttle filler	1
Fendoff makers	4	Twine spinner	1
Hair teasers	4	Upholsterer	1
Rug makers	2	Weed hand (brush department)	1
Sash line makers	2	Not trained	79
Teachers	2	Not stated	23
Wood cutters	2		

TABLE C. (Males.) Original Trade or Profession.

Miners	46	Spinners	2
Labourers	36	Tailors	2
Sailors	22	Upholsterers	2
Farming	12	Wood sellers	2
Blacksmiths	11	Wool sorter	1
Carpenters	10	Accountant	1
Boilermakers	7	Apprentice	1
Clerks	7	Basketmaker	1
Carmen	6	Bleacher	1
Shipwrights	6	Boltmaker	1
Weavers	6	Bootcloser	1
Cutlers	5	Bootmaker	1
Moulders	5	Brazier	1
Quarrymen	5	Brushmaker	1
Bakers	4	Cabdriver	1
Gardeners	4	Cardroom jobber	1
Grocers	4	Caulker	1
Ironworkers	4	Chairmaker	1
Masons	4	Clog iron maker	1
Millers	4	Colourmaker	1
Servants	4	Compositor	1
Wheelwrights	4	Cooper	1
Butchers	3	Cordwainer	1
Coachmen	3	Corkcutter	1
Engineers	3	Drawer in	1
Tile cutters	3	Dyer	1
Soldiers	3	Edge tool forger	1
Brickmakers	2	Fire iron maker	1
Chemists	2	Fitter	1
Coachpainters	2	Flax dresser	1
Coal trade	2	Flowermaker	1
Drapers	2	Frame moulder	1
Engine drivers	2	Furnaceman	1
Engine fitters	2	Glassmaker	1
Fishermen	2	Glass mould maker	1
Grooms	2	Gold wire drawer	1
Hairdressers	2	Grainer	1
Hatters	2	Hatter's assistant	1
Mechanics	2	Hurrier	1
Mill or factory workers	2	Ivory trade	1
Overseers or foremen	2	Lacemaker	1
Painters	2	Lithographer	1
Plumbers	2	Mattress maker	1
Potters	2	Messenger	1
Skippers and grinders	2	Millwright	1
Smiths	2	Musician	1

Appendix 7.

TABLE C. (Males.) Original Trade or Profession—continued.

Nailmaker	1	Salesman	1
Odd jobber	1	Slip maker	1
Outdoor worker	1	Smelter	1
Paper hanger	1	Stable boy	1
Pattern maker	1	Striker	1
Platelayer	1	Tanner	1
Porter	1	Tin-plate worker	1
Printfield worker	1	Turner	1
Puddler	1	Twister	1
Saddler	1	Not trained or question unanswered	802

TABLE D. (Males.) Present Occupation.

Basketmakers	298	Tea dealers	2
Skip	20	Wheelwrights	2
Music	80	Assists matmakers	1
Piano tuners	44	Bakers' agent	1
Brushmakers	75	Basket seller	1
Matmakers	56	Bedding work	1
Hawkers	43	Berhouse keeper	1
Chair-caning or cane work	34	Bolt rivetter	1
Newsvendors or newsagents	29	Bookseller	1
Mattress makers	17	Bootlace maker	1
Teachers	16	Cane sorter	1
Wood-cutters and wood-sellers	11	Caretaker	1
Dependent on charity	134	Corn grinder	1
" relatives	54	Evangelist	1
" pensions or annuities	32	Farm worker	1
Street musicians	29	Fendoff maker	1
Live at home (do nothing)	33	Fisherman	1
Private means	11	Furniture dealer	1
Mangling	9	Hay-rope maker	1
Messengers	7	Hooker-on in mine	1
Cork fender-makers	6	Lodging-house keeper	1
Organ blowers	6	Manager	1
Street readers	6	Milkman	1
Porters	5	Panworker	1
Travellers	5	Pupil teacher	1
Clergymen	3	Reed worker	1
General dealers	3	Registry office keeper	1
Odd jobbers	3	Rope picker	1
Scripture readers	3	Rope splicer	1
Callers	2	Stave dryer	1
Chaff-cutters	2	Tobacconist	1
Coal dealers	2	Waste packer	1
Greengrocers	2	Waste silk dealer	1
Hair teasers	2	Willow sorter	1
Music sellers	2	Trade not stated	21

TABLE E. (Females.) Blind School or Institution where trained.

St. George's, Southwark	151	Brighton	19
Bristol	45	Plymouth	19
York	45	Exeter	18
St. John's Wood	36	Bath	16
Nottingham	32	Royal Normal College	13
Newcastle-on-Tyne	31	Alexandra (now closed)	12
Hardman Street, Liverpool	29	Devonport	12
Henshaw's, Manchester	24	Swansea	10
Norwich	25	Other smaller institutions	81
Birmingham	19	Not stated	5

TABLE F. (Females.) Trade or profession taught in Institution.

Knitting	227	Clockline maker	1
Chair caning, cane work	122	Fender-cover maker	1
Music	61	Hammock maker	1
Brushmaking	54	Matting binder	1
Basketmaking	44	Sashline maker	1
Teachers	7	Seamstress	1
Fancy work	6	Spinner	1
Mattress cases	4	Twine maker	1
Sack makers	4	Not trained	91
Rope makers	2	Trade not stated	6
Vocalists	2		



Appendix 7.

TABLE G. (Females.) Original Trade or Profession.

Servants	32	Ironer	1
Dressmakers	7	Laundress	1
Milliners	5	Matron	1
Lace makers	4	Miner	1
Weavers	4	Nail cutter	1
Factory workers	3	Nurse	1
Knitting	2	Press worker	1
Spinners	2	Silk weaver	1
Winders	2	Stay maker	1
Brushmaker	1	Teacher	1
Dyer	1	Not trained	563
Embroiderer	1	Trade not stated	1

TABLE H. (Females.) Present occupation.

Dependent on charity	119	Fancy work	3
"    relatives	84	Mangling	3
"    pensions or annuities	56	Palliasse casers	3
Live at home (domestic work chiefly)	62	Street singers	2
Private means	9	Factory worker	1
Knitting	113	Fender-cover maker	1
Chair caning and cane work	80	Hawker	1
Brushmakers	31	Newsvendor	1
Basketmakers	15	Nurse	1
Music	14	Sack maker	1
Teachers	12	Street musician	1
Mattress work	5	Street reader	1
Washing	5	Trade not stated	15

Appendix 7.

ENGLAND.

SUMMARY OF RETURNS made by BLIND PERSONS who have never been TRAINED in INSTRUCTIONS.

Age.	Number.	Average Age.	Number married.		Number single.		Have you Children or others who are dependent on you for their support?		How long have you been Blind?		Cause of Blindness.	Were you trained to any Trade before becoming Blind?	How do you earn your Living now?	Are you able to maintain yourself without Charitable Assistance?	What are your Average Earnings per Week?				Do you work at Home, or elsewhere?		
			Number.	Percentage.	Number.	Percentage.	Total Number of Dependents.	Number.	Percentage.	Number.					Percentage.	Handicrafts and Petty Trades.	Music.	Other Professions.		Miscellaneous.	Average Earnings.
Males.	1,718	55½	1,320	76.8	392	22.8	692	40.3	1,656	96.3	15	0.8	210 able; 1,496 unable; 76 n. s.	210 able; 1,496 unable; 76 n. s.	389	18 (b)	17 (c)	28 (d)	—	21.9	316 work out; 165 work at home; 1,143 do no work; 23 work both out and at home; 74 n. s.
	1,300	57½	834	64.2	466	35.8	124	9.5	231	17.7	15	6.6	117 able; 1,104 unable; 84 n. s.	117 able; 1,104 unable; 84 n. s.	101	—	—	—	—	2.9	33 work out; 121 work at home; 1,107 do no work; 3 work both out and at home; 41 n. s.
Females.	5	n. s.	5	100	—	—	2	40	—	—	—	—	—	—	1	—	—	—	—	4.0	—
	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

In the above Table, the letters "n. s." (not stated) denote that the information applied for has not been given.  
 (a) In the case of the answers to this query, it has been found impossible to adopt the causes vaguely assigned by the majority. 580 of the number state that they lost their sight through accidents.  
 (b) Includes organists, pianists, violinists, pianoforte tuners, and music teachers.  
 (c) Includes blind writers, teachers, and visitors; town eric, postmaster, and attendant.  
 (d) Includes street readers and musicians.

## TABLES REFERRED TO IN FOREGOING SUMMARY.

## ENGLAND :—NOT IN INSTITUTIONS.

TABLE A. (1.) (Males.) Original trade or profession.

Not trained	283	Boatmen	2
Labourers	220	Brass dressers	2
Miners	122	Brewers	2
Bootmakers	50	Brushmakers	2
Sailors	46	Builders	2
Carpenters or joiners	39	Cab drivers	2
Tailors	38	Cigarmakers	2
Weavers	30	Coalheavers	2
Farmiac	29	Cork cutters	2
Quarrymen	28	Cotton operatives	2
Blacksmiths	22	Distillers	2
Bakers	19	Druggists	2
Carters and carriers	19	Engravers	2
Gardeners	17	Forgemen	2
Ironworkers	17	French polishers	2
Printers	16	Greengrocers	2
Butchers	15	Guards	2
Shipwrights or boatbuilders	15	Gunsmiths	2
Soldiers	15	Horsekeepers	2
Porters	14	Knitters	2
Clerks	13	Lightermen	2
Music	13	Locksmiths	2
Painters	13	Maltsters	2
Dyers	12	Mineral water makers	2
Engineers	11	Moulders	2
Masons	11	Nail and screw makers	2
Wool trade	10	Pilots	2
Drapery trade	9	Silversmiths	2
Engine fitters	9	Springmakers	2
Glass workers	8	Tacklers	2
Hawkers	8	Travellers	2
Mechanics	8	Waiters	2
Spinners	8	Warehousemen	2
Watchmakers	8	Watermen	2
Cabinetmakers	7	Wire workers	2
Carriage builders	7	Anchorsmith	1
Coachmen	7	Apprentice	1
Sweeps	7	Bit filer	1
Wheelwrights	7	Bleacher	1
Basketmakers	6	Bookseller	1
Foremen	6	Botanist	1
Grooms	6	Boxmaker	1
Upholsterers	6	Brakesman	1
Boilermakers	5	Brazier	1
Fishmongers	5	Broom-maker	1
Grocers	5	Buckle tong maker	1
Machinists	5	Butler	1
Plumbers	5	Cab driver	1
Potters	5	Cabinet-lock maker	1
Puddlers	5	Calico printer	1
Whitesmiths	5	Call-boy	1
Brickmakers	4	Cardmaker	1
Chainmakers	4	Cardroom jobber	1
Coal trade	4	Caretaker	1
Clothiers	4	Carpet planner	1
Cooks	4	Caster	1
Coopers	4	Chandelier mounter	1
Cordwainers	4	Chair-caner	1
Engine drivers	4	Chairmaker	1
Firemen	4	Chemical factory worker	1
Fishermen	4	Coach-trimmer	1
Grinders	4	Coffee grinder	1
Hairdressers	4	Comedian	1
Millers	4	Currier	1
Platelayers	4	Cutler	1
Railway servants	4	Dealer	1
Schoolmasters	4	Designer	1
Servants	4	Dipper	1
Smiths	4	Drayman	1
Clergymen	3	Dustman	1
Confectioners	3	Errand boy	1
Copper refiners	3	Felt worker	1
File cutters	3	Fitter	1
Furnacemen	3	Flax dresser	1
Hatters	3	Flock dresser	1
Keymakers	3	Framemaker	1
Mill workers	3	Furniture man	1
Rivetters	3	Fustian cutter	1
Ropemakers	3	Gamekeeper	1
Sawyers	3	Gasfitter	1
Shepherds	3	Grainer	1
Tin plate rollers	3	Gun-borer	1
Wood cutters	3	Hair-worker	1
Wood turners	3	Harnessmaker	1

Appendix 7.

TABLE A. (Males)—continued.

Hay contractor	1	Saw-maker	1
Hollow ware presser	1	Set-maker	1
Horn trade	1	Sheet-iron shearer	1
Hurdlemaker	1	Ship master	1
Instrument maker	1	Shop assistant	1
Ironmonger	1	Silk worker	1
Ivory comb cutter	1	Sinker	1
Japanner	1	Slaughterer	1
Jockey	1	Spindlemaker	1
Journalist	1	Stableman	1
Lacemaker	1	Staymaker	1
Leadsmelter	1	Stocktaker	1
Lighterman	1	Stoker	1
Linen manufacturer	1	Storeman	1
Lithographer	1	Striker	1
Looking-glass maker	1	Stuff presser	1
Loom turner	1	Tanner	1
Machine-maker	1	Teamster	1
Matmaker	1	Telegraphist	1
Metal mixer	1	Thatcher	1
Millwright	1	Timber trade	1
Netmaker	1	Tinsmith	1
Newsagent	1	Tool fitter	1
Odd Jobber	1	Umbrella maker	1
Oilman	1	Varnish maker	1
Omnibus driver	1	Warder	1
Organ builder	1	Watch jeweller	1
Packer	1	Waterman	1
Paperhanger	1	Well sinker	1
Paperstainer	1	Winder	1
Piano dealer	1	Window blind maker	1
Pocketbook maker	1	Wire drawer	1
Policeman	1	Yeast dealer	1
Presser	1	Answer illegible	1
Pump-maker	1	Trade not stated	51
Rule-maker	1		

Appendix 7.

TABLE B. (1.) (Males.) Present occupation.

Dependent on charity	606	Messengers	2
" " pensions or annuities	239	Washing	2
" " relatives	154	Agent	1
Live at home (do nothing)	96	Beedsman	1
Street musicians	31	Beer-maker	1
" readers	5	Billposter	1
" singers	3	Blacking-maker	1
Hawkers	156	Blind writer	1
Private means	36	Bootlace cutter	1
Mangling	35	Cabinet-maker	1
Newsvendors	23	Calico dealer	1
Music	17	Caretaker	1
Tuners	3	Chemical factory worker	1
Odd jobbers	17	Churn worker	1
Teachers	16	Clothes dryer	1
Woodcutters and sellers	14	Coalheaver	1
Greengrocers	12	Colliery assistant	1
Basketmakers	8	Costermonger	1
Carters or carriers	7	Cotton turner	1
Chair caners	7	Cowkeeper	1
Matmakers	6	Dealer	1
Organ blowers	6	Donkey cart owner	1
Callers	5	Druggist	1
Coal dealers	5	Egg seller	1
Machine turners	5	Engineer	1
Music teachers	5	Flour dealer	1
Bootmakers	3	Flower seller	1
Confectioners	3	French polisher	1
Grocers	3	Gingerbeer maker	1
Labourers	3	Horn trade	1
Let apartments	3	House furnisher	1
Milk sellers	3	Housework	1
Tea dealers	3	Knitting	1
Assistants	2	Leather seller	1
Basket trade	2	Marine store dealer	1
Beehive-makers	2	Match seller	1
Beerhouse-keepers	2	Matress maker	1
Carpenters	2	Miner	1
Coal porters	2	Musical instrument seller	1
Farming	2	Netmaker	1
Fishmongers	2	Nut seller	1
Gardeuers	2	Omnibus minder	1
Grooms	2	Porter	1
Hair tensors	2	Postmaster	1
Horsekeepers	2	Poultry dealer	1
Laundry workers	2	Quarryman	1
Maltsters	2	Rag gatherer	1

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Appendix 7.

TABLE B. (Males)—continued.

Shipbuilder	1	Upholsterer	1
Shoemaker	1	Violin maker	1
Shrimper	1	Water seller	1
Stereotypist	1	Willow sorter	1
Tailor	1	Wool merchant	1
Town crier	1	Answers illegible	2
Truss hoop lapper	1	Trade not stated	91
Umbrella repairer	1		

TABLE C. (1.) (Females). Original trade or profession.

Not trained	615	Actress	1
Servants	141	Baker	1
Dressmakers	64	Bootseller	1
Weavers	62	Brushmaker	1
Laundresses	36	Burnisher	1
Charwomen and washerwomen	27	Cardroom worker	1
Mill and factory workers	25	Caretaker	1
Needlewomen	19	China gilder	1
Milliners	14	Clothes dryer	1
Tailoresses	14	Collar dresser	1
Housekeepers	13	Collar turner	1
Teachers	13	Court plaster maker	1
Winders	13	Crochet	1
Nurses	11	Cutlery trade	1
Boot machinists	7	Dairymaid	1
Cooks	7	Dyer	1
Farm workers	5	Fish seller	1
Straw workers	5	General dealer	1
Drapery trade	4	Grocer	1
Knitting	4	Lace runner	1
Machinists	4	List sewer	1
Upholstering	4	Mends hosiery	1
White lead worker	4	Midwife	1
Bookfolders	3	Miner	1
Flower makers	3	Paper-hanger	1
Fur workers	3	Pew-opener	1
Hosiery trade	3	Piecer	1
Ironers	3	Pottery worker	1
Lace makers	3	Poultry-keeper	1
Ladies' maids	3	Ribbon trade	1
Let apartments	3	Saw trade	1
Manglers	3	Shop-woman	1
Painters	3	Silk embroiderer	1
Reelers	3	Silk warper	1
Spinners	3	Skin dresser	1
Box makers	2	Tie maker	1
Chair caners	2	Toy maker	1
Confectioners	2	Umbrella maker	1
Hat trimmers	2	Woollen feeder	1
Hawkers	2	Worsted maker	1
Print workers	2	Answers illegible	3
Seamstresses	2	Trade not stated	66
Silk hands	2		

TABLE D. (1.) (Females.) Present occupation.

Dependent on charity	526	Confectioners	2
"    relatives	243	Laundresses	2
"    pensions or annuities	147	Attendant	1
Living at home (mostly do domestic work)	176	Beerhouse-keeper	1
Private means	24	Bottle dealer	1
Knitting	40	Evangelist	1
Mangling	11	Farming	1
Hawkers	10	Lecturer	1
Washing or cleaning	9	Mat maker	1
Housekeepers	6	Messenger	1
Needlework	6	Mill worker	1
Let apartments	5	News vendor	1
Chair caning	4	Nurse	1
Music	4	Odd jobber	1
Fancy work	3	Sackmaker	1
Servants	3	Teacher	1
Street musicians	3	Answer illegible	1
Blind writers	3	Trade not stated	62
Crochet	2		

Appendix 7.

SCOTLAND.

SUMMARY OF RETURN MADE BY BLIND PERSONS WHO ARE, OR HAVE BEEN IN SCOTCH INSTITUTIONS.

Age.	At what age did you enter it?		Duration of stay in Institution.		What Trade or Profession were you taught?	Were you trained to any Trade before becoming blind?	How do you earn your living now?	Are you able to maintain yourself without Charitable Assistance?	What are your Average Earnings per Week?				Do you work at Home, or elsewhere?										
	Under 10 Years.	Under 15 Years.	Under 20 Years.	Over 20 Years.					Number.	Average Number of Years there.	Miscellaneous.	Other Professions.		Miscellaneous.	Average Earnings.								
Males.	104	40	23	63	30	61	73	0	See Table A.	See Table E.	See Table F.	See Table G.	See Table D.	12 able; 78 unable; 2 n.s.	154	1	34	1	1	1	6 11 7	16, work out; 8 work at home; 7 work both out and at home; 5 n.s.	
Females.	92	35	20	38	11	7	87	0	See Table A.	See Table E.	See Table F.	See Table G.	See Table D.	12 able; 78 unable; 2 n.s.	63	1	1	1	1	1	8 11	43 work out; 24 work at home; 24 do nothing; 3 n.s.	

In the above table, the letters "n.s." (not stated) denote that the information applied for has not been given.  
 \* In the case of the answers to this query, it has been found impossible to adopt the causes vaguely assigned by the majority. 60 of the number state that they lost their sight through accidents.  
 † Pianos for tuners.  
 ‡ Includes collectors, fencers, and scripture readers.  
 § Street musician.

Appendix 7.

## TABLES REFERRED TO IN FOREGOING SUMMARY.

## SCOTCH INSTITUTIONS.

TABLE A. (Males.) Blind School or Institution where trained.

Edinburgh Asylum	-	-	-	73	Dundee Institution	-	-	-	20
Glasgow	-	-	-	42	Not previously in Institution	-	-	-	17
Aberdeen	-	-	-	29	Not stated	-	-	-	14

TABLE B. (Males.) Trade or profession taught in institution.

Basket making	-	-	-	44	Palliasse makers	-	-	-	2
Rope and twine spinning	-	-	-	26	Tuners	-	-	-	2
Brush making	-	-	-	24	Hair curler	-	-	-	1
Weaving	-	-	-	20	Machinist	-	-	-	1
Mat making	-	-	-	19	Messenger	-	-	-	1
Mattress making	-	-	-	16	Music	-	-	-	1
Firewood breaking	-	-	-	4	Packer	-	-	-	1
Net making	-	-	-	4	Not trained	-	-	-	18
Feather cleaners	-	-	-	2	Not stated	-	-	-	7
Hair carders	-	-	-	2					

TABLE C. (Males.) Original trade or profession.

Not trained	-	-	-	122	Compositor	-	-	-	1
Labourers	-	-	-	8	Confectioner	-	-	-	1
Miners	-	-	-	6	Cutler	-	-	-	1
Farm labourers	-	-	-	5	Draper	-	-	-	1
Weavers	-	-	-	5	French polisher	-	-	-	1
Masons	-	-	-	4	Gardener	-	-	-	1
Sailors	-	-	-	4	Hammerman	-	-	-	1
Soldiers	-	-	-	4	Ironworker	-	-	-	1
Bootmakers	-	-	-	2	Mason	-	-	-	1
Coopers	-	-	-	2	Millworker	-	-	-	1
Book-keeper	-	-	-	1	Nailmaker	-	-	-	1
Brass worker	-	-	-	1	Overseer	-	-	-	1
Butcher	-	-	-	1	Porter	-	-	-	1
Cabinet maker	-	-	-	1	Quarryman	-	-	-	1
Cabinet turner	-	-	-	1	Stableman	-	-	-	1
Carpenter	-	-	-	1	Tailor	-	-	-	1
Coachman	-	-	-	1	Teacher	-	-	-	1
Colour maker	-	-	-	1	Not stated	-	-	-	8

TABLE D. (Males.) Present occupation.

Basket making	-	-	-	39	Ale bottler	-	-	-	1
Rope and twine making	-	-	-	25	Bag maker	-	-	-	1
Brush making	-	-	-	21	Carrier	-	-	-	1
Mattress making	-	-	-	19	Farming	-	-	-	1
Weaving	-	-	-	12	Labourer	-	-	-	1
Mat making	-	-	-	11	Machinist	-	-	-	1
Firewood breaking	-	-	-	6	Mangler	-	-	-	1
Dependent on charity	-	-	-	16	Mattress undoing	-	-	-	1
"    pensions or annuities	-	-	-	6	Music	-	-	-	1
Private means	-	-	-	1	Overseer	-	-	-	1
Feather cleaners	-	-	-	5	Packer	-	-	-	1
Palliasse makers	-	-	-	3	Scripture reader	-	-	-	1
Collectors	-	-	-	2	Street musician	-	-	-	1
Hair carders	-	-	-	2	Street reader	-	-	-	1
Hawkers	-	-	-	2	Teacher	-	-	-	1
Messengers	-	-	-	2	Wine merchant	-	-	-	1
Net makers	-	-	-	2	Trade not stated	-	-	-	3
Tuners	-	-	-	2					

TABLE E. (Females.) Blind School or Institution where trained.

Glasgow Asylum	-	-	-	39	Dundee Institution	-	-	-	2
Edinburgh	-	-	-	34	Not previously in Institution	-	-	-	5
Aberdeen	-	-	-	9	Not stated	-	-	-	3

TABLE F. (Females.) Trade or profession taught in institution.

Knitting and sewing	-	-	-	58	Sack sewing	-	-	-	1
Net making	-	-	-	6	Teaser	-	-	-	1
Mattress making	-	-	-	5	Weaver	-	-	-	1
Brush making	-	-	-	1	Winder	-	-	-	1
Chair caning	-	-	-	1	Not trained	-	-	-	13
Pupil teacher	-	-	-	1	Trade not stated	-	-	-	3

TABLE G. (Females.) Original trade or profession.

Not trained	-	-	-	77	Weavers	-	-	-	2
Servants	-	-	-	6	Painter	-	-	-	1
Mill or factory workers	-	-	-	3	Trade not stated	-	-	-	3

TABLE H. (Females.) Present occupation.

Knitting and sewing	-	-	-	38	Street reader	-	-	-	1
Net making	-	-	-	7	Street musician	-	-	-	1
Mattress making	-	-	-	5	Weaver	-	-	-	1
Housekeepers	-	-	-	2	Annuitant	-	-	-	7
Brush maker	-	-	-	1	Depend on charity	-	-	-	17
Chair caning	-	-	-	1	Live at home (do nothing)	-	-	-	9
Pupil teacher	-	-	-	1	Private means	-	-	-	1
Sack sewer	-	-	-	1	Trade not stated	-	-	-	5





Appendix 7.

TABLE C (1). (Females.) Original trade or profession.

Not trained -	78	Bleacher -	1
Servants -	45	Bookbinder -	1
Weavers -	31	Cotton flyer -	1
Knitting and sewing	21	Drapery warehouse -	1
Factory or mill workers	16	French polisher -	1
Dressmakers -	6	Grocer -	1
Farm servants -	3	Laundress -	1
Housekeepers -	3	Leadworker -	1
Piecers -	3	Mattress caser -	1
Winders -	3	Nurse -	1
Milliners -	2	Pottery worker -	1
Miners -	2	Staymaker -	1
Outdoor workers -	2	Upholsterer -	1
Printfield workers -	2	Washerwoman -	1
Scamstresses -	2	Trade not stated -	35

TABLE D (1). (Females.) Present occupation.

Dependent on charity -	159	Farm worker -	1
Live at home (no trade)	3	Missionary -	1
Private means -	24	News vendor -	1
Knitting -	6	Palliasse caser -	1
Let apartment -	34	Rope teaser -	1
Hawkers -	6	Winder -	1
Caretaker -	2	Wood seller -	1
Factory operative -	1	Trade not stated -	25

Appendix 7.

IRELAND.

SUMMARY OF RETURNS MADE BY BLIND PERSONS WHO ARE, OR HAVE BEEN IN INSTITUTIONS.

Age.	Number.		Number married.	Number single.	Have you children or others who are dependent on you for their support?	How long have you been blind?		Cause of blindness.	What school or institution were you at?	At what age did you enter it?				Duration of stay in institution?		What trade or profession were you taught?	Were you trained to any trade before becoming blind?	How do you earn your living now?	Are you able to maintain yourself without charitable assistance?	Do you work at home or elsewhere?	What are your average weekly earnings?				
	Number.	Average age.				Number.	Average number of years blind.			Under 10 years.	Under 15 years.	Under 20 years.	Over 20 years.	Number.	Average number of years here.						Handicrafts and petty trades.	Music.	Other Professions.	Miscellaneous.	Average Earnings.
113	10	40	51	50	42	110	104	22	See Table A.	10	18	20	40	11	See Table B.	See Table C.	See Table D.	27 able; 70 unable; 7 n.s.	55	76 work out; 12 work at home; 12 do no work; 12 n.s.; 2 work both out and at home.					
112	10	40	51	50	42	110	104	22	(a)	10	18	20	40	11	See Table B.	See Table C.	See Table D.	3 able; 16 unable; 1 n.s.	14	16 work out; 1 works at home; 2 do no work; 1 n.s.					

(a) In the case of the answers to this query, it has been found impossible to adopt the causes vaguely assigned by the majority. Thirty-two of the number state that they lost their sight through accidents.

(b) French.

(c) Street singer.



Appendix 7.

TABLES REFERRED TO IN FOREGOING SUMMARY.

IRISH INSTITUTIONS.

TABLE A. (Males). Blind School or Institution where trained.

Richmond Institution	46	Athlone Institution	2
Ulster	16	Royal Avenue Workshops, Belfast	2
St. Joseph's, Cabra	11	Molyneux Asylum	1
Cork Blind Asylum	4	Not previously in institutions	26
Armagh Institution	3	Not stated	2

TABLE B. (MALES). Trade or profession taught in Institution.

Basket making	70	Upholstering	1
Mat	4	Rope and twine making	1
Brush	3	Not trained	4
Hamper	2	Not stated	28

TABLE C. (Males). Original trade or profession.

Not trained	70	Hammer smith	1
Farming	6	Ironmonger	1
Labourers	6	Iron turner	1
Bakers	2	Messenger	1
Coachmen	2	Millwright	1
Weavers	2	Mineral water man	1
Bird fancier	1	Painter	1
Clerk	1	Sailor	1
Coachpainter	1	Scripture reader	1
Coachsmith	1	Servant	1
Corkcutter	1	Shoemaker	1
Engraver	1	Stucco plasterer	1
Flax dresser	1	Warehouseman	3
Furnaceman	1	Not stated	1
Gardener	1		

TABLE D. (Males). Present occupation.

Basket making	44	Let apartments	1
Depend on institutions	37	Mat making	1
relatives	2	Outdoor worker	1
Brush making	5	Porter	1
General dealers	2	Preacher	1
Hamper making	2	Rears pigs	1
Cushion	1	Street singer	1
General assistant	1	Not stated	21

TABLE E. (Females). Blind School or Institution where trained.

Ulster Institution	8	Royal Avenue (Belfast) Workshops	1
Molyneux Asylum	1	Not previously in institutions	8
Richmond National Institutions	1		

TABLE F. (Females). Trade or profession taught in Institution.

Brushmaking	1	Not trained	5
Fancy work	1	Not stated	11
Music	1		

TABLE G. (Females). Original trade or profession.

Not trained	45	Spinner	1
Millworker	1	Not stated	1
Servant	1		

TABLE H. (Females). Present occupation.

Brush making	13	Dependent on institution	1
Chair caning	2	Private means	1
Dependent on charity	1	Not stated	1

IRELAND.

SUMMARY OF RETURNS MADE BY BLIND PERSONS WHO HAVE NEVER BEEN IN INSTITUTIONS.

Age.	Number.		Number single.	Number married.	Have you Children, or others, who are dependent on you for their support?	How long have you been blind?		Cause of blindness.	Were you trained to any trade before becoming blind?	How do you earn your living now?	Are you able to maintain yourself without Charitable Assistance?	What are your Average Weekly Earnings?					Do you work at Home, or elsewhere?
	Total Number.	Number of Dependents.				Average Number of Years blind.	Handicrafts and Petty Trades.					Music.	Other Professions.	Miscellaneous.	Average Earnings.	s.	
23	16	7	9	23	23	23	17	(b)	See Table A. (1).	See Table B. (1).	1 able; 20 unable; 2 n.s.	3	15 earn nothing	2 (c)	4 1	5 work out; 14 do no work; 1 works both out and at home; 3 n.s.	Home, or elsewhere?
49½	16	7	9	7	7	7	18		See Table C. (1).	See Table D. (1).	1 able; 13 unable; 2 n.s.	3	1 trade, not stated	6 earn nothing	4 1	3 work out; 1 works at home; 2 n.s.; 10 do no work.	

(a) In the case of the answers to this query, it has been found impossible to adopt the causes vaguely assigned by the majority; 11 of the number state that they lost their sight through accidents. (b) Scripture reader. (c) Street singer and street musician.

Appendix 7.

TABLES REFERRED TO IN FOREGOING SUMMARY.

IRELAND.—NOT IN INSTITUTIONS.

TABLE A. (1) (Males). Original trade or profession.

Labourers	6	Chiropodist	1
Dealers	2	Jeweller	1
Gardeners	2	Ladies' booth maker	1
Billiard table maker	1	Slater	1
Book-keeper	1	Soapmaker	1
Carpenter	1	Not trained	5

TABLE B. (1) (Males). Present occupation.

Dependent on charity	13	Musician	1
"    relatives	2	Scripture reader	1
"    pensions	2	Street singer	1
Dealer	1	Trade not stated	1
Hairbrush machine worker	1		

TABLE C. (1) (Females). Original trade or profession.

Servants	4	Spinner	1
At factories	2	Not trained	6
Charwoman	1	Trade not stated	1
Handkerchief folder	1		

TABLE D. (1) (Females). Present occupation.

Dependent on charity	12	Works a pump	1
Brushmaker	1	Trade not stated	1
Washerwoman	1		

COMPARATIVE TABLES of EARNINGS of BLIND PERSONS who are now following the TRADE taught them in the INSTITUTION, with those who are not now following the TRADE taught them in the INSTITUTION at which they were at.

ENGLAND (MALES).

Trade, &c., learnt in Institution.	Number now following trade, &c., learnt.	Number not now following trade, &c., learnt.	Number taught trade.	Number earning up to 5s. who now follow trade learnt.	Number earning up to 5s. who do not follow trade learnt.	Number earning up to 10s. who now follow trade learnt.	Number earning up to 10s. who do not follow trade learnt.	Number earning up to 15s. who now follow trade learnt.	Number earning up to 15s. who do not follow trade learnt.	Number earning over 15s. who now follow trade learnt.	Number earning over 15s. who do not follow trade learnt.
Basket making	296	329	525	74	31	106	35	54	18	19	20
Music and tuning	101	45	146	10	1	21	4	14	3	32	6
Brush making	68	47	115	8	5	23	8	24	5	3	4
Mat making	52	94	146	5	20	16	15	8	7	1	6
Chair caning and cane work	19	28	47	12	6	2	2	1	1	1	1
Mattress making	13	9	22	1	1	6	5	3	1	2	1
Cork fender making	3	1	4	—	—	2	—	1	1	—	1
Fendoff making	3	1	4	—	—	2	—	1	1	—	1
Hair teasing	2	2	4	—	—	—	—	2	—	—	—
Teachers	2	—	2	—	—	—	—	—	—	1	—
Wood cutting	2	—	2	1	—	1	—	—	—	—	—
Cane sorting	1	—	1	—	—	1	—	—	—	—	—
Clergyman	1	—	1	—	—	—	—	—	—	—	—
Pan working	1	—	1	—	—	—	—	—	—	1	—
Rope splicing	1	—	1	—	—	1	—	—	—	—	—
Rug making	1	1	2	—	—	—	—	—	—	—	—

ENGLAND (FEMALES).

Knitting	90	137	227	74	11	9	1	—	—	—	—
Chair caning and cane work	69	53	122	52	11	5	3	—	—	—	—
Brush making	21	33	54	14	9	6	—	—	—	—	—
Basket making	12	39	44	4	8	—	—	—	—	—	—
Music	12	49	61	7	8	3	1	—	—	—	—
Teachers	6	1	7	—	—	—	—	—	—	—	—
Mattress casing	3	1	4	3	—	—	—	—	—	4	—
Fancy work	2	4	6	1	—	—	—	—	—	—	—
Fender cover making	1	—	1	1	—	—	—	—	—	—	—
Sack making	1	3	4	1	2	—	—	—	—	—	—

SCOTLAND (MALES).

Trades, &c., learnt in Institution.	Number now following trade, &c., learnt.	Number not now following trade, &c., learnt.	Number taught trade.	Number earning up to 5s. who now follow trade learnt.	Number earning up to 5s. who do not follow trade learnt.	Number earning up to 10s. who now follow trade learnt.	Number earning up to 10s. who do not follow trade learnt.	Number earning up to 15s. who now follow trade learnt.	Number earning up to 15s. who do not follow trade learnt.	Number earning over 15s. who now follow trade learnt.	Number earning over 15s. who do not follow trade learnt.
Basket making	32	12	44	6	1	4	—	8	—	14	2
Brush making	20	4	24	2	—	9	—	—	—	—	—
Mattress making	15	1	16	—	—	4	—	11	—	—	—
Rope and twine spinning	20	6	26	1	1	12	—	5	—	2	1
Mat making	9	10	19	—	—	1	2	5	1	1	1
Weaving	9	11	20	1	1	3	4	4	4	—	—
Firewood cutting	4	—	4	—	—	—	—	—	—	—	—
Feather cleaning	2	—	2	1	—	—	—	1	—	—	—
Net making	3	1	4	2	—	1	—	—	—	—	—
Piano forte tuning	2	—	2	—	—	2	—	—	—	—	—
Music	1	—	1	1	—	—	—	—	—	—	1
Spinners	2	—	2	—	—	2	—	—	—	—	—
Hair carding	2	—	2	—	—	—	—	2	—	—	—
Machinist	1	—	1	—	—	—	—	1	—	—	—
Packer	1	—	1	—	—	—	—	—	—	1	—
Palliasse making	2	—	2	—	—	—	—	—	—	—	—

SCOTLAND (FEMALES).

Knitting and sewing	36	22	58	32	1	3	1	—	—	—	—
Net making	5	1	6	1	—	4	—	—	—	—	—
Mattress making	3	2	5	1	1	2	—	—	—	—	—
Brush making	1	—	1	1	—	—	—	—	—	—	—
Chair caning	1	—	1	1	—	—	—	—	—	—	—
Sack sewing	1	—	1	1	—	—	—	—	—	—	—

IRELAND (MALES).

Basket making	43	27	70	4	—	19	1	14	1	4	—
Mat making	1	3	4	1	—	—	—	—	1	—	1

IRELAND (FEMALES).

None.

UNITED KINGDOM. MALES.

Basket making	371	268	639	84	32	129	36	76	19	37	22
Music and tuning	104	45	149	11	1	23	4	14	3	32	7
Brush making	88	51	139	10	5	32	10	31	7	5	4
Mat making	62	107	169	6	20	17	17	13	9	2	8
Mattress making	28	10	38	—	1	10	5	14	—	2	1
Chair caning and cane work	19	28	47	12	6	2	2	—	1	—	1
Rope and twine spinning, &c.	21	6	27	1	1	13	—	5	—	2	1
Weaving	9	11	20	1	1	3	4	4	4	—	—
Wood cutting	6	—	6	1	—	5	—	—	—	—	—
Cork fender making	3	1	4	—	—	2	—	—	1	—	—
Fendoff making	3	1	4	—	—	2	—	1	1	—	—
Net making	3	1	4	2	—	1	—	—	—	—	—
Feather cleaning	2	—	2	1	—	—	—	1	—	—	—
Hair carding	2	—	2	—	—	—	—	—	—	—	—
Hair teasing	2	2	4	—	—	—	—	2	—	—	—
Palliasse making	2	—	2	—	—	—	—	2	—	—	—
Spinning	2	—	2	—	—	2	—	—	—	—	—
Teachers	2	—	2	—	—	—	—	—	—	1	—
Cane sorting	1	—	1	—	—	1	—	—	—	—	—
Clergyman	1	—	1	—	—	—	—	—	—	—	—
Machinist	1	—	1	—	—	—	—	1	—	—	—
Packer	1	—	1	—	—	—	—	—	—	1	—
Pan working	1	—	1	—	—	—	—	—	—	1	—
Rug making	1	1	2	—	—	—	—	—	—	—	—
Totals	735	532	1,267	129	67	242	79	166	45	83	44

FEMALES.

Knitting and sewing	126	159	285	106	12	12	2	—	—	—	—
Chair caning and cane work	70	53	123	53	11	5	2	—	—	—	—
Brush making	22	33	55	15	9	6	—	—	—	—	—
Basket making	12	32	44	4	8	—	—	—	—	—	—
Music	12	49	61	7	8	3	1	—	—	—	—
Teachers	6	1	7	—	—	—	—	—	—	4	—
Mattress casing, &c.	6	3	9	4	1	2	—	—	—	—	—
Net making	5	1	6	1	—	4	—	—	—	—	—
Fancy work	2	4	6	1	—	—	—	—	—	—	—
Sack making	2	3	5	2	—	—	—	—	—	—	—
Fender cover making	1	—	1	1	—	—	—	—	—	—	—
Totals	264	338	602	194	51	32	5	—	—	4	—





## APPENDIX 8.

## TRANSLATION OF A LETTER FROM THE DIRECTOR OF THE NATIONAL INSTITUTION FOR YOUNG BLIND PERSONS, PARIS (referred to in para. 81 of the Report).

MY DEAR SIR, Paris, February 20, 1889.  
I HOPE you will excuse me for not having answered before now, your letter of the 6th February, which informed me that an important discussion had taken place in the Royal Commission upon the subject of the proportions of blind pupils who are maintained by music, and you ask me for a complete explanation.

In the figures that you quote respecting my statistics for the last 10 years, you have omitted an important figure, i.e., the number of pupils who have been sent back to their families as unintelligent, infirm, or incapable of receiving instruction given in our Institution; these pupils amount to 92.

I may have omitted to state this number (which is unhappily, very high) in my letter, but its importance is explained by the fact that a large number of children have become blind by illness or disease, or that a great many have been left too long in an absolutely abandoned state.

This is the manner in which one must summarize the statistics of pupils who have been received in the Institution during the 10 years (from 1st January 1877 to 31st December 1886) :—

Pupils who have died during the course of their studies -	30
Returned to their families as infirm, unintelligent, or incapable of receiving instruction -	92
Returned for misconduct or immorality -	45
Taken away by their families before the end of their course of instruction -	15
Those who have completed their course of studies	188
Total -	370

Here is an account of the career of these pupils after they have left the Institution :—

Organists or professors of music -	87
Professors or teachers belonging to the National Institution, or to the School Department of the Seine -	7
Piano tuners -	53
(A certain number of old pupils are at the same time organists, professors of music, and piano tuners, but I have only mentioned 53 who are employed exclusively for piano tuning.)	
Chair carers, &c. (male and female) -	34
Not followed any profession owing to independent means -	17
Unable to utilise their knowledge -	7
Total -	205

You will doubtless remark that the figure 205 is higher by 17 than that of pupils who have achieved their studies, of which there are only 188. This difference comes from

the fact that several pupils have been taken away or sent for by their relatives during the latter part of their course of training, but have been able, nevertheless, to follow some calling, and, therefore, figure in the second table.

One can draw from those statistics the following conclusions :—

From 370 blind of school age, taken at hazard, there are 198 who are fit to follow a profession or trade, say, 54 per cent.

There are 87 who are fit to be organists or professors of music, say, 23 per cent. But, if one takes into consideration only those of the blind who have sufficient aptitude to enable them to receive instruction, and have finished their course of studies, one ought to consider the case of only 188 out of 370, and out of these 188 there are 87 who can follow a musical profession, say, 46 per cent.; and if the tuners are counted as following a musical profession, the total is 87 plus 53 = 140, say, 74 per cent.

Inasmuch as the chief thing to be done is to find out which are the professions that are best for the blind to follow, it appears clear to me that these last (46 per cent. and 74 per cent.) are the proportions of which we ought to take account. The other cases, being just as incapable of becoming chair carers as they would be of becoming musicians, must be left out.

I will now reply to the three questions which have been put to me by Dr. Campbell, who asks me—

- 1st. How many are there among the 92 infirm and unintelligent who would have succeeded in music?
- 2nd. How many amongst the 45 who have been sent back for misconduct?
- 3rd. How many among the 15 who have been taken away by their parents?

I reply to the first question by stating that not one of those who were sent back as infirm or unintelligent could have gained their living as musicians or piano tuners.

Amongst the others one might reckon about two-thirds (say 40 or 60) who could have exercised the profession of musician or tuner.

Lastly, I ought to tell you that the results which I have already given you, could not have been obtained but for the kindness of a Society which occupies itself actively in making inquiries into the future of the old pupils, and which assists them as soon as they have left the Institution. If these pupils were left to themselves there would be more than three-fourths of the total number unable to employ themselves beyond the connexion they had managed to form during their studies.

I have, &c.  
(Signed) E. MARTIN.

Charles E. D. Black, Esq.,  
Secretary, Royal Commission  
on the Blind, the Deaf and Dumb, &c.,  
6, Old Palace Yard, Westminster, London.

## APPENDIX 9.

COMMENT BY SURGEON-GENERAL SIR THOMAS LONGMORE, C.B., F.R.C.S., HONORARY SURGEON TO THE QUEEN, PROFESSOR OF MILITARY SURGERY AT THE ARMY MEDICAL SCHOOL, OFFICER OF THE LEGION OF HONOUR, &c., &c., &c. (referred to in para. 24 of the Report).

THE portion of Para. 24. to which you draw my attention appears to me to be misleading. So far as armies are concerned, or at any rate the British army, ophthalmia is not a fruitful cause of blindness, nor has ophthalmia been epidemic in the British army for many years past, nor in any part of it, if we except the force sent to Egypt in 1882. In that expeditionary force, while in Egypt, ophthalmia prevailed in an epidemic form, but neither in Egypt nor after the return of the force to England did one single case of total blindness, or even loss of sight in one eye, result from it. All the facts connected with this last

epidemic of ophthalmia in Egypt are published in the army medical reports presented to Parliament.

After the return of the British troops from Egypt at the beginning of the present century, and for many years afterwards, ophthalmia in an epidemic form prevailed in the British army, and the number of cases of total blindness, and loss of sight in single eyes, which resulted from it was enormous. There is a record showing that, on the 1st of December in the year 1810, the number of soldiers on the pension list for total blindness, the result of ophthalmia, was 2,317. But for the last 20 years there has been no

trace of epidemic ophthalmia in the British army; better treatment and better sanitary arrangements have banished it from the army under ordinary conditions, and when it exceptionally did occur, as it did occur in Egypt in 1882, the improved treatment prevented it from being followed by any permanently bad consequences.

Moreover, it appears to me to be misleading to say that army ophthalmia was first introduced into Europe on the return of Napoleon and the French army from Egypt. I know it is often stated in books to have been so; but if the historical evidence on the point be examined carefully, it will be found that there is no real ground for the statement. At the same time that the British army was prostrated by epidemic ophthalmia in 1801, at and near Alexandria, the French army was also suffering to an enormous extent from the disease in the same part of Egypt. Baron Larrey, who was Surgeon-in-Chief of the forces under Napoleon, has recorded that in the space of two-and-a-half months upwards of 3,000 cases passed through the French field hospitals at this time. But while in the British army blindness resulted in a great number of instances under one mode of treatment, in the French army, under a different mode of treatment, no blindness occurred. Larrey, in his account of the Egyptian campaign, mentions that not one single man lost his sight out of the whole number above mentioned of ophthalmic patients admitted

into the French hospitals. Again, after the return of the French army from Egypt, so free were they from ophthalmia in a severe form, and their condition in this respect presented such a contrast to the condition of the British army, that it puzzled English surgeons, both military and civil, to account for it. The fact of no ophthalmia prevailing during these years in the French army, while it was so bad in the British army, was all the more remarkable, as the French troops had served for a much longer period in Egypt than the British troops, and had been exposed to the same causes of the disease under much more trying circumstances (want, exposure, defeat) than the British troops. The immunity has been explained by some English surgeons of that period in this way—that dissemination of infection among them was prevented by the active service in which the French troops were engaged after their return to Europe, proceeding from conquest to conquest, bivouacking in the field, or quartered in a scattered way on the inhabitants of the places which they conquered—not crowded in barracks, &c. I only give this explanation to show the doubt that rests on the statement given in the report of epidemic, or severe ophthalmia, having been first introduced into Europe by the French troops on the return of Napoleon from Egypt in the early part of this century.

## APPENDIX 10.

REPORTS ON THE CONDITION AND TREATMENT OF THE BLIND IN WORKHOUSES IN ENGLAND AND WALES, furnished by the following Inspectors of the Local Government Board. (Referred to in paras. 136-143 of the Report.)

Inspectors.	Districts.
1. R. Hedley, Esq., and Dr. Bridges - - - -	The Metropolis.
2. J. S. Davy, Esq. - - - -	Kent, Surrey, and Sussex.
3. H. Jenner-Fust, Junior, Esq. - - - -	Berks, Bucks, Middlesex, Oxford, Surrey, Warwick, and Worcester.
4. Wm. A. Peel, Esq. - - - -	Bedford, Cambridge, Herts, Hunts, Middlesex, and Northampton.
5. H. Lockwood, Esq. - - - -	Cambridge, Essex, Norfolk, and Suffolk.
6. B. Fleming, Esq. - - - -	Dorset, Southampton, Surrey, and Wilts.
7. H. R. Courtenay, Esq. - - - -	Cornwall, Devon, and Somerset.
8. F. D. Longe, Esq. - - - -	Gloucester, Hereford, Somerset, Stafford, Wilts, and Worcester.
9. R. I. Dansey, Esq. - - - -	Chester, Derby, Hereford, Salop, Stafford, and Worcester.
10. C. L. Dashwood, Esq. - - - -	Derby, Leicester, Lincoln, Nottingham, and Rutland.
11. J. J. Henley, Esq. - - - -	Lancaster.
12. H. G. Kennedy, Esq. - - - -	York.
13. W. E. Knollys, Esq. - - - -	Cumberland, Durham, Northumberland, and York.
14. T. L. Murray-Browne, Esq. - - - -	Westmoreland, Anglesey, Carnarvon, Chester, Cumberland, Denbigh, Flint, Merioneth, Montgomery, and Radnor.
and	
15. F. T. Bircham, Esq. - - - -	Brecon, Cardigan, Carmarthen, Glamorgan, Pembroke, and Monmouth.

No. 1.

Local Government Board,  
November 16, 1888.

SIR,

In pursuance of the instructions conveyed in the letter addressed to us by the Local Government Board on the 24th of August of this year, with reference to the condition of the adult blind in the workhouses of the metropolitan district, we have made inquiry into this subject.

We obtained from the clerks to the metropolitan board of guardians a list of the blind persons under their charge either in workhouses, workhouse infirmaries, or institutions for the blind, giving the names, age, employment, if any,

and ability or inability to read, of each person. We have also obtained answers to the following questions :—

1. Are the blind inmates kept separate; or are they allowed to mix with the ordinary inmates?
2. Are they visited, and, if so, how often, by readers, teachers, or representatives of any charitable agencies?
3. Do any of them leave the workhouse for instruction in basket-making or other trade suitable to the blind?
4. Does their treatment generally, as to diet or otherwise, differ in any way from that of ordinary inmates?

Appendix 10.

5. Are any special arrangements made for visits being paid to the blind inmates by their friends, or for enabling such inmates temporarily to leave the workhouse to visit their friends?

We supplemented these inquiries by special visits to the following workhouses, where we saw and conversed with the blind inmates:—St. Marylebone, St. Pancras, Shoreditch, Holborn, Mile End, Bermondsey, and Woolwich.

The answers to our queries, together with a tabular statement of the blind persons chargeable to the rates, ranged in groups according to ages, will be found appended.

We premise, however, a few observations upon the whole subject; and especially upon the points raised in the statements made to the Royal Commission by the clerk to the guardians of St. George in the East and by the chaplain of the Woolwich workhouse.

The general drift of the replies received to our queries may be briefly summarised as follows:—

1. The blind in nearly all cases are classed with the infirm inmates, with the exception of those who being under medical treatment are warded in the infirmary.

The cases in which they are warded with able-bodied inmates are very rare.

2. They are in nearly all cases visited more or less frequently by agents of some society for the blind, for the purposes of instruction in reading. These agents are in most cases themselves blind persons. The system adopted is usually that of Moon. These visits are usually made once a week.

3. In a very few cases only do blind persons leave the workhouse for the purposes of instruction in manual occupations. Those who are considered capable of such occupation are usually placed by the guardians in special institutions for the blind.

4. The treatment of blind persons as to diet is usually identical with that of other infirm persons; the difference, where any exists, being that they receive from charitable sources small doles of tea and tobacco, or, in some cases, of money allowances wherewith to purchase these indulgences.

5. In all workhouses, facilities are given to blind persons to visit their friends. In some cases a "guide", i.e., an inmate approved by the master or matron, is sent with the blind, the outing being regarded as a privilege by both. We were informed by some blind inmates that they had a holiday of this kind two or three times a month. In several workhouses arrangements are made for the attendance of the blind at reading-classes, or tea parties, managed by benevolent persons in the neighbourhood. The large workhouses of St. Pancras and St. Marylebone may be specially mentioned in this respect. But they by no means stand alone.

With regard to the regulations drawn up by the guardians of St. George in the East, for the treatment of the blind inmates, our opinion, after inquiry, is that they work well, and are calculated to encourage the officials to treat blind persons kindly. It must not, however, be supposed that what is done here is exceptional. We are quite unable to concur in the view expressed by the clerk to the guardians of St. George in the East, that the happiness of the blind inmates of workhouses would be increased by their being collected together in an institution specially appropriated to their treatment. We are satisfied that the intercourse which takes place in the infirm wards of workhouses of blind persons with those who can see and can read to them is conducive to the happiness of the former. This feeling has been emphatically expressed to us by many blind persons whom we visited.

We spent much time in Woolwich workhouse for the purpose of testing the statements made by Mr. Andras, the chaplain, as to the neglect of blind persons in workhouses.

We found eighteen blind persons in this workhouse. Of these 13 were over the age of 60; only one of them being under 30 years. We had this man, named William Russell, of 22, before us. He has learnt to read, and his case has been brought before the guardians; but he bears a bad character in this workhouse for violence of temper and foul language, and the guardians have hitherto declined to send him to a blind institution. We think that it might be well to re-consider this decision. We saw three persons between the ages of 40 and 50. They had all been instructed in reading on Moon's system; one, whose blindness was due to an accident in the arsenal, which had also damaged his sense of touch, had failed to learn. The other two, as well as some of the older inmates, had succeeded. From one of Mr. Andras's statements it might appear that blind children are sent to Sutton schools. This however is not the case. No blind child has for many years been received at Sutton. On the 1st September there was no blind child in any of the district schools, there were three only in the separate schools, viz., two in the Lambeth, and one in the Bethnal Green schools, for all of whom arrangements were in progress for their removal to a blind institution.

With regard to Mr. Andras's statements "that many accidents have occurred to the blind from their running against the iron gates, that blind persons are constantly tumbling down the stone steps, and that a variety of accidents have occurred in the last four years, not so serious as to cause death, but that injury has resulted;" we subjected these to a searching examination. In a prolonged interview with the chaplain, we requested him to name any one instance of such accident or injury which had come to his knowledge. He replied that he knew of none such personally, but that he had heard of such things having happened. We then asked him to specify any one instance of which he had heard. This, however, he was unable to do. The blind people with whom we conversed knew of none such. The clerk assured us that none such had been reported to the guardians. The master stated that none such had been reported to him by the medical officer.

In conclusion, we have to express our conviction that blind persons are treated with substantial kindness in workhouses. In some unions more pains are taken to arrange entertainments and reading classes than in others. We are satisfied that the number of those now in the workhouses who are capable of being taught a trade is extremely limited; those who are so capable having been in nearly all cases placed in blind institutions. The tabular statement appended to this report will show that four-fifths of the blind inmates of workhouses and infirmaries are above the age of 50; and that two-thirds are of ages varying from 60 to 90.

It will be observed from our tabular statement that in addition to the 619 cases of blindness in workhouses and infirmaries there were 57 cases chargeable to the rates who had been placed by the guardians in special institutions for the blind. On reference to this table it will be seen that almost all of them are under the age of 20. Taken in connection with the fact that extremely few blind inmates of this age are to be found in workhouses and workhouse infirmaries, and none in district schools, this fact appears to indicate that the guardians of London unions are alive to their responsibilities in this matter.

We cannot conclude this report without expressing the hope that the Royal Commission may see fit to subject the statements of the chaplain of the Woolwich guardians, alleging serious accidents and injury to the blind inmates of this workhouse, to further examination. So far as we have been able to ascertain, these statements are without a shadow of foundation.

We have the honour to be, Sir,  
Your obedient Servants  
(Signed) ROBERT HEDLEY,  
J. H. BRIDGES,  
Local Government Inspectors.

AGES OF LONDON BLIND IN WORKHOUSES AND INFIRMARIES ON 1st September 1888 (not including those in Blind Institutions):—

Unions and Parishes.	Under 20.	20-30.	30-40.	40-50.	50-60.	60-70.	70-80.	Over 80.	Total.
Bethnal Green	1*	-	4	1	4	6	2	3	21
Camberwell	-	-	1	1	3	5	2	-	12
Chelsea	-	1	-	1	3	4	5	1	15
Fulham	-	1	2	-	-	3	3	1	10
St. George's	-	1	2	-	2	9	15	7	36
St. George in the East.	-	1	-	4	6	10	10	1	41
St. Giles and St. George.	-	-	-	1	-	6	6	-	13
Greenwich	-	1	2	-	2	4	3	6	18
Hackney	1	2	2	2	3	4	3	1	18
Hampstead	-	-	-	1	1	1	4	3	10
Holborn	-	2	1	3	3	9	16	2	33
Islington	-	1	-	3	4	7	3	4	23
Kensington	-	-	1	-	1	2	8	4	16
Lambeth	2*	1	-	2	2	6	10	5	23
Lewisham	-	-	-	-	-	1	2	-	3
London, City of	-	-	1	5	8	9	10	2	35
St. Marylebone	-	2	1	7	-	3	4	7	24
Mile End	2	-	-	1	3	2	1	-	9
St. Olave's	-	1	-	4	3	4	8	2	23
Paddington	-	-	1	1	-	1	2	2	7
St. Pancras	1	1	3	9	8	10	5	5	42
Poplar	1	1	2	7	-	4	9	4	28
St. Saviour's	3	1	1	2	5	12	10	5	39
Shoreditch	-	2	-	-	2	6	6	-	16
Stepney	-	2	-	-	4	5	4	9	26
Strand	-	-	1	2	4	5	3	3	18
Wandsworth and Clapham.	-	-	-	1	1	4	7	2	15
Westminster	-	-	1	-	2	-	1	3	7
Whitechapel	1	-	3	1	1	2	6	-	14
Woolwich	-	1	-	3	1	7	5	1	18
Total	12	23	31	62	76	100	173	83	619

\* Will be sent to special institutions as soon as practicable.

BLIND PERSONS chargeable to METROPOLITAN UNIONS and PARISHES maintained in Special Institutions for the Blind,\* on 1st September 1888:—

Unions and Parishes.	Under 20.	20-30.	30-40.	40-50.	50-60.	60-70.	70-80.	80 and upwards.	Total.
Bethnal Green	-	-	-	-	-	-	-	-	-
Camberwell	-	-	1	-	-	-	-	-	1
Chelsea	-	1	-	-	-	-	-	-	1
Fulham	3	-	-	-	-	-	-	-	3
St. George's	1	-	-	-	-	-	-	-	1
St. George in the East.	4	2	1	-	1	-	-	-	8
St. Giles and St. George.	1	-	1	-	-	-	-	-	2
Greenwich	2	-	-	-	-	-	-	-	2
Hackney	3	-	-	-	-	-	-	-	3
Hampstead	1	-	-	-	-	-	-	-	1
Holborn	-	-	-	-	-	-	-	-	-
Islington	5	-	-	-	-	-	-	-	5
Kensington	1	-	-	-	-	-	-	-	1
Lambeth	-	-	-	-	-	-	-	-	-
Lewisham	2	-	-	-	-	-	-	-	2
London, City of	2	-	-	-	-	-	-	-	2
St. Marylebone	2	-	-	-	-	-	-	-	2
Mile End	-	-	-	-	-	-	-	-	-
St. Olave's	-	-	-	-	-	-	-	-	-
Paddington	1	-	-	-	-	-	-	-	1
St. Pancras	7	-	-	-	-	-	-	-	7
Poplar	1	-	-	-	-	-	-	-	1
St. Saviour's	3	-	-	-	-	-	1	-	4
Shoreditch	-	-	-	-	-	-	1	-	1
Stepney	1	1	-	-	-	-	-	-	2
Strand	1	1	-	-	-	-	-	-	2
Wandsworth and Clapham.	3	-	-	-	-	-	-	-	3
Westminster	-	-	-	-	-	-	-	-	-
Whitechapel	-	1	-	-	-	-	-	-	-
Woolwich	-	-	-	-	-	-	-	-	1
Total	44	6	3	-	1	-	2	-	56

Appendix 10

TREATMENT OF BLIND INMATES IN METROPOLITAN WORKHOUSES AND INFIRMARIES.

UNION OR PARISH.	1.	2.	3.	4.	5.
	Whether the blind inmates are kept separate, or are mixed with the ordinary inmates?	Whether they are visited, and, if so, how often, by readers, teachers, or representatives of any charitable agencies?	Whether any of them leave the workhouse for instruction in basket-making or other trade suitable to the blind?	Whether their treatment generally, as to diet or otherwise, differs in any way from that of ordinary inmates?	Whether any special arrangements are made for visits being paid to the blind inmates by their friends, or for enabling such inmates temporarily to leave the workhouse to visit their friends?
Bethnal Green	In the workhouse they mix with the confirmed cripples only; when in the infirmary with the ordinary sick inmates.	By a blind reader once a week.	No	No	No special arrangements they are allowed to leave the workhouse to visit their friends.
Camberwell	They are warded with other inmates, according to age and condition.	Visited by their friends. The chaplain gives special attention to them. No recognised visitor or teacher applies to see them.	No	All have the dietary for "infirm inmates," unless specially dieted by the medical officer.	Their friends are allowed to take them out.
Chelsea	Blind, but not otherwise infirm, are associated with the ordinary inmates of the class to which they belong. If infirm, they are placed in the infirm wards.	Visited weekly by a representative of the Indigent Blind Visiting Society.	No	No; except when in infirm wards.	No special arrangements, but, if friends apply, they are allowed to leave the workhouse. As a rule, men every Sunday, and women every alternate Sunday.

Treatment of Blind Inmates in Metropolitan Workhouses and Infirmaries—continued.

UNION OR PARISH.	1.	2.	3.	4.	5.
	Whether the blind inmates are kept separate or are mixed with the ordinary inmates?	Whether they are visited, and, if so, how often, by readers, teachers, or representatives of any charitable agencies?	Whether any of them leave the workhouse for instruction in basket-making or other trade suitable to the blind?	Whether their treatment generally, as to diet or otherwise, differs in any way from that of ordinary inmates?	Whether any special arrangements are made for visits being paid to the blind inmates by their friends, or for enabling such inmates temporarily to leave the workhouse to visit their friends.
Fulham	No separate accommodation in either workhouse or infirmary; they mix with the ordinary inmates.	Weekly visits are made to the blind by one of the teachers of the Home Teaching Society for the Blind. Lady visitors also attend the infirmary twice a week.	No	No; except in infirmary cases.	No special arrangements.
St. George's	In the workhouse they mix with the infirm inmates, and do likewise in the infirmary.	They are visited by a teacher about once a month in the workhouse. In the infirmary almost daily by lady visitors, &c.	No	In the workhouse their treatment and diet is the same as the infirm. In the infirmary their treatment is that of sick persons.	No special arrangements; they are visited on the first and third Wednesday in each month, and allowed out on alternate Sundays.
St. George-in-the-East	Mixed with the ordinary inmates.	They are visited once a week by a reader.	No	Those in the workhouse are placed on the "Infirm diet."	Those in the workhouse are visited twice a week by their friends, and are allowed to be absent any day, accompanied by a guide, on application being made. No special arrangements made for the blind in the infirmary.
St. Giles and St. George	They are kept in the infirm wards with the ordinary inmates.	Once a week by a blind reader, and twice by lady visitors.	No	No	No special arrangements made.
Greenwich	They are mixed with the ordinary inmates.	One only is visited by a blind reader or teacher, and at long and uncertain intervals.	No	No	No special arrangements; but are allowed out at any reasonable time if they are fetched by their friends.
Hackney	On the male side a ward is set apart for the blind and cripples. On the female side they are kept in the aged and infirm wards.	Fortnightly, by a teacher from the "Home Teaching Society for the Blind," and by the general visitors.	No	As regards diet, all blind inmates are treated as aged or infirm.	No special arrangements for visits being paid to them. They are allowed to visit their friends, and a guide sent with them. Allowed to walk out once a week.
Hampstead	With the ordinary inmates.	Occasionally, stated times.	No	Those in workhouse get infirm diet.	Allowed visitors once a week. Allowed leave once a week.
Holborn	Gray's Inn Road. In sick wards.	No. A reader and teacher occasionally visits once a fortnight, teachers visit weekly.	No	Sick diet	Visited on usual days, and allowed out when fetched by friends.
	Mitcham. Not separated.		No	All classed as old men for diet.	Allowed three days every three months.
	Infirmary. Mixed		No	No	No.
	City Road. Mixed		No	No	A guide goes with them.
Islington	Mixed with the ordinary inmates.	Once a fortnight	No. Some of them go on Thursdays and Sundays to the home for the blind, in Hanley Road, for religious services.	No	No special arrangements made in either case.
Kensington	Females, as far as possible, are kept together. The males are mixed with the ordinary inmates.	A gentleman representing the Blind Society visits about once a month; he reads to them, and exchanges books.	No	Not as to diet, except upon order. Any indulgence or privilege is granted them upon the order of medical officer.	They are visited in the same way as the ordinary inmates. If allowed to visit their friends, another inmate is sent with him.
Lambeth	Renfrew Road. Mixed	Yes; occasionally		Dieted as infirm patients.	Visited on ordinary visiting days, and allowed out in charge of friends when called for.
	Infirmary. Mixed	Yes; occasionally		Dieted by the medical officer.	Infirmary may be visited twice a week. Schools may be visited once a month.
	Schools. Mixed	No		No	
Lewisham	Mixed with the ordinary inmates.	Once a week by a teacher from the Home Teaching Society for the Blind.	Not at present; efforts are made for instructing eligible cases in basket-making, &c.	Healthy blind inmates are dieted in the same manner as ordinary inmates.	No special arrangements are made in either case.
London, City of	Males are kept in a ward by themselves in the infirmary. Females in a ward by themselves in the body of the house.	Visited by a lay missionary twice a month, and by a teacher from the Home Teaching Society for the Blind once a week.	No	They have the diet for the infirm, and everything is done for their comfort.	They are allowed the usual leave. Friends call for some. Those who have no friends are sent out in charge of a responsible inmate. They are allowed to receive friends at any time, and also to visit their friends.
Marylebone	They are mixed with the ordinary inmates.	The Home Teaching Society for the Blind and the Indigent Blind Visiting Society arrange weekly visits to this class.	No	Their diet is the same as that of the aged and infirm.	They are allowed a fortnight's holiday. If their friends cannot come for them, they are taken out by a guide. Every consideration is shown them.

Treatment of Blind Inmates in Metropolitan Workhouses and Infirmaries—continued.

UNION OR PARISH.	1.	2.	3.	4.	5.
	Whether the blind inmates are kept separate or are mixed with the ordinary inmates?	Whether they are visited, and, if so, how often, by readers, teachers, or representatives of any charitable agencies?	Whether any of them leave the workhouse for instruction in basket-making or other trade suitable to the blind?	Whether their treatment generally, as to diet or otherwise, differs in any way from that of ordinary inmates?	Whether any special arrangements are made for visits being paid to the blind inmates by their friends, or for enabling such inmates temporarily to leave the workhouse to visit their friends?
Mile End	They are mixed with the ordinary inmates.	Some are occasionally visited by a representative of a charitable agency, who lends books in raised type.	No	No	No special arrangements made. They receive visits from their friends on the ordinary visiting days, and those wishing to visit their friends are assisted to do so.
St. Olaves	Parish Street. Mixed	No	No	No	Friends come on visiting days, and sometimes take them out.
	Tanner Street. Mixed	A teacher visits one man once a month.	No	No	Tanner Street. No special arrangements, but friends come on Sundays and take them out.
	Infirmary. Mixed	No	No	No	Infirmary. No.
Paddington	Are not separated	The workhouse organist, who is blind, visits on behalf of the Home Teaching Society for the Blind.	No	Some dieted as sick; the others are medically dieted.	Exceptions are made as regards leave of absence for visiting friends.
St. Pancras	They are not separated	In the workhouse, frequently.	One attends daily at the Berner's Street Institution for tuition in basket-making; nearly all the others attend classes at various institutions for mental instruction and recreation.	Workhouse, no	Guides are provided for blind inmates who may wish to visit their friends.
			Infirmary, no		
Poplar	They are not separated	The males are fortnightly visited by the visitor of the Home Teaching Society for the Blind. The females are not so visited.	No	No, except those on the medical relief lists.	No special arrangements made
St. Saviour's	Mixed with the ordinary inmates.	At Christchurch Workhouse they are visited once a month by readers from the Blind Society. Two go out each week for instruction in reading. A Mr. Ballard visits Newington Workhouse occasionally.	No	No	No special arrangements made. They are allowed the privileges of ordinary inmates.
Shoreditch	They are all kept in the infirm wards.	They are visited two or three times a month by persons connected with the Blind Society.	No	Their diet does not differ from that of ordinary inmates.	No special arrangements made; but they are frequently allowed out to tea parties and entertainments provided by various societies.
Stepney	Mixed with the ordinary inmates.	They are visited once fortnightly by a teacher of the blind, and a visitor from the Christian Blind Society. They are constantly under the notice of the chaplain.	No	No	No special arrangements made. They may be visited on "off" days, and allowed out to visit their friends in care of another inmate.
Strand	The females are usually kept separate, the males are not.	Visited weekly by a teacher from the Society for Home Teaching of the Blind.	No	Same diet as ordinary inmates, except when on medical relief register.	No special arrangements made
Wandsworth and Clapham.	Mixed	Once a month by visitors of the Home Teaching Society for the Blind.	No	No	No.
Westminster	Mixed with ordinary inmates.	Visited weekly by readers, teachers, or representatives of charitable agencies, generally by agents of Blind Society.	No	No	No special arrangements made.
Whitechapel	Mixed with ordinary inmates, each one in the workhouse is placed under the care of another inmate as "guide."	In the infirmary, they are visited weekly by Mr. Davis from the Indigent Blind Society. In the workhouse, the males are visited fortnightly, and the females monthly.	No	Those in the workhouse are all classed as aged and infirm. Those in the infirmary are dieted by the medical officer.	Blind inmates in workhouse are allowed out once a month in charge of a guide.
Woolwich	They mix with the infirm, unless of bad character.	Visited weekly by the instructor of the Home Teaching Blind Society.	No	No; except those amongst the infirm, who are dieted with that class.	Their friends are allowed to take them out once in each month.



## TREATMENT OF BLIND INMATES OF WORKHOUSES.

Hamsay, Lewes,  
20th November 1888.  
SIR,  
WITH reference to the Board's letter of August 24th, I have the honour to report as follows:—

In my district, which consists of Kent, Sussex, and part of Surrey, there are about 11,000 indoor paupers, of whom 102 are blind.

Annexed to this report is a table showing the names and ages of all the blind inmates of the workhouses, the age at which they became blind, the length of time they have been in the workhouse, together with a statement showing in what department of the workhouse they are kept; and whether they have been under treatment in any special institution for the blind.

This statement has been supplied to me by the clerk of each union, and has been, in most cases, checked by a personal visit to each workhouse.

The following summary shows the ages of the blind inmates:—

Ages between	Numbers.
90 and 100	3
80 and 90	11
70 and 80	28
60 and 70	24
50 and 60	12
40 and 50	9
30 and 40	10
20 and 30	4
10 and 20	1
	102

It appears, therefore, that 66 out of the whole number are above 60 years of age; only 15 are under 40, and only 5 are under 30. The return further shows that no more than 16 of the whole number became blind before they were 30 years of age. There are no blind children in the workhouses, and no blind inmate who was admitted as an infant. Out of the total number, no less than 64 are ward in the infirmary, nearly all the remainder being classed with the old people. A considerable proportion are imbeciles, or subject to epileptic fits.

Leaving the case of the old and infirm blind inmates to be considered later on in this report, I think it may be useful to describe the cases of some of the younger inmates, in order that the Board and the Commission may form a judgment as to whether the guardians are justified in keeping them in the workhouses instead of sending them to the existing blind asylums, if, indeed, that were possible:—

1. A boy of 18, who was returned to the Dover Workhouse from Southsea because he had fits.—He has had no fits since he has been in the workhouse; is much better; and the guardians have now determined (without any suggestion from me) to send him to the Exeter Blind School. This boy reads well.
2. A young woman of 26, who has been in an asylum for six years.—Her friends take her out of the Brighton Workhouse for some weeks in the year, and, it is alleged, use her for begging purposes. This woman could not, I think, properly be sent to any asylum, even if the asylum would receive her.
3. A girl of 21, who, having been in an asylum for seven years, was returned to the Hollingbourn Workhouse ill, and is now in the infirmary there.
4. A man of 27, who became incurably blind two years ago.—He has been to the Maidstone Ophthalmic Hospital. He was never taught to read or write, and, although he is not exactly an imbecile, he has so little intelligence that I question whether he could profit by any instruction.
5. A man of 24, who is a bedridden imbecile of dirty habits.

These are all the cases under 30 years of age.

Taking the 10 cases, which are between 30 and 40, I find that two are imbeciles, and four, who had been in blind asylums for several years, have been returned to the workhouse on account of general ill-health, scrofula, or consumption. One woman while out on leave from a blind asylum became pregnant, and is now in the workhouse with her bastard child. She is hardworking and very useful in the house. Another woman was leading an

immoral life when she came into the workhouse at the age of 30. She has been blind 10 years and is able-bodied.

Rosina Page, who is in the Gravesend Workhouse, is 33 years of age, and has been blind 15 years, and in the workhouse 20. She can read from raised letters, and knits. I cannot say why she was not sent to an asylum, for which she seems a suitable case. The 10th, and last case, is that of a woman called Jane Pierce, who became blind at the age of 35, and is now in the infirmary of the Dover Workhouse. It is not, it seems to me, necessary to detail the circumstances of the blind inmates above the age of 40. As the age increases, the proportion of imbeciles and bedridden becomes larger, and the figures already given establish, beyond a doubt, that the guardians do not keep blind persons in the workhouse who ought to be sent to asylums. With few exceptions, the blind inmates of workhouses are either persons who have been returned from the asylums on account of ill-health, or who, from age or mental disease, cannot be taught to read or to take up any industrial pursuit.

It is, I believe, a question whether blind persons are happier when kept by themselves, or whether they should not be mixed with the other inmates who can see. However this may be, there is no workhouse in my district with a sufficient number of blind people to make it possible to attempt any classification of them, or to justify the employment of a special paid nurse. At the Milton Workhouse, all blind inmates who are not in the infirmary sleep in wards which have been specially fitted up for them on the ground floor; but, as a rule, the blind are mixed with the other inmates either in the infirmary under the charge of a paid nurse, or with the old and infirm, the dietary for which class is considerably better than that for the able-bodied. It has, I understand, been suggested, that blind inmates should be allowed exceptional privileges beyond those allotted to other inmates of workhouses. It is not easy to say in what way it would be practicable, even if it were to be desired, to give exceptional privileges to them. If they are sick, their dietary is entirely under the control of the medical officer, who can prescribe what he pleases for them. If they are not sick, they share the diet of their class, and this diet has been sanctioned by the Local Government Board as being good and sufficient. It could hardly be argued that blind persons ought to have a special dietary simply on account of their blindness, irrespective of their character or of their bodily health. If the exceptional privileges are to take the form of extra leave, then I have to report that, having, during the 16 years I have been an inspector, taken a special interest in this class, I have never had a case brought to my knowledge in which permission was refused to a blind person to stay with friends or to go out on leave during reasonable hours. All the blind persons with whom I have conversed for the purpose of making this report expressed themselves satisfied with their treatment, and many warmly expressed their gratitude for the care which is taken of them. And it appears to me that although the condition of blind workhouse inmates must rouse a more immediate feeling of pity than that of any other class, yet, on reflection, it does not appear that they are more unfortunate than many others, as, for instance, the epileptics, or those who suffer from acutely painful and incurable complaints. The general contentment of blind paupers is very noticeable. It has been suggested that those of the blind who have been taught some handicraft should be supplied with materials by the guardians, and should be allowed to keep the proceeds of their work. This proposal does not concern the unions which are in my present district, for there are, practically, no blind paupers who are capable of earning money.

For the proposal that central asylums should be established for the adult blind paupers who are at present in workhouses there is a good deal to be said; but, on the other hand, it must be remembered that the number of these is not large, and that consequently it would be necessary to join several counties together for one asylum, even if it were considered that those who had become blind in extreme old age, and those who were bedridden or imbecile, were fit for such an institution. The blind would, therefore, in many cases, be removed long distances from their friends, and would in this way be deprived of those visits which they regard as the greatest comfort they have. It is a fact that blind people, even if they have no relatives, get used to town or to the workhouse where they have been for years, and have a dread of leaving it. Take, for instance, the case of Thady Cumina, an old artilleryman, who is now a blind inmate of the Milton Workhouse. He has no relations, but he has many friends, in Sittingbourn, and as he is constantly employed in going errands, he knows his way all over the town. I am convinced that it would be a cruelty to take this man away and put him in

any asylum, and probably he would decline to go. Yet he is one of the few blind persons who are classed as able-bodied. The suggestion that any board of guardians would, on the ground of expense, keep a blind person in the workhouse who might be benefited by treatment in a special hospital is too preposterous to be seriously discussed. They would be guided by the advice of their medical officer, and would naturally be rather inclined to send the patient away. Occasionally there are painful cases of blind persons who cannot believe that their disease is incurable. I came upon one last week, and though the medical officer is quite certain that nothing can be done for him, I think it very probable that the guardians will send the poor fellow to the Maidstone Hospital simply to ease his mind.

In this report, I have dealt generally with the condition of the blind in the workhouses in my district, and I have endeavoured to place before the Board for the information of the Commissioners the facts, without attempting to answer the questions which are asked specifically in the Board's letter, for I am sure that any direct answers to these questions would be misleading. It may be well, however, to say that there are no blind persons in the workhouses of the district for whom any arrangements for learning trades outside the workhouse are necessary or even possible; and that it is quite certain that every facility would be given to visitors to teach the blind to read, and that books are provided either by the guardians or by charitable persons wherever there is a blind pauper who can read. It is interesting to notice that in the Brighton

Workhouse a blind lady regularly comes to read to the blind inmates.

I do not quite know what is meant "by special arrangements" being "made for visits being paid to the blind inmates of workhouses by their friends or others." I can only say that after due inquiry, I am sure that the friends of blind persons can practically visit them at any reasonable hour, and that in many workhouses special indulgence is given to the blind in this particular. I am certain that no objection is ever taken to blind inmates visiting their friends when the guardians are sure that the friends will take care of them, and I know several cases where the blind inmates go out for some weeks in the year.

The question as to the extent to which boards of guardians avail themselves of their power of sending blind paupers to special institutions is, so far as the workhouses are concerned, answered by the statistics given in this report. As to whether there are any cases where the guardians have refused to contribute towards the cost of blind children who are not actually paupers, and whose relations are too poor to pay for them, my information is not complete. My experience goes to show that in these cases guardians invariably consent to pay if they are satisfied of the inability of the relatives to contribute; but of this inability they require proof.

I have the honour to be, Sir,  
Your obedient Servant,  
(Signed) J. S. DAVY.

The Right Honourable,  
C. T. RITCHIE, M.P.

## KENT.

## NUMBER OF BLIND PERSONS in the several WORKHOUSES.

Unions.	Name.	Age.	How long blind.	How long in Workhouse.	In what Ward kept.	Whether ever been in any Special Asylum.
East Ashford	Henry Panger	80	1 year	5 years	Infirmary	Never.
	George Cutbess	69	11 "	9 "	"	"
West Ashford	Sarah Boorman	86	20 "	6 "	Ward 26	Only ophthalmic.
	Alfred Back	62	14 "	5 "	" 41	"
Blean	George Elliott	51	5 "	2 "	Aged men's	Henshaw's Blind Asylum, 1 year.
	Jane Goldfinch	34	Childhood	11 "	A. B. women	Canterbury Blind Asylum, 12 years. St. George's Blind Asylum, 3 years.
Bridge	None.	—	—	—	—	—
Bromley	Herbert Winchcomb	41	17 years	16 "	Hospital ward	No.
Canterbury	Anthony Sandon	80	20 "	19 "	Old men's front ward.	"
	William Davis	69	9 "	18 months	"	"
Cranbrook	Charles Eves	75	3 "	3 years	Aged men's	"
Dartford	Jacob Elsey	58	13 "	2 "	Infirmary	"
	Henry Wilson	68	5 "	1 "	"	"
	Joseph Brooks	37	6 "	7 "	"	"
	Francis Gilham	78	Not known	1 "	"	"
	Harriet Masters	75	7 years	3 "	"	"
	Maria Elstone	64	29 "	13 "	"	"
	Ellen Martin	89	14 "	10 months	"	"
Martha Ellis	81	10 "	8 years	"	"	
Dover	Jane Pierce	38	3 "	4 "	"	Maidstone Eye Infirmary, 3 weeks.
	Frederick Timm	18	7 "	5 "	"	Canterbury Eye Infirmary 5 weeks, and Southsea Blind Asylum, 14 months.
Eastry	William Ralph	92	8 "	7 "	"	No.
	Margaret McGunnan	88	12 months	10 "	"	Blind School, Canterbury, 17 years.
Elham	Fanny Cox	31	Birth	9 "	Infirm ward	Maidstone Ophthalmic Hospital, 13 years.
	John Jeffery	67	13 years	13 "	Old men's ward	Maidstone Ophthalmic Hospital, 13 years.
Eversham	William Cuttrish	59	9 "	9 "	"	Maidstone Ophthalmic Hospital. Nothing could be done.
	Sarah Wraight	76	31 "	19 "	Hospital	No.
	S. I. Luckhurst	31	Birth	12 "	Old men's	Brighton Asylum, 9 years.

Union.	Name.	Age.	How long blind.	How long in Workhouse.	In what Ward kept.	Whether ever been in any Special Asylum.
Gravesend and Milton	James Hall	36	Birth	15 years	Infirmary	Neither. Can read from raised letters.
	Rosina Page	33	15 years	20 "	"	"
	Ellen Dixon	57	10 "	10 "	"	"
Hollingbourn	Israel Styles	44	3 "	5 "	"	"
	Cardine E. Chantler	21	Birth	Dec. 1886	Infirm women	Brighton Asylum, 6 years 10 months.
Hoo	None.	—	—	—	—	—
Maidstone	Ann Campbell	55	8 years	8 years	Hospital ward	No.
	George Mabb	69	5 "	4 "	Old men's	Won't say.
Malling	James Medhurst	68	13 "	Oct. 1885	"	No.
	Sarah Sisley	69	40 "	Sept. 1883	Infirmary	"
Medway	Hannah Huben	71	13 "	2 years	Hospital	"
	Mary Ovenden	37	10 "	2 "	House	"
	Andrew Spilling	64	11 months	2 "	Infirm	"
Milton	Thady Cunina	48	15 years	For years	Men's	"
	Thomas Taylor	60	3 "	"	Infirmary	"
	Thomas Neason	68	9 "	"	Men's	"
	Thomas Manson	58	13 "	9 months	Infirmary	"
	Elizth. A. Whitrell	78	1 "	9 "	"	"
	Catherine Medhurst	55	31 "	16 "	Women's	"
	Mary Watkins	65	20 "	9 years	"	"
Keyis Edward	56	13 "	16 months	"	"	
Romney Marsh	Mary Turner	91	14 "	July 1879	Infirmary	"
Sevenoaks	Henry Bedford	75	10 "	6 years	Aged men's	"
	John Smith	76	9 "	7 "	Hospital	"
	Sarah Reynold	93	9 "	5 "	"	"
Sheppey	Mary Bartlett	60	3 "	20 "	Female sick	"
	Eli Holmes	43	1 "	2 "	Male "	"
Strood	Ann Mackenzie	69	18 "	2½ "	Infirmary	"
	Mary Kingsford	81	19 "	15 "	"	"
Tenterden	Henry Biggs	65	10 "	10 "	"	"
	Joseph Benbrigg	80	5 "	5 "	"	Yes, discharged; sight entirely destroyed.
Isle of Thanet	Henry Danton	51	1½ "	2 "	"	No.
	Maria Kemp	71	2 "	8 "	"	"
	M. A. Laming	79	2 "	2 "	"	"
	Ann Randell	83	7 "	4 "	"	"
	Elizabeth George	62	13 "	14 "	"	"
	Hannah Bankham	70	2 "	3 "	"	"
	Margaret Smith	72	1½ "	1½ "	"	"
	Ann Bennett	70	2 "	3 "	"	"
Tonbridge	George Bathurst	70	1 "	7 months	"	"
	Thomas Stone	72	9 "	3 weeks	"	"
	Sophia Copper	79	3½ "	3 months	"	"
	D. Deacon	67	3½ "	7 years	"	"

SUSSEX.

Battle	Thomas Beany	66	4 years	6 years	Old men's ward	No.
	Reuben Riddle	76	11 "	11 "	Infirmary	"
Brighton	William Brown	60	7 "	7 "	North infirmary	In Eye Infirmary.
	James Fairhall	71	13 "	15 "	Imbeciles'	No.
	Thomas Worthington	51	4 "	6 "	Aged men's	"
	Hargy Bartholomew	68	2 "	3 "	Aged women's	"
	Elizabeth Bloxall	44	Weak minded.	7 "	South imbeciles'	"
	Mary Bartlett	86	Weak minded.	6 "	East imbecile	"
	Louisa Goddard	43	12 years	11 "	Aged women's	Attended Eye Infirmary, 3 years.
Brighton	Sarah Greenwood	76	3 "	3½ "	"	Attended Eye Infirmary, 3 years.
	Lucy Haines	71	3½ "	5 "	"	Attended Eye Infirmary, 2½ years.
	Elizabeth Mills	25	Birth	9 "	"	Blind Asylum, Eastern Road, 6 years.
	Ann Parsons	74	6 years	5 "	Infirmary	Eye Infirmary, 2 years.
	Elizabeth Williams	65	2½ "	11 "	"	No.
Brighton	Ann Wright	77	2½ "	5 "	Aged women's	"
	None.	—	—	—	—	—
Chichester	None.	—	—	—	—	—

Unions.	Name.	Age.	How long blind.	How long in Workhouse.	In what Ward kept.	Whether ever been in any Special Asylum.
Cuckfield	None.	—	—	—	—	—
Eastbourne	Kitty Driscoll	76	20 years	4 months	Imbecile ward	No.
	Caroline Wickerson	72	24 "	24 years	"	"
	Wm. Putland	24	20 "	10 "	General hospital	"
East Grinstead	None.	—	—	—	—	—
East Preston	William Williams	79	42 years	23 years	Aged men's ward	No.
	Martha Wells	32	21 "	10 "	Female infirmary	In Bristol Orphanage 4 years. In Brighton Orphanage 7 years.
Hailsham	Henry Message	77	7 "	6 "	Infirm	No.
Hastings	Caroline Upton	57	16 "	15 "	Infirmary	"
	James Apps	46	13 "	11 "	Infirm	Maidstone Eye Infirmary, two occasions.
Horsham	Fanny Fullett	48	Birth	26 "	Infirmary	Was in one 35 or 40 years ago; forgets the name. No.
	Mary Cherge	70	7 years	6 "	"	"
Lewes	Jane Bailey	32	Birth	19 "	Old women's ward.	Blind Asylum, St. George in the Fields, 3 years.
Midhurst	None.	—	—	—	—	—
Newhaven	"	—	—	—	—	—
Petworth	"	—	—	—	—	—
Rye	Maria Fellowes	65	9 years	8 "	Hospital	No.
	Eleanor Carley	73	20 "	4 "	"	"
	Benjamin Bailey	46	8 "	19 "	"	"
Steyning	None.	—	—	—	—	—
Thakeham	"	—	—	—	—	—
Titchhurst	Thomas Everest	56	2 years	3 "	Men's ward	No.
	John Sorrell	27	2 "	2 "	"	Maidstone Ophthalmic Hospital, 9 weeks.
Uckfield	None.	—	—	—	—	—
West Fife	Henry Stephens	61	11 years	12 years	Sick ward	Brighton Eye Hospital and St. Thomas' and returned hopelessly blind. Can read, supplied with books, raised letters. Walks many hours a day in a field. Provided with stick and bell to prevent being collided with.
	None.	—	—	—	—	—
Westbourne	None.	—	—	—	—	—
Westhampnett	Emily Cooke	80	2 years	18 months	Aged women's ward.	No.

No. 3.

REPORT on the condition of the BLIND in WORKHOUSES in No. 3 District, comprising the Counties of BERKS, BUCKS, OXON, and WARWICK, with parts of SURREY, MIDDLESEX, and WORCESTER.

To the Secretary of the Local Government Board.

SIR,

IN reply to the Board's letter of 24th August 1888, requesting information respecting the condition of the blind inmates of workhouses, I have the honour to report that I have addressed a circular letter to each of the clerks to guardians in this district, asking to be made acquainted with the condition of things in the workhouse of their union as regards the four points upon which the Commission especially desire information. I have also visited a number of workhouses to make inquiries from the blind inmates themselves, as to their condition and treatment.

Taking seriatim the points to which attention is drawn by the Commission;—

As regards point I., I have not found that any arrangements are made for enabling blind inmates of workhouses

to learn trades outside the workhouse, except by sending them to institutions maintained for the purpose, a matter further dealt with in connexion with point IV.

Point II. "What provision is made for instructing the blind to read, or whether permission is given, or facilities afforded to visitors from the Indigent Blind Society, and the Home Teaching Society, or other kindred society, to teach the blind to read, and to lend books to them."

Wherever application has been made, permission has always been given, and facilities afforded, to visitors from such societies as those named above, to teach the blind to read, and to lend books to them; but beyond this, and the fact that a few workhouse libraries contain books in raised type, I have not found that any provision has been made for teaching the blind to read.

A visitor, himself blind, comes weekly from the Home Teaching Society to read to the only blind inmate at Coventry.

Fortnightly visits to the Oxford Workhouse are made by a young blind man from a society in the town, who would teach anyone able to learn.

## Appendix 10.

At Birmingham, a weekly visit is paid by a blind visitor from the institution at Edgbaston, in connexion with the Adult Blind Home Teaching Society, by whom those who are able to learn are taught to read, and have the necessary books lent them, while others are read to by the visitor.

A visitor comes also to Brentford Workhouse, while at Foleshill a blind teacher from the Home Teaching Society attends every month or six weeks, and reads to the blind indoor paupers.

At Eton, the workhouse library contains books in raised type, but no arrangements are at present in force for enabling blind inmates to learn to read. The youngest of the five blind inmates, aged 25, is already able to do so.

At Reading, the only blind inmate able to read has had several books given him by the guardians, and gets some from the free library at Reading.

Point III.—“Whether any special arrangements are made for visits being paid to the blind inmates of workhouses by their friends or others, and for enabling such inmates temporarily to leave the workhouse in order to pay visits to their friends and relations, or for other purposes.”

As a rule, no distinction is made in this respect between the blind and other inmates, but leave to visit a blind inmate is never refused, and they are always allowed to leave the workhouse on a visit to their friends, if physically able, and if the guardians are satisfied they will be properly cared for. At Oxford, visits to the blind are encouraged, and arrangements are made to enable them to visit their friends as opportunity offers; while at Birmingham, once a year, the blind inmates are sent in conveyances to have tea with the inmates of the institution at Edgbaston.

Point IV.—“The extent to which boards of guardians avail themselves of the powers conferred upon them of sending blind paupers to institutions specially provided for their reception and treatment.”

As regards inmates of workhouses under 16, I believe guardians avail themselves of their powers to the full, and there is not, as far as I have ascertained, a single case of a young blind person in good health, and of sound mind, being retained in any workhouse in this district.

Of the adults in workhouses, the great majority are old and infirm, quite incapable of learning a trade, or of following any useful occupation, having mostly become blind as old age crept upon them.

If we take the list of those at present in the Birmingham Workhouse, we shall find that out of 35 blind inmates, 9 are able to read raised type, 8 of whom were taught in the workhouse; 2 are now learning, 10 are more or less imbecile, 4 “cannot learn,” 7 are bedridden, one is in the infirmary, and two never learnt to read ordinary type. Again, 16 out of the 35 are 70 years of age and upwards; while 30 are 50 years old and upwards. Of these 30, all but 6 were at least 50 years old before becoming blind; and of these 6, 3 learnt to read in the workhouse, while 1 is in the infirmary, 1 never learnt to read ordinary type, and 1 is stated to be unable to learn. Only 2 are reported as having learnt any trade or occupation since becoming blind; 1, formerly a carter, having learnt chaff-cutting, and a woman of 38, who has been 14 years blind, having learnt knitting and sewing; but looking at the age at which the other 33 became blind, and the circumstances attending their cases, there would seem to have been no reasonable prospect of rendering any of them able to support themselves.

I turn now to two other points referred to in the Board's letter.

It may be, and probably is, true, that the blind in workhouses are leading a purposeless and inactive existence, but (limiting my remarks to this district) I feel sure that in very few instances is it the case that these blind people at their admission were young enough, or physically able to take up an industrial pursuit with a view of maintaining themselves.

There are, no doubt, instances where the blind might learn some occupation for their fingers, which would help to pass the time, and would even be of some slight use; and perhaps more might be taught to read; but my experience is that instances are very rare where paupers are retained in a workhouse when there appears any chance of their becoming self-supporting by being sent to a special institution.

The chairman of the Faringdon Board of Guardians, Mr. T. L. Goodlake, himself a blind man, says, “Owing to the impossibility of we blind folk competing with able bodied people, and the very few trades open to such, when learnt the work is so inferior, and the demand so small, that anything like a competence is seldom earned or earnable. Any attempt to teach even reading to the blind poor after five and twenty or thirty years of age, is very disheartening, besides being irksome; the

“skin of the fingers is so hard as to render the task of reading anything but a pastime.”

As regards the allegation that no difference is shewn in workhouses in the treatment of the blind as compared with ordinary inmates, I am disposed to think that in the case of small or moderate sized workhouses, especially in rural districts, the fact is so; but looking at the usually advanced age of such inmates, and the few amongst them capable of receiving instruction, or special treatment of any kind, it is not easy to see how this can be avoided. The number too in each workhouse is small. In this district, if we except Birmingham with 35, Aston with 12, Reading with 10, and Windsor with 7 respectively, no other workhouse has more than 5 blind inmates; and (the whole number in the district being approximately 135) if we deduct those in the four workhouses mentioned above, there remain only 71 in the other 48 workhouses. It must be remembered, however, that guardians are usually unwilling to “offer the house” to the destitute blind, where there is any prospect of their being taken good care of by their friends; and (although I am not prepared to support my opinion by facts), I think more cases would be found of blind paupers capable of receiving useful instruction among those receiving out-relief, than among those in workhouses. Guardians are usually ready to use their powers when cases likely to benefit by being sent to an institution are specially brought to their notice; but this is seldom done in the case of out-door poor unless by private individuals; and the fact of one being blind among several children for whose support out-relief is granted, is seldom taken much notice of, except, perhaps, as a reason for slightly increasing the allowance.

In conclusion, I should wish to remark that it appears to me a task of difficulty to ameliorate the lot of the blind in workhouses, especially in rural districts, under existing conditions. It would, of course, be possible to collect all the blind from all the workhouses of a county, or larger area, and to place them in a single building, where means for brightening their existence would be more easily secured, than if such means had to be supplied for every workhouse. If the workhouses of each county were placed under the care of the county council, and the classification of paupers in different workhouses, so often talked of, were carried out, it might be found possible to set aside one workhouse for the blind paupers of one or more counties; but unless by this, or some other means, the blind were collected in considerable numbers, I do not think much could be done to lighten the dreariness of their lot; while, as will have been gathered from this report, it appears to me that very few of those at present in workhouses are capable of being rendered independent of either relief or charity.

I have the honour to be, Sir,  
Your obedient servant

(Signed) H. JENNER FUST, Junr.,  
22nd October 1888. General Inspector.  
(Signed) J. J. H.  
27th October 1888.

No. 4.

16th November 1888.

SIR,

I HAVE to acknowledge the receipt of your letter, dated the 24th August, since which time I have been occupied in making inquiries into the condition of the adult blind in workhouses in my district, and have only now been able to obtain information from all the unions, with the exception of Watford, Hatfield, and Thrapstone.

COUNTY OF HUNTINGDON.

In the Union of St. Ives.

There has been but one blind inmate in the workhouse for many years, and no special arrangements have been made.

St. Neots.

There is one blind inmate, and one partially blind, both females. The one who is blind has been taught knitting and basket work, and can read from raised type, having been instructed in the Notts Institution for the Blind. Her friends are allowed to see her when they wish, and she is frequently taken out in charge of another inmate. The guardians have received no application on behalf of the blind from the Indigent Blind, or any other Society, to teach the blind, or to lend books to them.

Huntingdon.

There are two blind inmates in the workhouse, Robert Hall, aged 50, who can read. Robert Whiting, aged 40, who can also read. The chaplain to the workhouse is also blind, and he lends books to the blind. No arrangements are made for learning trades outside the workhouse; but a youth, Benjamin Drew, was some years ago sent to an institution.

CAMBRIDGESHIRE.

The Union of Cambridge.

There are now three blind inmates in the workhouse, aged respectively 82, 72, and 63; all of whom are in the infirmary under medical treatment, and are too feeble to do anything.

There are no arrangements made for learning trades outside the workhouse, and no society has made any application to the guardians on behalf of the blind.

The guardians send blind pauper children to institutions for the blind, and are now paying for two at such institutions.

Caston and Arrington.

There are two adults in the workhouse who are blind, aged respectively 89 and 70; the latter is an imbecile.

There has only been one other case for many years, and the guardians dealt with that at the time by placing him out to the trade as a basket maker, and he is now earning his own living.

The district in which the workhouse is situated is not such as to afford facilities for visitors from the Indigent Blind, or other kindred Society.

Chesterton.

There are now two men, aged about 85 years. There have been no blind children in the workhouse within recent years.

The guardians have, within recent years, sent several boys, receiving out-door relief, to the institution for the blind at Norwich.

Ely.

There has been no blind adult for some time past.

The guardians have, however, at different times, sent blind children to institutions for the blind, and one boy is now being maintained at an institution at Norwich.

Linton.

There are now two blind people in the workhouse, aged respectively 66 and 79, and for many years past no blind person young enough to learn a trade, has been admitted to the workhouse.

Blind inmates can receive visits from their friends at any time.

Newmarket.

There is but one blind person in the workhouse, an aged woman. The guardians have never availed themselves of the powers conferred upon them for sending blind paupers to institutions specially provided for their treatment. Every facility would be afforded to visitors from any society to lend books to them if required.

North Witchford.

The only blind case admitted to this workhouse recently is a man aged 62 years; he is not there now, as he is on his usual tour as a travelling piper, in company with his wife, who is not blind, they usually come into the workhouse during the winter.

The guardians have two cases of deaf and dumb. A boy at the Hull Asylum, and a girl at the Paddington Institution.

Whittlesey.

There are two blind paupers at present in this workhouse, Susan Blunt, who is able to read, and has a Testament; Mary Dickinson, 80 years of age, unable to read.

The guardians have at present made no arrangements for the blind to learn trades outside the workhouse, nor have they sent any blind paupers to institutions. No visitors from any society have ever asked for facilities to be given them to teach the blind to read, or lend them books, but such facilities would readily be granted if desired.

MIDDLESEX.

Edmonton.

There are at present four inmates who are blind, three women and one man. The man, and one of the women keep to their beds, and are unable to do anything. The other two women are employed in nursing children. No arrangements have been made for learning trades. An instructor from the Home Teaching Society for the Blind attends once a week to teach the blind to read, and to lend books to them. The sum of 2l. 2s. was recently given by the guardians to this society.

Those persons who have friends are allowed to pay visits occasionally, and their friends come to the workhouse.

The guardians have sent one blind boy from the Edmonton Workhouse to the Blind School at Kilburn.

Hendon.

There are five blind inmates in this workhouse two women, aged 61 and 69, neither of whom are employed, and three men, one of whom is in the infirmary, the other two are employed in the washhouse, turning machines.

The guardians have made no arrangements for their learning trades outside the workhouse. No application has been made by any society to teach them.

No special arrangements have been made for visits from their friends, but every facility is at all times afforded them.

The guardians have, at the present time, one child at the St. John's Catholic Institution for Deaf and Dumb, at Boston Spa, near Tadcaster.

BEDFORDSHIRE.

Amphill.

There is only one such person in the workhouse, aged 82, who is blind. No special arrangements are made for learning trades or visiting, but every facility would be afforded for doing so, as well as to visitors from the Indigent Blind Society if they made application.

The guardians are contributing to the maintenance of three blind children at the School for Indigent Blind, at St. George's, Southwark.

Bedford.

There are at present three adult inmates in this workhouse who are blind, two males and one female. They can all read, and frequently attend meetings in the town, at the invitation of various ladies and gentlemen.

No special arrangements are made for visiting, but every facility is afforded. It is the practice of the Bedford Board of Guardians to send blind children to institutions specially provided for their reception, and they now contribute towards the maintenance of two boys and one girl in such institutions.

Leighton Buzzard.

There is at present no blind inmate in the workhouse.

There are two in receipt of out-door relief, one named Eliza Sharp, aged 30, living with her grandmother. The other, George Turney, aged 68 years, who is under the care of his friends.

Biggleswade.

In this workhouse there are three blind inmates, all too old to be taught to read or any trade.

No special arrangements are made with regard to their friends visiting them, but the master exercises a discretion, and would allow them every facility for doing so if they wished. There has been no case for a long time which, in the opinion of the guardians, would have benefited by being sent to an institution. The guardians are subscribers to Ophthalmic Hospital, and use that institution when necessary for the treatment of cases.

Luton.

There are six blind people in this workhouse: Thomas Smith, 74 years; Martha Day, 90; Joseph Impey, 74; Mary Purton, 81; Ann Hickman, 89; Elizabeth Taylor, 67; and they are too old to learn to read, though the guardians have many books for the blind. Those able to go out are taken to their friends occasionally.

Many cases are sent to the Royal London Ophthalmic Hospital, Moorfields, to which the guardians subscribe 6l. 6s. annually. Last year the guardians sent a young



Appendix 10. woman to an institution, and contribute 10*l.* a year towards her maintenance

*Woburn.*

There are no blind persons in this workhouse, and none in any institution for the blind chargeable to this union.

HERTFORDSHIRE.

*Berkhampstead.*

There is no blind person in this workhouse, and the only blind pauper chargeable to this union is William Carpenter, who is at present an inmate of the school for the blind, Hardman Street, Liverpool, where he is learning a trade.

*Bishop Stortford.*

The only blind inmate in this workhouse is Emma Edwards, aged 55. She is in the infirmary, and on extra diet. The guardians placed, some years ago, a blind woman in Henshaw's Asylum, where she still is.

*Hemel Hempstead.*

There are no blind persons in this workhouse, or chargeable to the union.

*Hitchin.*

There are at present six blind inmates in the workhouse. No provision is made for learning trades outside the workhouse.

The book of Ruth and the Gospel of St. John are provided for those who can read. No visitors from the Indigent Blind Society, or any other society, have applied for admission to visit or teach the blind to read, or they would have been allowed to do so.

The guardians have, at the present time, one pauper in an asylum, for whose maintenance they pay.

*St. Albans.*

There are three blind inmates in this workhouse, Joseph Gurney, aged 78, who has a holiday once in three months for a few days with his friends. Elizabeth Lines, aged 77; she does not go out, as she has no friends and is very infirm. Rose Lewis, aged 30, blind from venereal disease. The guardians are now considering her case as to future treatment. Nothing is specially done for the blind inmates as to instruction, beyond friends and the chaplain reading and talking to them.

*Hertford.*

The only blind inmates that have been in this workhouse for the past 16 years have been old people, and there is no blind person at the present time.

There are no arrangements made for teaching the blind inmates trades. Every facility is afforded to persons desirous of visiting the blind, but there has never been an application from any blind society to do so.

The guardians do all they can for the comfort of the blind, when there are any.

*Ware Union.*

There are at present two blind persons in this workhouse, a man aged 75, and a woman aged 72 years.

The man is frequently allowed to leave the house temporarily to visit his friends, and the woman, who does not care to go out, has her friends to visit her in the house.

No application has ever been made from a blind society for permission to visit the blind inmates of the workhouse. The guardians have at present a blind boy in an institution, where he is being taught basket-making.

Young persons becoming chargeable to the union, being blind, or deaf and dumb, are sent to a school for the blind, or deaf and dumb, as the case may be.

*Barnet.*

There is and has been for a long time only one blind inmate of the workhouse, and he is an imbecile, 43 years old; consequently no special arrangements have been made for the care and treatment of the blind.

*Royston.*

There is at the present time only one blind man in this workhouse, aged 67. No arrangements are made for learning trades outside the workhouse or is any provision made for instructing the blind. No member of a blind society has ever asked permission to visit the workhouse. The guardians have sent one person to the Home for the Blind at Hanley Road, London.

NORTHAMPTONSHIRE.

*Brackley.*

There are no blind inmates in this workhouse at the present time. The guardians always avail themselves of the powers conferred upon them of sending blind paupers to institutions specially provided for their reception and treatment.

The people chargeable to this union are, Elizabeth Dewitt, who has been for several years an inmate of the institution at Norwich.

Alfred Shepherd, aged 21 years, has been for the past four years an inmate of the school for the blind, Hardman Street, Liverpool, and is making satisfactory progress in mat and basket making, and will shortly be able to earn his own livelihood; and Mary Ann Yates, aged 16, an inmate for five years of the School for Blind at Southwark.

*Brizworth.*

There is but one blind inmate in this workhouse, aged 80 years.

No special arrangements have been made for teaching the blind to read, or to receive visits or learn trades.

*Daventry.*

There are at present three blind inmates of this workhouse, two males, aged respectively, 67 and 25, and one female, aged 90, who are all treated as ordinary inmates. In 1887 the guardians sent the pauper, aged 25, to the School for the Indigent Blind at Liverpool, but although he at first made some little progress, he afterwards refused to comply with the regulations of the establishment, and the managers declined to keep him, and he was brought back to the workhouse in 1887. No arrangements have been made for learning trades outside the workhouse, and no provision is made for instructing them to read; neither has any application been made by visitors from the Indigent Blind Society, or any other society to teach the blind to read, or lend books to them.

*Kettering.*

There are not, nor have there been for some years past, any blind or deaf and dumb people in this workhouse.

Every facility would be afforded to visitors from any blind societies, should there have been any such cases in the house.

*Peterborough.*

There are at the present time only two blind inmates in this workhouse, one male and one female. The male was sent as a pauper to the Midland Institution for the Blind at Nottingham, but was discharged from there in consequence of bad conduct, and has since remained in the workhouse. He has no relations that the guardians know of in this country; his father was transported. The female has books, and can read, do needlework, and cut out garments. She is occasionally taken out to stay for short periods with people living in the parish to which she belongs.

A blind man who was in receipt of out-door relief (who lost his sight through an explosion of dynamite in a mine in Africa) has within the last few weeks been sent to the Asylum and School for Indigent Blind at Norwich.

Generally speaking, the few blind cases that come under the care of the guardians of this union are sent to institutions specially provided for the reception and treatment of such cases.

*Potterspurty.*

There is only one blind inmate of this workhouse, aged 79, and the guardians have never found it necessary to make any special arrangements for the employment or treatment of the blind.

*Northampton.*

There are only three blind inmates of this workhouse. No provision is made for instructing the blind to read, or to learn trades outside the workhouse. Several years since, permission was given to a person to attend at the workhouse and instruct the blind inmates to read, but no good resulted from it, as the inmates being aged, did not care to learn.

Early in the present year the guardians made arrangements to send a blind child (whose mother is in receipt of out-door relief) to the School for Indigent Blind, Southwark, but admission, being by election, the child has not yet succeeded in obtaining admission.

*Oundle.*

At the present time there is only one blind person, aged 74, in this workhouse, and two deaf-and-dumb children, aged 10 and 4 years, and they are treated like ordinary paupers.

The guardians have made no arrangements for learning trades outside the workhouse, or for instructing the blind to read, as they have rarely any blind inmate in the house.

*Towcester.*

There is but one blind inmate of this workhouse; he has been there many years; he is an old man, and a pensioner, and repays the cost of his maintenance. His relations come to the house to see him occasionally, and he frequently goes out to visit his friends, and invariably returns after a short time.

The guardians have availed themselves of the powers conferred upon them by sending blind out-door paupers to special institutions when necessary.

*Wellingborough.*

There is one blind inmate, Mary Patenall, aged 71, who is an occupant of the sick ward. There has not been any blind young person during the last 20 years. No special arrangements have therefore been made by the guardians for learning trades outside the workhouse, or teaching the blind to read.

It will, therefore, be seen from this report, that in the large majority of the workhouses in this district the blind are too old to learn to read, or to be taught any trade. That the guardians do, as a rule, avail themselves of the

powers conferred upon them of sending blind paupers to institutions specially provided for their reception and treatment, and that visitors from the Indigent Blind Society, or other kindred society, have not offered to teach the blind, or lend books to them.

I am, Sir,  
Your obedient servant  
To the Secretary,  
Local Government Board, (Signed) W. A. PEEL.  
Whitehall, S.W.

No. 5.

89,699  
88.

Sir,

ADVERTING to your letter of the 24th of August 1888, I append a return relating to the blind inmates of workhouses in my district, from which it will be seen that the majority are, from infirmity of mind or body, incapacitated for employment or instruction.

Employment or occupation of some kind is pretty generally found for those capable of it, and extra diet in some form is usually given.

It would be difficult, and, as a general rule, inexpedient, for the guardians themselves to provide special instruction for the blind, but I feel sure that any board of guardians in my district would willingly afford every facility for the admission to their workhouse of properly accredited visitors with that object in view.

The Blind Asylum at Norwich is certified under 25 & 26 Vict. Cap. 43, and a large per-centage of its inmates are paupers sent there by guardians of unions in the Eastern and Midland Counties.

Speaking generally, I have no reason to believe that the blind inmates of workhouses receive other than kind and considerate treatment.

I have, &c.  
(Signed) H. LOCKWOOD,  
October 4th, 1888.  
To Sir Hugh Owen, K.C.B.,  
Secretary,  
Local Government Board,  
Whitehall.

RETURN OF BLIND INMATES OF WORKHOUSES IN THE EASTERN DISTRICT.

NORFOLK.

Union.	Males.				Females.				Remarks.
	Num-ber.	Respec-tive Ages.	From what Age blind.	Diet.	Num-ber.	Respec-tive Ages.	From what Age blind.	Diet.	
Forehoe	1	52	Birth	Infirm	—	—	—	—	No instruction or employment; walks out twice a week.
Loddon and Clavering.	1	78	50	Infirm	—	—	—	—	Admitted 1880; was too old for employment.
Depwade	3	68, 84, 44	50, 60, 20	Infirm	—	—	—	—	John Wright, 68, walks out with other men. Benjamin Grimmer, aged 84, bedridden. H. Marjoram, 44, imbecile.
Erpingham	—	—	—	—	2	28, 3	Birth, 6 months.	Extra diet.	Ellen Crask, 28, can read and write. Employed in knitting and nursing. Mary Marriot, 3, with mother.
King's Lynn	1	55	40	Extra	3	76, 70, 64	73, 35, 60	Infirm	These three females too infirm for employment. George Gibbs assists in household work.
Norwich	3	72, 47, 11	Not stated.	House	2	36, 32	Not stated.	House	No employment or instruction given. Exercise in workhouse grounds. William Bacon, aged 11, is imbecile.
Yarmouth	5	56, 75, 73, 45, 81	54, 69, 70, 42, 76	Infirm	6	71, 42, 73, 81, 74, 76	60, 30, 66, 76, 73, 70	Infirm	The workhouse visited by agents of the Indigent Blind Society, who have endeavoured to teach Arthur Pillar, aged 48, use of raised letters; the other inmates are too old and infirm for employment or instruction.
East and West Plegg.	1	73	40	Extra	—	—	—	—	No employment or instruction; has been an occasional inmate for 16 years.
Aylsham	1	62	57	Extra	2	82, 41	70, 30	Extra	Too feeble to work.
Henstead	—	—	—	—	1	77	75	Sick	Bedridden.
Mitford and Launditch.	1	64	12	House	—	—	—	—	Exercise daily with infirm inmates; no employment or instruction.
Downham	—	—	—	—	1	51	66	Sick	In sick ward; too infirm to take exercise.
Thetford	1	76	73	Infirm	—	—	—	—	Exercise in infirmary yard.

Appendix 10.

## SUFFOLK AND CAMBRIDGE.

Union.	Males.				Females.				Remarks.
	Num-ber.	Respec-tive Ages.	From what Age blind.	Diet.	Num-ber.	Respec-tive Ages.	From what Age blind.	Diet.	
Mildenhall -	1	69	53	Infirm	—	—	—	—	William Barrett has no instruction or employment.
Cosford -	1	50	71	Sick	3	23, 79, 78	13, 75, 73	Sick and house.	Julia Martin, aged 23, can make brushes and read embossed type; has occasional leave of absence to visit mother. The remaining three inmates are infirm and bedridden.
Sudbury -	1	76	68	House	—	—	—	—	Daily exercise in garden; goes to chapel in the town on Sunday.
Wangford -	1	79	69	Infirm	—	—	—	—	Aaron Barber, struck blind by lightning. No instruction or employment; takes exercise in old men's yard, and occasionally outside the workhouse with other inmates.
Woodbridge -	2	33, 37	9, birth	House	1	21	11	House	Emma Johnson, aged 21, imbecile. James Vesey, 37; first admitted 1852; was six years in St. George's in the Fields Blind Institution; can read embossed type well; frequently leaves workhouse during summer time, and earns enough to keep himself by reading and singing on Felixstowe Beach. Samuel Clarity, aged 42, was at the same institution; was taught basket and mat making, but was not apt enough to acquire proficiency, nor could he learn to read embossed type; is now employed daily in pumping; is very friendly with James Vesey, and has occasionally gone out for a day or two with him; the latter has two married sisters in Felixstowe, with whom he stays when out of the workhouse.
Thingoe -	1	65	Birth	Sick	3	68, 50, 57	58, 76, 50	Sick	Alfred Suttle, 65, blind and dumb from birth; admitted 1876; is incapable of instruction or employment. Jane Smith, aged 60, occasionally taken out by husband.
Stow -	—	—	—	—	1	35	4	House	Emma Poole, aged 35, was sent at age of 13 to Norwich Asylum for five years. She is employed in knitting and laundry work. About seven years since, she was taken out by relatives and received out-door relief, but on its becoming known that she was pregnant, an order for admission was given; her child is now six years of age.
Wisbech (Cam-bridge).	2	84, 75	76, 73	Sick	1	82	73	Sick	All too old and infirm for instruction or employment.

## ESSEX.

Maldon -	—	—	—	—	1	33	Birth	Sick	Kate Matthews, sent in 1877 to St. George's School for Blind; remained 6½ years learning brush making and fancy work; then returned to the workhouse; sent to the infirmary, being ill, and there remains.
Rochford -	1	47	30	Infirm	—	—	—	—	No instruction or employment; exercise in company with other inmates in old men's yard.
Lexden and Winstree.	3	77, 51, 49	40, 41, 43	Infirm	2	84, 73	54, 52	Infirm	Charlotte Mead, aged 73; is able to do needle-work. None of the others are capable of work. The workhouse is visited by an agent of the Indigent Blind Society.
Billericay -	1	51	45	Infirm	2	32, 54	Birth, 16	Sick	Ely Budd, 32, imbecile; Rose Berry, 54, can knit, but is feeble, and mostly in bed; Henry Anstead, 51, pensioner, usually leaves the workhouse to draw his pension, and when that is exhausted returns to the workhouse.
Halstead -	2	38, 77	Birth, 70	Extra	—	—	—	—	Richard Unwin, 38, employed in laundry turning mangle. John Hart, 77, infirm, takes occasional exercise with assistance in the garden.
Dunmow -	1	33	Birth	Infirm	1	54	80	Sick	William Sturgeon, aged 33, employed in tailor's shop, reads Moon's embossed type books. Ann Cracknell, bedridden.
Epping -	1	31	19	Extra	1	60	Birth	Extra	Emma Featherstone, 60, employed as a helper in the kitchen. Alfred Wade, 31, employed in pumping and mat making.
Romford -	4	73, 44, 53, 59	68, 10, 58, 51	Infirm	4	87, 81, 76, 48	78, 80, 69, 47	Sick	No employment or instruction is given to any of these inmates. The four men walk in the workhouse garden daily; the four women are all in the sick ward and "unable to go about."
Chelmsford -	1	63	46	House	1	14	Birth	House	William Harris, 63, employed in laundry when in the house; occasionally takes his discharge to visit friends. Lizzie Thorpe, 14, to go to a blind asylum (admitted in July last).
Braintree -	1	62	42	Infirm	—	—	—	—	R. Claydon says he was too old to learn a trade or read by embossed letters when he lost his sight; takes exercise in the garden.
Saffron Walden -	2	62, 60	40, 52	Infirm	—	—	—	—	John Willis, 62, a pensioner; does no work; discharges himself about pension time. Robert Mascall, 60, is an imbecile.
Tendring -	1	70	54	Sick	1	77	65	Sick	No instruction or employment is given to either of these inmates, both being old and feeble.
Colchester -	2	69, 71	59, 67	Sick	—	—	—	—	Robert Mills, aged 69, is led about in the garden. John Presnall, 71, is bedridden. An agent of the Indigent Blind Society visits the workhouse.

This return (Norfolk, Suffolk, Essex, and Wisbech (Cambridge)) is compiled from replies to a Circular issued by me to the masters of the several workhouses.

Blind inmates can be visited on the weekly visiting day, or oftener on application to the master or official in charge.

H. L., 4/10/88.

No. 6.

79452 76985A  
1888 1888

Godalming, Surrey,  
18th October, 1888.

SIR,

I beg to acknowledge the receipt of your letter of the 24th August, and to submit the following replies to the queries contained in it.

1. The number of blind inmates in the workhouses of my district is so small that no general arrangements have been made for teaching them trades outside the workhouse, and such arrangements are wholly uncalled for. Where blind inmates are of an age to benefit by teaching, the guardians would prefer to send them to some institution for the blind, where the resources are more adequate than could be the case with any provision made by the guardians in rural workhouses.

2. The guardians would generally send a blind inmate to an institution rather than attempt special training in a workhouse, but I have no doubt that if the necessities of a case demanded it, guardians would afford every facility to visitors from any society whose special province it is to care for the blind.

3. I do not think that special arrangements are required for enabling the friends of blind inmates to visit them, or for securing proper opportunities for visits by them to their friends. As a rule, guardians are very liberal in permitting friends to visit workhouse inmates and in granting leave of absence to the inmates. Indeed, I have often thought that too many facilities are afforded in the latter respect. In the country workhouses, a blind person might readily be visited at any reasonable time, and would be permitted to visit friends, subject, of course, to all proper precautions.

4. So far as my experience extends, there has been no reluctance on the part of guardians to send blind paupers to institutions specially provided for their reception and treatment.

The Board have certified one very excellent institution for the blind in this district, the Hants and Isle of Wight Home for the Blind at Southsea, and several boards of guardians have sent blind children to be trained there (at present there are 14 inmates paid for by guardians; their ages range from 6 to 17 years). I am happy to say that this institution has recently been moved to new and more convenient premises, and there is every probability that its sphere of usefulness will be largely extended.

The number of blind inmates of the workhouses under my observation is very small, and I believe that in every case where benefit would be likely to result from special training, the guardians would be quite willing to send it to an institution for the blind.

In Dorsetshire there are 18 blind workhouse inmates, of whom 5 are above 21 and under 45, and 13 above 45.

In Hants there are 61; 1 of these is above 15 and under 21, 8 are above 21 and under 45, and 52 are above 45.

In Farnham there is one blind inmate (over 45).

In Wilts there are 21 blind workhouse inmates, 1 under 15, 1 between 15 and 21, 1 between 21 and 45, and 18 over 45.

This makes a total of 101 blind inmates in my district, of whom 84 are over 45.

There are 208 blind persons receiving out relief in the district, of whom only 4 are under 21, 39 are between 21 and 45, and 162 are over 45.

20 blind paupers are paid for by guardians in special institutions for the blind; 1 in Dorsetshire, 15 in Hants, and 4 in Wilts. In the whole district, therefore, there are 329 blind paupers. Only 7 of these (except in special institutions) are under 21.

Appendix 10.

With regard to the general treatment of blind cases by guardians, I am confident that there has been no willing or intentional neglect, but the question is not free from difficulty. The guardians have to deal with such cases simply as cases of destitution, and to do the best that can be done to relieve their necessities. Where there is no doubt as to the destitution of the blind applicant and the relatives, guardians would be quite justified in going to unusual expense, and affording special facilities, for the proper care and training of the case. Guardians, however, have to face this difficulty, that the blind pauper ought not to be placed in a better position than the blind child or relation of the independent workman; and, further, if guardians offered special facilities for the training of blind paupers, an inducement would be held out to persons to come upon the rates in order to obtain such training, when they ought to be supported by the efforts of their own relations. No one who is constantly watching the administration of the Poor Laws can fail to observe that there is a great tendency to transfer the burden of inconvenient relatives from the family to the guardians, and this tendency has to be carefully guarded against, as much for the sake of the working classes themselves as of the ratepayers.

I am, &c.  
(Signed) BALDWIN FLEMING.  
To Sir Hugh Owen, K.C.B.  
&c. &c. &c.

No. 7.

101,413  
88

Millbrook House, Exeter,  
November 14, 1888.

SIR, In accordance with the Board's letter of the 24th August, I beg to forward a report on the condition and treatment of the blind in the workhouses of my district.

I append a table of the replies to a form of queries which I sent out to all the unions of my district. It will be seen from this that there are not any great number of blind people in the workhouses; and also, I am sorry to say, it will be found that in very few instances are any trades taught, or even any means of instruction or amusement in the way of books, &c. provided. This arises in a great measure from the difficulty of getting teachers in rural districts. It must be said that comparatively few of the blind persons are children, such cases being generally sent to one of the excellent institutions at Bristol, Exeter, Plymouth, and Devonport.

The blind persons are, as a rule, treated much the same as other inmates as to diet, leave out, and liberty to their friends to visit them. I have hardly ever had any complaint from blind persons of their treatment, and, as a rule, I make a special point of speaking to such persons, and a great many of them are well acquainted with my voice, so that they have all opportunities did they wish to complain. I believe, therefore, that they are kindly treated and assisted both by their officers and fellow inmates; but still I could wish that more occupation and amusement could be found for them.

The tables referred to above are annexed.

I am, &c.  
(Signed) H. R. COURTENAY,  
Inspector, Local Government Board.

The Secretary,  
Local Government Board,  
Whitehall, S.W.

CORNWALL.

Appendix 10.

UNION.	Number of Blind in Workhouse.				Trades learnt.		Provision made for learning to Read.		Special facilities for seeing Friends.		Blind sent to Institutions.	
	Male.	Ages.	Female.	Ages.	Inside Work-house.	Outside Work-house.	Inside Work-house.	Instructors from Outside.	By Leave out.	By Admission of Friends.	Number sent.	Name of Institution.
St. Austell	None.	—	None.	—	None.	None.	None.	None.	None.	None.	None.	—
Bodmin	—	—	2	53, 80	—	—	—	—	—	—	—	—
Camelford	—	—	None.	—	—	—	—	—	—	—	—	—
Columb, St.	—	—	—	—	—	—	—	—	—	—	—	—
Falmouth	3	70, 76, 81	4	80, 86, 76, 62	—	—	—	—	Guides are sent with the blind when they want to see friends.	—	—	—
Germans, St.	None.	—	None.	—	—	—	—	—	None.	None.	—	—
Helston	—	—	2	79, 77	—	—	—	—	Too weak to go out.	Once a week.	—	—
Launceston	—	—	None.	—	—	—	—	—	—	—	—	—
Liskeard	—	—	3	75, 50, 43	—	—	—	—	For a period of 3 months in summer.	By allowing one out, relief to visit friends.	—	—
Penzance	1	55	4	27, 49, 80, 82	—	—	—	—	Yes.	Usual facilities.	3	The Devonport Blind Institution.
Redruth	None.	—	None.	—	—	—	—	—	—	—	None.	—
Stratton	—	—	—	—	—	—	—	—	—	—	—	—
Truro	1	61	4	70, 75, 80, 82	—	—	—	—	Instructor wished to teach, but they did not care to learn.	—	—	—

DEVON.

Axminster	1	50	None.	—	None.	None.	None.	None.	Yes, under charge of friends or an inmate.	None.	—	—
Barnstaple	2	75, 60	4	70, 61, 48, 48	—	—	—	—	None.	None.	—	—
Bideford	3	84, 75, 69	None.	—	—	—	—	—	—	—	—	—
Crediton	1	84	—	—	—	—	—	—	—	—	—	—
East Stonehouse	None.	—	—	—	—	—	—	—	—	—	—	—
Exeter	4	70, 63, 62, 12	—	—	—	—	—	—	Allowed out in charge of friends on application.	Once a week.	—	—
Holworthy	None.	—	—	—	—	—	—	—	None.	None.	—	—
Honiton	—	—	—	—	—	—	—	—	—	—	—	—
Kingsbridge	2	88, 76	2	68, 41	—	—	—	—	—	Friends often visit them.	—	—
Newton Abbot	1	75	1	80	—	—	—	—	The man goes out in charge of an inmate once a month.	—	2	West of England Blind Institution, Exeter.
Okehampton	None.	—	None.	—	—	—	—	—	None.	None.	None.	—
Plymouth	2	88, 90	5	49, 75, 82, 94, 20	—	—	—	—	—	—	4	Blind Institution, Plymouth.
Plympton St. Mary.	4	85, 73, 56, 77	1	77	—	—	—	—	—	—	None.	—
South Molton	1	27	1	74	—	—	—	—	Allowed out once a month.	Friends allowed to visit once a week.	6	3 males and 3 females in the Blind Institution at Exeter.
Stoke Damerel	5	26, 55, 67, 73, 76	5	42, 58, 72, 73, 56	—	—	—	—	None.	None.	3	Devonport Blind Institution.
Tavistock	1	74	None.	—	—	—	—	—	—	—	1	Blind Institution, Plymouth.
Thomas, St.	2	24, 45	1	38	—	—	—	—	When fetched by friends.	Friends can visit.	None.	—
Tiverton	1	36	1	59	—	—	—	—	The man was sent to Exeter to learn a trade, but his health would not permit his continuing to work.	He has learnt to read.	None.	—
Torrington	None.	—	1	84	None.	None.	—	—	None.	—	—	—
Totnes	—	No returns.	—	—	—	—	—	—	—	—	—	—

SOMERSET.

Appendix 10

UNION.	Number of Blind in Workhouse.				Trades learnt.		Provision made for learning to Read.		Special facilities for seeing Friends.		Blind sent to Institutions.	
	Male.	Ages.	Female.	Ages.	Inside Work-house.	Outside Work-house.	Inside Work-house.	Instructors from Outside.	By Leave out.	By Admission of Friends.	Number sent.	Name of Institution.
Axbridge	4	82, 72, 76, 85	2	62, 64	None.	None.	None.	None.	None.	Friends can see them on any day.	1	Institution for the Blind, Birmingham.
Bridgwater	2	31, 40	2	38, 70	—	—	None, but books are provided.	—	Sent out with trust-worthy inmate.	On visiting days.	1	Blind Institution, Exeter.
Chard	1	64	None.	—	—	—	None.	—	Leave out on application.	None.	None.	—
Clutton	1	70	—	—	—	—	—	—	None.	—	—	—
Dulverton	1	81	—	—	—	—	—	—	—	—	1	Blind Institution, Exeter.
Frome	2	81, 58	3	28, 63, 68	—	—	—	—	On application of a clergyman or friends.	Every Wednesday.	1	Blind Institution, Cheltenham.
Langport	1	78	None.	—	—	—	—	—	None.	On every Tuesday.	None.	—
Shepton Mallet	4	77, 78, 83, 85	1	37	—	—	—	—	Treated as ordinary inmates.	—	1	Blind Asylum, Bristol.
Taunton	3	60, 67, 31	None.	—	—	—	—	—	Leave out when desired.	Or friends come to see them.	3	Blind Asylum, Exeter.
Wellington	None.	—	—	—	—	—	—	—	None.	None.	1	Blind Institution, Exeter.
Wells	2	81, 82	—	—	—	—	—	—	Allowed out a month in summer.	—	None.	—
Williton	1	70	—	—	—	—	—	—	—	—	—	—
Wincanton	3	86, 42, 37	2	84, 81	None, but 2 males have learnt trades.	—	—	—	The usual leave out granted.	—	Some years ago 2 were sent to	St. George's Southwark, and the Blind Asylum at Exeter.
Yeovil	None.	—	None.	—	None.	None.	—	—	None.	—	None.	—

No. 8.

A  
No. 76,985  
1888.

Sir,

Cheltenham, 20th November 1888.

In reply to your letter of the 24th of August last, I beg to submit the following information with respect to the condition and treatment of the blind inmates of the workhouses in my district.

It appears from the return of blind persons assisted from the poor rates forwarded to me that there were, when this return was made, 601 blind persons relieved by guardians, 394 were in the receipt of out-relief, and 207 were maintained either in workhouses or in special schools for the blind. Of these, only 21 were children under 15 years of age, and these had all been sent, with the exception of four, to special schools for the blind. Of these four, two were in the Dudley Workhouse, one has since been sent to a blind school, and the other is an imbecile. The other two were and still are in the West Bromwich Workhouse. One is badly affected with scrofula, and is in the infirmary; and the other is an imbecile, and also deaf and dumb.

As regards destitute blind children who are not incapacitated by other infirmities from receiving instruction, it has always been the practice of guardians in my district to send them to special schools for the blind under the power given them by the statute.

Of the other blind persons maintained in these workhouses, it appears from the return that 13 are above 15 and under 21; 31 above 21 and under 45, and 142 above 45 years of age. From the information which I had acquired previously in my periodical visits, and from the special inquiries I have made since the receipt of your letter, I am able to state that nearly all these persons are suffering from other infirmities of mind or body besides their loss of sight. By far the larger number, as shown by the return, are old persons, many confined to their bed in the infirmary, and most of the persons who have suffered loss of sight in late years among other infirmities due to age or disease. Of these blind inmates who are not incapacitated from any industrial occupation, several take their part with other

infirm men in some light labour, while the blind women are often to be found engaged in knitting stockings for workhouse use.

In answer to the points to which your attention is specially directed in your letter, I would observe in regard to point 1: That arrangements have been made in some cases for enabling blind inmates to leave the workhouse to learn a trade; but it is clear that the conditions which would render such arrangements possible or convenient would seldom occur. In the case of energetic well-conducted persons, the assistance they would require from guardians either to enable them to learn a trade, or to be employed in any remunerative labour, would be better afforded in the form of out-relief. Without a special inquiry as to the condition and capacities of each individual, I could not state that there are no blind inmates in the workhouses of my district who might not, if facilities were offered them, learn to do some work, which they cannot teach themselves in a workhouse; but I am satisfied that, as a general rule, such facilities are readily offered by guardians to any blind inmates capable or desirous of availing themselves of them.

2. The blind inmates of some of the town workhouses in my district are regularly visited by visitors from blind institutions, and those who can read are supplied with books; and I may say that such visitors would be readily admitted into every workhouse within reach of any such society for the purpose of teaching the blind to read, or to supply them with books.

3. I am not aware of any special arrangements being made with respect to blind inmates visiting or being visited by their friends or relatives. All those blind inmates who are well-conducted would have at least the same facilities afforded for visiting their friends or being visited by them, as other infirm and well-conducted inmates. The practice and regulations in this respect vary in different workhouses, but they are generally such as would allow a blind inmate to be visited once a week, and in case a blind inmate should have friends within access, he would probably be allowed to leave the workhouse for the purpose of visiting them several times in the course of the year, provided he was able to do so.



Appendix 10.

As regards point 4: I have already stated the practice of guardians in my district with respect to children. As regards the exercise of any powers the guardians possess of sending blind adults to asylums, or other such institutions, they are certainly very rarely exercised, partly from the fact that very few institutions exist for the reception of such persons. Nor would it appear that if there were more of this kind of institution accessible to guardians the class of blind persons now receiving relief in workhouses would be admissible to them.

As regards the general treatment of the blind in workhouses, it would require no special inquiries to enable me to state that they always occupy the position of privileged persons as regards the treatment they receive both from the officers and from their fellow inmates. Humanity secures them the assistance they require from those inmates with whom they are mixed in the infirm wards, without any special regulations beyond the direction of of the master; while they are exempted from compulsion as regards labour.

In regard to the condition of the blind inmates of the Wolverhampton Workhouse, to which my attention was particularly directed by your letter, I have visited that workhouse, and made special inquiries as to the matters referred to by the Commissioners. In this workhouse it has been the practice to place the blind men in separate wards. I found six blind men in their day-room at the time of my visit. A fellow-inmate was engaged in his daily practice of reading the newspaper to them. They were visited once a fortnight by a visitor from an institution in the town who also read to them, and supplied the one man who could read with books in blind type. They were all infirm, and had lost their sight in late years. The master had repeatedly endeavoured to induce them to do some light work, such as oakum-picking, with the other old men, but they always protested their inability. As regards the blind women in this workhouse, the observations of the Commissioners with respect to their not being allowed to go out to the blind institution in the town to knit, cannot have applied to those now in the workhouse. It appeared, however, from the statement of the matron that a few years since a blind woman was allowed to go out of the workhouse to this institution to learn basket-making. She did not learn anything, and afterwards left the workhouse. At the time of my visit there were only two blind women capable of working. One, 65 years of age, was regularly occupied in knitting stockings for the house. The other, a younger woman, had been in a blind school, was not in good health, and was unable to knit well enough to earn anything.

As regards the suggestion that blind inmates of workhouses might be induced to exert themselves more than they do in the way of learning and following some industrial occupation if more inducement was held out to them, I am of opinion that there are never likely to be more than a very few persons in workhouses to whom any such suggestions could apply. The blind person who has sufficient capacity and energy to obtain any substantial earnings would not be in a workhouse, and assuming that several of the blind persons in workhouses might do more than they do, if they received remuneration for their work, I do not think that there is any ground for excepting them from the general principle which forbids the employment for profit of persons who are maintained at the expense of the poor rate. A proper sense of gratitude for the benefits they receive is a sufficient inducement to many of the blind, as to other infirm inmates, to give in return any small services they are capable of; while the pleasure they feel in being occupied is itself a sufficient inducement to the more energetic and cheerfully disposed to perform such services as their infirmities admit of.

I am, &c.  
(Signed) FRANCIS D. LONGE,  
Local Government Board Inspector.  
To Sir Hugh Owen, K.C.B.,  
Secretary to the Local  
Government Board.

No. 9.

101371  
1888.

The Sheet, Ludlow,  
13th November 1888.

MY LORDS AND GENTLEMEN,

In reply to the Board's letter of the 24th August, requesting particulars as to the general treatment of blind paupers, I have the honour to report that I have made inquiry in the several unions in my district, and I annex a summary of the information received.

In the 40 workhouses in my district there are 77 blind paupers, and of these 53 are above 45 years of age, 20 are above 21 years and under 45 years, four are above 15 years and under 21 years, and there are none above five and under 15 years of age.

There are also 38 blind paupers maintained in public institutions.

In regard to paupers in workhouses no special arrangements are made for teaching them trades outside the workhouse, but every facility is afforded to visitors from the blind societies for teaching the blind to read, or lending them books. At Belper there are raised letter books for the use of the blind, and a young man, who is blind, comes and reads to the inmates. At Macclesfield, a visitor from the Blind Society teaches the inmates to read, and lends them books every week; while at Stoke-on-Trent and the larger workhouses instruction is also given to the blind inmates by teachers from the local branch of the Deaf and Dumb and Blind Society, and books in raised type are lent to the inmates.

As a general rule, friends visit the blind on the ordinary visiting days, which in some workhouses are once a week and in others once a fortnight, while leave of absence for a reasonable time is rarely refused if the friends to whom the pauper is going are of good character, and there are no special objections to the pauper leaving the workhouse.

So far as I have observed, boards of guardians seldom hesitate to send blind paupers to an institution, if there is a likelihood of their being able to learn a trade, and I may point to the fact that there are only four blind paupers in the workhouses in my district who are above five and under 21 years of age. As a rule, a blind child is at once sent, and in other cases the advice of the medical officer is generally followed, but in many instances that have come under my notice the blind paupers have been also imbecile or infirm.

The blind women are generally placed in the aged and infirm wards of the workhouse, among the best class of inmates, where those, who are able, are employed in knitting or some light occupation, but the men are often unemployed, and in the day-rooms of a small workhouse, where sub-division of classes is impossible, must sometimes lead a cheerless life.

The number of blind in the workhouses in my district who are under 45 years of age is so small that guardians generally would hardly be prepared to pay for special instruction to this class, and it seems to me that guardians should rather be encouraged to send the blind to public institutions, where there are proper facilities for learning useful trades, rather than attempt to instruct them in a workhouse, unless there are special reasons for the latter course.

I am, &c.  
(Signed) RICHARD I. DANSEY.  
To the Local Government Board.

NUMBER OF BLIND PERSONS IN WORKHOUSES.

	Above 5 and under 15 years of age.	15 years and under 21 years.	21 years and under 45 years.	45 years and upwards.	Total.
Altrincham	-	-	1	3	4
Ashbourne	-	-	-	-	-
Atcham	-	-	-	5	5
Bridgnorth	-	-	-	2	2
Burton-on-Trent	-	-	1	-	1
Cannock	-	-	1	1	2
Cheadle	-	-	2	2	4
Church Stretton	-	-	-	-	-
Cleobury Mortimer	-	-	-	-	-
Congleton	-	-	-	3	3
Clun	-	-	-	-	-
Derby	-	4	-	2	6
Drayton	-	-	1	-	1
Ellesmere	-	-	-	2	2
Kington	-	-	-	-	-
Leek	-	-	-	4	4
Leominster	-	-	1	1	2

NUMBER OF BLIND PERSONS IN PUBLIC INSTITUTIONS. Appendix 10.

	Above 5 and under 15 years of age.	15 years and under 21 years.	21 years and under 45 years.	45 years and upwards.	Total.	
Ludlow	-	-	1	1	2	
Macclesfield	-	-	1	3	4	
Madeley	-	-	-	1	1	
Nantwich	-	-	-	-	-	
Newcastle-under-Lyme	-	-	1	-	1	
Newport	-	-	-	1	1	
Northwich	-	-	-	1	1	
Oswestry	-	-	-	2	2	
Runcorn	-	-	1	1	2	
Shardlow	-	-	-	1	1	Bedridden.
Shifnal	-	-	-	-	-	
Stafford	-	-	-	1	1	
Stockport	-	-	1	1	2	
Stoke-on-Trent	-	-	6	7	13	
Stone	-	-	-	-	-	
Tenbury	-	-	-	-	-	
Uttoxeter	-	-	-	1	1	
Wellington	-	-	-	1	1	
Wem	-	-	1	-	1	Deaf and dumb, of weak intellect.
Weobley	-	-	-	-	-	
Whitchurch	-	-	-	-	-	
Wolstanton and Burslem	-	-	1	1	2	
Belper	-	-	-	5	5	
Total	-	4	20	53	77	

Altrincham	-	-	1		Aged 57.
Ashbourne	-	-	-	-	
Atcham	-	-	1		Aged 14.
Bridgnorth	-	-	-	-	
Burton-on-Trent	-	-	1		Aged 13.
Cannock	-	-	-	-	
Cheadle	-	-	-	-	
Church Stretton	-	-	-	-	
Cleobury Mortimer	-	-	-	-	
Congleton	-	-	3		Adults.
Clun	-	-	-	-	
Derby	-	-	-	6	Aged 23, 19, 19, 16, 14, 13.
Drayton	-	-	-	-	
Ellesmere	-	-	-	-	
Kington	-	-	-	-	
Leek	-	-	-	-	
Leominster	-	-	-	-	
Ludlow	-	-	-	-	
Macclesfield	-	-	-	7	One aged 24, and six under 16 years of age.
Madeley	-	-	-	-	
Nantwich	-	-	3		Aged 12, 10, 8.
Newcastle-under-Lyme	-	-	1		Aged 13.
Newport	-	-	-	-	
Northwich	-	-	-	-	
Oswestry	-	-	-	-	
Runcorn	-	-	-	1	
Shardlow	-	-	-	-	
Shifnal	-	-	-	-	
Stafford	-	-	-	-	
Stockport	-	-	-	1	
Stoke-on-Trent	-	-	-	5	A boy. Aged 50, 37, 24, 19, 14.
Stone	-	-	-	-	
Tenbury	-	-	-	-	
Uttoxeter	-	-	-	2	Partially blind, adults.
Wellington	-	-	-	-	
Wem	-	-	-	-	
Weobley	-	-	-	-	
Whitchurch	-	-	-	-	
Wolstanton and Burslem	-	-	4		Three adults, and one boy aged 10.
Belper	-	-	-	2	Children.
Total	-	-	-	38	

BLIND PAUPERS IN WORKHOUSES AND PUBLIC INSTITUTIONS.

	The arrangements made for learning trades outside the Workhouse.	What provision is made for instructing the Blind to read, or whether permission is given or facilities afforded to visitors from the Indigent Blind Society, or other kindred Society, to teach the Blind to read, and to lend books to them.	Whether any special arrangements are made for visits being paid to the Blind inmates of the Workhouse by their friends or others, and for enabling such inmates to temporarily leave the Workhouse in order to pay visits to their friends and relations, or for other purposes.	The extent to which the Board of Guardians avail themselves of the powers conferred upon them of sending Blind Paupers to Institutions specially provided for their reception and treatment.
Altrincham	None	No provision is made. Permission would be given to any blind society to visit the blind. No society has asked for special visiting.	No special arrangements. The visiting day is each Monday in the week, and on other days when specially desired.	Cases have been treated at the Manchester Royal Eye Hospital.
Ashbourne	None	There are no blind paupers	-	The guardians for many years maintained a blind pauper in Henshaw's Blind Asylum till he could earn his own living at basket making, the institution finding him work.
Atcham	None, except sending to a blind asylum.	The present inmates of the workhouse are too old.	Yes; if application is made	All children are sent, who are medically certified as fit, to institutions.
Belper	None	There are raised letter books in the workhouse for those who can read; and a volunteer blind young man attends and reads to the blind inmates.	Blind inmates are always allowed to leave temporarily at the request of friends. And their friends can visit on proper days.	Blind paupers are sent to Nottingham Institution for the Blind.
Bridgnorth	None	There are at present only two inmates of the workhouse who are blind. They are suffering from senile blindness, and therefore are not such cases as are referred to.	No special arrangements	The guardians would take such steps as might be necessary in cases of blindness amongst paupers of such age as to be capable of being taught a trade.
Burton-on-Trent	None	Permission has never been asked by any society to visit the workhouse for the purpose of affording instruction.	The one blind inmate in this workhouse is allowed to visit his friends in charge of an attendant, and to receive visitors at the workhouse in the same way as other paupers.	This pauper was sent to the institution at Nottingham, and learnt mat-making. There is also a pauper boy in that institution at the present time, but he was not sent from the workhouse.
Cannock	The two blind inmates, not being young, no arrangements have been made.	-	These two blind inmates, aged 70 and 41, have no friends.	-

Appendix 10.

	The arrangements made for learning trades outside the Workhouse.	What provision is made for instructing the blind to read, or whether permission is given or facilities afforded to visitors from the Indigent Blind Society, or other kindred Society, to teach the blind to read, and to lend books to them.	Whether any special arrangements are made for visits being paid to the blind inmates of the Workhouse by their friends or others, and for enabling such inmates to temporarily leave the Workhouse in order to pay visits to their friends and relations, or for other purposes.	The extent to which the Board of Guardians avail themselves of the powers conferred upon them of sending blind paupers to Institutions specially provided for their reception and treatment.
Cheshire	None	None; but all reasonable facilities would be given to any approved society or person to teach the blind to read, &c.	No ordinary request to visit them is ever denied. When blind inmates leave the workhouse to visit their friends, attend places of worship, treat to inmates, or for other purposes, a competent person is put in charge of them.	The guardians have paid for the maintenance of two cases in blind asylums, and have been instrumental in procuring the admission of others to such institutions. Of the four blind paupers now in the workhouse, one man, aged 28, saws wood and cleans boots and wares, and a woman, aged 42, is expert in knitting. The other two are old people.
Congleton	None	None. No societies of description mentioned in this union.	No special arrangements	Cases are sent to Henshaw's Blind Asylum at Manchester.
Church Stretton	There are no blind paupers now in the workhouse			A blind pauper was educated at the Edgoston Blind Asylum, and to a certain extent maintains herself by knitting. She can read the raised alphabet, and books printed in that manner.
Cleobury Mortimer	None	None	No.	
Derby	None	No provision is made for instructing the blind to read. Visitors are allowed admission to the workhouse to read to the blind.	Arrangements are made for their visiting friends outside the workhouse.	There are six young blind paupers now in the Midland Blind Institution at Nottingham.
Clun	There are no blind inmates in this workhouse.			
Drayton	None	None, as there are no blind paupers who require instruction. Facilities would be afforded visitors if necessary.	The one blind inmate has no relatives who ever come to see her, but some ladies visit her and she visits them occasionally.	This woman was sent when a child by the guardians to the blind school at Liverpool for 11 years, when she was sent back to the workhouse on account of want of accommodation in the institution. She can read with ease on Moon's system, and the guardians have provided books for her.
Ellesmere	None	Young persons are sent to institutions. Visitors to the workhouse are always welcome.	No special arrangements	Young persons, and these likely to receive benefit, are always sent to institutions.
Kington	None	None	No	No provision.
Leek	None	None, but every facility would be afforded to any society to enable it to lend its assistance in any way to a blind inmate. Special visitors to instruct the blind would be allowed to see them at any reasonable time on any day.	They are allowed leave of absence when they require it, and for any length of time they ask for to visit their friends. The ordinary visiting days are Tuesday and Thursday in each week.	As yet the Board have had no applications of this nature. Some paupers have been sent to eye hospitals for treatment.
Leominster	There are only two blind inmates, aged 63 and 37, who are too old to be usefully taught to read or learn any trade.		No special arrangements, as both are friendless.	
Ludlow	None	None	Friends are allowed to visit the workhouse once a week. Allowed out on leave once a month in charge of one of their relatives.	Nil.
Macclesfield	None	A visitor from the Blind Society teaches the inmates to read, and lends them books every week. Every facility is afforded to visitors.	Blind inmates are allowed one day's leave of absence each month. Their friends fetch them and also bring them back to the workhouse.	All blind children in the workhouse are sent to blind institutions, and adults when advisable.
Nantwich	There are no blind inmates of the workhouse			Three children belonging to this union are at Broomhill Blind Institution, near Sheffield.
Newcastle-under-Lyme	None	The only blind inmate is a woman who has gradually become blind from disease. An agent from the Blind Society calls to see her, but has not taught her to read.	No special arrangements. They are visited by their friends and allowed out to pay visits in the ordinary course.	One boy is now in Henshaw's Blind Asylum at Manchester.
Newport (Salop)	There is only one blind inmate of the workhouse, a woman aged 85, and every facility is afforded for her being visited by her friends.			One boy was sent to the Liverpool Catholic Blind Asylum, but was returned as they found they could do nothing with him.
Northwich	There have been no blind inmates for some years, except one or two very old people			Cases have been sent to institutions years ago, but not within the last eight years.
Oswestry	When blind cases arise, they are sent for education to the blind asylum at Liverpool, where they are taught to read, and, if adults, a trade, usually either basket or mat making.	No provision is made in this workhouse for instructing the blind to read. But a blind woman, who was taught to read at the blind asylum in Liverpool, is supplied with books by the kindness of a neighbouring lady.	Friends may visit the blind in the workhouse at any time. At present there is no arrangement for their visiting their friends outside the workhouse, the only two blind inmates having no friends to visit. No doubt the guardians would make proper arrangements should the occasion arise.	The guardians avail themselves to the full extent of sending the blind paupers to the asylum at Liverpool.
Runcorn	None	Blind inmates are not taught to read. No application has been made by any society to teach the blind to read or lend them books.	Friends of blind inmates are allowed to visit them once a month, and special arrangements are made if they apply for leave of absence.	The guardians have sent one blind inmate of the workhouse to an institution to learn a trade.

Appendix 10.

	The arrangements made for learning trades outside the Workhouse.	What provision is made for instructing the blind to read, or whether permission is given or facilities afforded to visitors from the Indigent Blind Society, or other kindred Society, to teach the blind to read, and to lend books to them.	Whether any special arrangements are made for visits being paid to the blind inmates of the Workhouse by their friends or others, and for enabling such inmates to temporarily leave the Workhouse in order to pay visits to their friends and relations, or for other purposes.	The extent to which the Board of Guardians avail themselves of the powers conferred upon them of sending blind paupers to Institutions specially provided for their reception and treatment.
Shardlow	None	None.	No	Not at all.
Shifnal	There has not been any		There has not been any blind inmate in this workhouse during the past 25 years.	
Stafford	There is only one blind inmate of the workhouse, an old woman, who is allowed to go out to her friends for a day occasionally when properly taken charge of by them.			
Stockport	None	None	No special arrangements. Friends come to the workhouse on monthly visiting day.	There is a boy in the Blind Asylum at Liverpool.
Stoke-on-Trent	None	Yes. Instruction is given by teachers of the local branch of the Deaf and Dumb and Blind Society, and books are lent in raised type.	Friends are allowed to visit the workhouse every Monday afternoon, and leave out is given whenever requested, and a guide provided.	There are now two paupers in Henshaw's Blind Asylum at Manchester, two in Liverpool School for the Blind, and one in Catholic Blind Asylum at Liverpool.
Stone	There are no blind indoor paupers at this time, nor have there been any for some years past, if at all. No special arrangements have therefore been made for the treatment of the blind.			
Tenbury	There are no blind paupers chargeable to this union at present.			Whenever occasion requires, the guardians avail themselves of their powers by sending blind paupers to the school for the blind at Liverpool, to which institution they subscribe annually.
Uttoxeter	None	None. Permission would be given to visitors from the Indigent Blind Society or other kindred society to teach the blind to read, and to lend books to them, when necessary.	No special arrangements	Two inmates, partially blind, are about to be sent to the Eye Hospital at Wolverhampton.
Wellington (Salop)	There are only two blind inmates, aged 83 and 2 years in the workhouse, and no exceptional			treatment is made for them.
Wem	None	There is only one blind inmate, a woman aged 40, who is also deaf and dumb. No special arrangements have been made for her being taught a trade, or for her instruction in reading. No application has ever been received from any blind society either with respect to her or any other blind person who might happen to be in the workhouse.	The guardians are not aware that she has any friends, therefore no special arrangements are made for their visits.	
Woolley	There has not been any blind pauper belonging to this union for several years.			
Whitchurch (Salop)	There are no blind children in the workhouse; therefore no special arrangements are made for learning trades or teaching to read.			
Wolstanton and Burslem.	None	No application has been made by any society to instruct the blind to read, but every facility would be afforded by the guardians.	No special arrangements	Four blind paupers are now in the blind school at Liverpool.
Madeley	None	None	The usual visiting arrangements	There are no blind paupers, except one or two old people.

No. 10.

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BLIND PAUPERS.

visit the blind inmates; if they did so, I have little doubt but that the guardians would be glad to make suitable arrangements for such visit.

I have, &c.

(Signed) C. L. DASHWOOD,  
The Secretary,  
Local Government Board,  
Whitehall.

Sir,  
I HAVE the honour to report that, as directed by your letter of the 24th August, I have obtained information from the unions in my district on the four points mentioned, I have ascertained that—

1. Arrangements for learning trades outside the workhouse are made in one union only (Nottingham).
2. That provision for instructing the blind to read is made in two unions (Leicester and Newark).
3. That there are no special arrangements for the blind being visited by their friends, or for obtaining leave of absence from the workhouse in any union in my district.
4. In 23 unions out of 41 which comprising districts the guardians have availed themselves of their power of sending blind paupers to institutions specially provided for their reception and treatment. With regard to the general condition of blind paupers in workhouses, although no special rules exist as to their obtaining leave and being visited, I am of opinion that they are generally shown that consideration due to their affliction, and in some instances are usefully employed. I do not find that visitors from the Indigent Blind and kindred societies have applied to

No. 11.

101057  
1888.

REPORT upon the CONDITION OF BLIND INMATES of the WORKHOUSES in LANCASTHIRE.

Sir,  
I HAVE the honour to state, in reply to your letter, No. 76985 A., dated 24th August last, requesting me to make certain inquiries respecting the adult blind inmates of workhouses in my Lancashire district, that I sent a circular letter to all the clerks to the guardians of the Lancashire poor law parishes and unions, in which was embodied the points upon which the Royal Commission on the Blind, the Deaf and Dumb, &c., more especially desire

Appendix 10. information. I have annexed to this report a précis of their replies to my inquiries, as well as the original letters.

It is alleged that "the blind inmates of workhouses have been found to be leading a purposeless and inactive existence, although in a great many cases these blind people were not too old to be taught to read or to take up some industrial pursuit, such as basket making, mat making, knitting, &c." Upon this question I desire to state that I have always found boards of guardians ready and willing to assist any destitute blind person who might be considered teachable, and who was disposed to learn a trade; but many become blind too late in life to commence new work, while others refuse to accept the trial, preferring to remain inactive.

With regard to the treatment of the adult blind in workhouses, it is, in my opinion, contrary to fact to state that they are treated as "ordinary inmates," if it be by this expression intended to convey the idea that blind inmates under 60 years of age are classed as able bodied, and tested accordingly. The blind inmates of workhouses receive the same consideration that is afforded to persons afflicted with other diseases or infirmities, and who are in consequence incapacitated from earning their own living; to this treatment they are fully entitled, but beyond it I fail to see why a blind person in a workhouse should receive greater attention than those who are deprived of speech, or use of limbs, by a stroke of paralysis, or are suffering from any of the various bodily and mental afflictions which are to be seen every day in the wards of workhouses.

The daily lives of blind persons in workhouses compare favourably with those of the same class outside, as within the workhouses their physical wants are fully supplied, the wards are furnished and well warmed, and the exercising yards afford safer places for recreation than can be found either in the country village or in the streets of a crowded city.

I have, &c.  
(Signed) J. J. HENLEY,  
General Inspector,  
Local Government Board,  
Waterperry House,  
Oxford,  
Sth November 1888.  
To the Secretary,  
Local Government Board,  
Whitehall, S.W.

Points upon which the Commission especially desire information.

1. The arrangements made for learning trades outside the workhouses.
2. What provision is made for instructing the blind to read, or whether permission is given or facilities afforded to visitors from the Indigent Blind Society, and the Home Teaching Society, or other kindred society, to teach the blind to read, and to lend books to them?
3. Whether any special arrangements are made for visits being paid to the blind inmates of workhouses by their friends or others, and for enabling such inmates temporarily to leave the workhouse in order to pay visits to their friends and relations, or for other purposes?
4. The extent to which boards of guardians avail themselves of the powers conferred upon them of sending blind paupers to institutions specially provided for their reception and treatment.

Note.—The circular letter sent to the clerks to the guardians of the poor law parishes and unions in Lancashire contained the above four points in the form of queries. In the précis of the answers received these points are dealt with seriatim.

#### LANCASHIRE DISTRICT.

##### ADULT BLIND INMATES OF WORKHOUSES.

Précis of Replies to the above-mentioned Queries.

###### Ashton-under-Lyne.

1. No arrangements made.
2. A blind teacher from a home teaching society visits fortnightly, and books, &c., are lent.
3. Visited by their friends weekly. Not allowed temporary leave of absence unless in care of friends, "and if

"their friends request it the visiting committee and the master are always glad to grant an extension of leave for friends of three, four, or even seven days."  
4. Two or three blind paupers have been for many years at Henshaw's Blind Asylum, Manchester.

###### Barrow-in-Furness.

- 1, 2, and 3. No blind paupers in the workhouse.
4. Two blind boys in institutions.

###### Barton-upon-Irwell.

1. Only three blind inmates in the workhouse, who are elderly persons.
2. No provision made, but the clerk states, "I am sure that the guardians would give permission to either of the societies mentioned in your letter to read to the inmates should application be made."
3. The afternoon of one day in each week is set apart for the visitation of friends to inmates generally. No special arrangements made as to visits paid to the blind, they would be allowed temporary leave in the same manner as other inmates.
4. All blind persons becoming chargeable who are suitable to learn some trade have hitherto been sent by the guardians to Henshaw's Blind Asylum near Manchester, and there are five inmates there chargeable to this union.

###### Blackburn.

1. No arrangements made.
2. Permission is given to visitors from blind societies to visit the blind inmates, and one man from the Indigent Blind Society visits the workhouse every week, and instructs the inmates, and leaves them books.
3. No special arrangements for visits to the blind, or for enabling them to pay visits, "but," the clerk adds, "no person is ever refused admission to the workhouse for the purpose of seeing a blind inmate, and the inmates are allowed a day's leave of absence on application to the master."
4. The guardians do not avail themselves of these powers in sending blind adult paupers to blind institutions, but they send blind children there who may be benefited by such a course.

###### Bolton.

1. No arrangements made.
2. No provision made, "nor has there been any application made by visitors from the blind societies to teach the blind inmates to read, but (the clerk adds) if such application were made I am sure the guardians would consent to it, and facilitate the visits for the purpose."
3. No special arrangements made, "but the blind are generally allowed to visit their friends and relations outside when they ask to do so, and upon such occasions they are accompanied by another inmate to guide and take care of them."
4. There are eight cases at present in Henshaw's Blind Asylum, Manchester, chargeable to this union.

###### Burnley.

1. None.
2. A blind visitor, who is paid by a society, attends once a week to read to the two blind inmates.
3. None.
4. At present there is one pauper in Henshaw's Blind Asylum chargeable to this union.

###### Bury.

1. No arrangements.
2. No provision made, "nor has anyone visited the blind inmates for several years to teach them to read or to lend them books."
3. No special arrangements.
4. The only case which is sent to an institution is on partially blind, who goes to the Royal Eye Hospital, as an outdoor patient, fortnightly.

###### Chorley.

Only one blind inmate, a man between 50 and 60 years of age.

1. None.
2. No provision made; and no permission has been given or facilities afforded to visitors from blind societies, "none having ever been applied for."
3. No special arrangements. "The only blind inmate has no known relatives, and has never expressed a wish to go out."
4. The guardians have never availed themselves of these powers in sending adult blind paupers to such institutions. They have one boy maintained by them in a school for the blind.

###### Chorlton.

1. No special provision made.
2. No arrangements made, "but," the clerk writes, "some few years ago permission was granted to a Manchester society for instructing the blind to read to send a visitor here to teach two blind women then in the hospital wards; the visits were few, and soon discontinued entirely."
3. Healthy blind inmates can be, and are, visited by their relations and friends once monthly; the sick blind more frequently, if their case be regarded as serious. Blind inmates are granted leave of absence monthly, if desired, and if any person be found willing to act as their guide.
4. There are at present 10 cases in institutions for the blind, four under 16 years of age and six over 16 years.

###### Clitheroe.

1. In cases where blind inmates have been such as could usefully learn trades, they have been sent to blind institutions for that purpose.
2. They are sent to schools for the blind.
3. This has always been allowed when there are any blind inmates in workhouse.
4. The guardians avail themselves of these powers to the fullest extent.

###### Fylde.

The clerk writes:—"We have had no case of the kind for some years in our workhouse, consequently no special arrangements have been necessary."

###### Garstang.

One case in the workhouse, that of a young woman (21 years of age), who was for about 11 years an inmate of a blind asylum in Liverpool, and was sent from there to the workhouse because she was an incurable case, and unable to learn any trade. "She says" (adds the clerk) "she is contented and happier than when she was at the blind asylum at Liverpool." Every facility is afforded to her friends in the matter of visits, compatible with the general regulations.

###### Haslingden.

1. No arrangements made.
2. No special arrangements made. Occasional visits from persons not connected with any blind society have been made.
3. Friends can visit the blind inmates once a week, and inmates are allowed temporary leave of absence at any time to pay visits to their friends and relations.
4. Sent when desirable, but there are seldom more than two or three cases.

###### Lancaster.

1. No special arrangements made.
2. The guardians offer no impediment to friends and others visiting and instructing blind inmates.
3. Every facility is given for blind persons visiting their friends, provided that no good and sufficient reason is shown to the contrary.
4. Only one blind inmate, a man 50 years of age, in the workhouse at the present time. The guardians send all eligible blind paupers to Henshaw's Blind Asylum, wherein they are now maintaining three pupils.

###### Leigh.

1. None.
2. None.
3. None.
4. Whenever a case arises the guardians send it to a blind asylum. The clerk adds, "We have not had a blind person in the workhouse for a great many years."

###### Liverpool.

1. There is in Liverpool an institution for the instruction of non-resident blind pupils; inmates of the workhouse do not attend it, but occasionally, when circumstances have made it desirable, an inmate has been discharged and placed upon the out-door list in order that he may attend the workshops.

Two ladies of the Indigent Blind Society attend at the workhouse about once a week to teach the blind to read, and to bring them books.

3. The two visitors referred to above have access to the blind inmates at all hours of the day. Application for temporary leave of absence, which is seldom made, is granted in cases where it can be done in safety. The blind inmates, when invited by the Indigent Blind Society, are allowed to attend entertainments in the town.

4. The select vestry avail themselves freely of the powers they possess in sending blind paupers to special institutions. The clerk adds, "I have never known them to hesitate in transferring to such an institution any blind inmate of the workhouse eligible for admission."

###### Lunesdale.

- 1, 2, and 3. None totally blind in the workhouse at the present time, and, therefore, no special arrangements have been made.
4. The guardians have had no occasion to avail themselves of these powers.

###### Manchester.

1. No arrangements have been made.
2. None, "but," the clerk adds, "I have no doubt the guardians would afford every facility to the members of any society to visit the blind inmates for that purpose."
3. They frequently receive visits from their friends, and, when their friends take upon themselves the responsibility of looking after them, they are invariably allowed to leave the workhouse with them to pay them a visit.
4. There are at present 14 blind paupers, seven of whom are adults maintained by the guardians at institutions specially provided for the blind.

###### Oldham.

1. No arrangements made.
2. No provision is made for teaching the blind to read. Permission is given to a blind resident in Oldham to read and speak to the blind inmates every fortnight. Should representatives of any blind society wish to read or speak to them, they would be allowed to do so.
3. They may be visited on any days, excepting Sundays and Wednesdays, and if their friends or relations wish to take them out for a few hours permission would be given them.
4. Upon this point the clerk writes:—"I do not remember . . . any cases in which this board has been asked to avail themselves of these powers, but I am satisfied, from my knowledge as clerk to this union, that the board would readily do all in their power likely to be of advantage to blind paupers." He also states:—"There have been for some years established in Oldham, and in active operation, workshops for the blind; these are managed by a committee, and are supported by voluntary contributions, and by profit derived from the work of the blind, and I have no doubt by their operation keep blind persons from becoming paupers. The guardians would be very glad to subscribe to these workshops, and they, as well as I, should feel much obliged if you could suggest a method by which they can legally do so; the crux of the difficulty is that the workshops are voluntary institutions."



## Appendix 10.

## Ormskirk.

1. None; only two cases in the workhouse.
2. No provision made for instructing the blind to read, and no society has made any application to teach or lend books to them.
3. No special arrangements, but friends can visit them any time in the day, and can take them out by permission of the guardians.
4. There is at present one blind case in the Catholic Blind Asylum, Liverpool, and that is the only case there has been for many years past.

## Prescot.

In reply to the questions contained in the circular letter sent him, the clerk writes:—"It has for many years been the practice of the guardians of this union to send blind paupers, as soon as possible after their admission to the workhouse, to a blind asylum or school; and only those too old and otherwise unfitted to be maintained at an establishment; for the blind are kept at the workhouse. When applications are made for relief on behalf of blind persons out of the workhouse, the guardians urge the desirability of the afflicted poor being sent to an institution for the blind, and they defray the cost of the maintenance out of the rates; in these cases the guardians are not careful to draw the line of pauperism too fine. The guardians consider it a great advantage to be able to send the cases to the capital institutions in Liverpool. Every facility is afforded to the friends of the four blind inmates of the workhouse for visiting them, &c., and the inmates are allowed leave of absence at regular intervals."

## Preston.

1. There have not been any adult blind inmates of the two workhouses except old and infirm.
- 2 and 3. The Secretary of the Blind Society visits the workhouse periodically; friends visit once fortnightly, and visits are allowed to friends and relations outside the workhouse.
4. Blind children are sent to Henshaw's Asylum, Manchester, and the guardians as often as practicable send cases for examination to the Manchester Eye Hospital.

## Prestwich.

The clerk writes:—"There are no blind inmates in the workhouse of this union, nor have there been for very many years. The guardians have hitherto had no occasion to avail themselves of any powers for sending any blind adults to any institution."

## Rochdale.

1. There are seldom more than three or four adult blind inmates of the workhouse, and they generally are at an advanced age before they seek admission; the guardians have therefore felt no need or necessity to make any arrangements for their learning trades outside the workhouse.
2. No provision has been made nor has any application been made by blind societies to teach the blind to read or to lend them books. The clerk adds:—"Had any such application been made, it would doubtless have been granted, and the fullest facilities afforded for the carrying out of such an object."
3. No special arrangements, but all inmates are allowed to be visited once a week. The blind (like other classes) are allowed a day's liberty once a month; and are also permitted to attend gatherings, which occasionally take place in this district, for the blind.
4. In cases of children and young persons suitable for such institutions, the guardians always seek admission for them.

## Salford.

1. The guardians have sent blind men from the workhouse to Henshaw's Blind Asylum, Manchester, for the purpose of learning trades. In October 1885, two men were sent there, and three more in February 1886, and of these only one has returned to the workhouse.
2. No provision made. No visits are paid to the blind inmates by societies to teach them to read. There are at present in the workhouse ten blind persons, who, with two exceptions, are over 60 years of age, and none of these have been taught to read or to work at a trade.

3. No special arrangements made.

4. In addition to those named in No. 1, the guardians have frequently sent patients to the blind asylum. They are now maintaining there eight males and seven females.

The clerk adds, that—"There is an institution in Salford called the Manchester and Salford Workshops for the Blind, and, from inquiries I have made, I find there are at present in the institution 18 men and three women under employment, all of whom live in the borough of Salford. I also find that there is ample provision of books in the borough library for the blind who are able to read. Mr. Plant, the chief librarian, informs me that in the Peel Park Library there are about 300 volumes of books for the blind open to blind readers, either in the reading-rooms or to borrow and take home."

## Todmorden.

1. No arrangements made.
2. No provision for instructing the blind to read.
3. No special arrangements made for visiting.
4. The guardians have a blind pauper in Henshaw's Blind Asylum.

There are only two blind inmates in the workhouse, one a man aged 71 years, who has been blind for six years, the other a boy aged nine years, who is blind, dumb, and an idiot.

## Toxteth Park.

The clerk writes, in reply to the circular letter sent to him:—"Liverpool has admirable institutions for the blind, adults as well as children. I may answer all your questions at once by saying that if adults become chargeable either in or out of the workhouse, we send them to the workshops for the blind, granting them out-door relief till they are skilful enough to maintain themselves; and if children, we board them at the schools for the blind. There are both Protestant and Roman Catholic schools. With this class of paupers the guardians do not require the destitution to be so pronounced as with others. They think that the sooner a blind person is taught to earn his or her own living the better it is for everybody."

## Uwerstone.

1. None.
  2. None. No visitors from blind societies have ever applied.
  3. No special arrangements.
  4. The guardians have sent a man, an out-door pauper, to a blind school at Liverpool.
- There is only one blind person in the workhouse, a man over 70 years of age, who was taught mat-making in Liverpool, but is now too feeble to do anything.

## Warrington.

1. No arrangement made.
2. No provision for teaching the blind to read.
3. No special arrangements. Friends can see them upon the usual visiting days, and can take them out for the day occasionally.
4. The guardians send blind paupers to such institutions whenever it appears to them necessary. They have had several such cases, but at present have only one, viz., that of a boy at the Catholic Blind School, Liverpool. The guardians have very few cases of blind persons in receipt of relief.

## West Derby.

(Information sent by the assistant clerk in the absence of the clerk.)

1. No arrangements made, there being only four blind inmates at the present, and rarely more than this number at any one time.
2. No instruction provided, but permission is given to visitors from societies for the instruction of the blind. A visitor attends with the special books, &c., to teach reading.
3. No special arrangements made, "but visits are allowed whenever desired, and leave granted to leave the workhouse whenever asked for."

## Appendix 10.

4. The guardians are now maintaining in blind institutions three adults and two children.

## Wigan.

1. No arrangements made.
2. No provision made, nor has any application been received for visitors from blind societies to teach them to read or to lend books to them.
3. No special arrangements as to visits. They are visited by their friends on the ordinary visiting day (once a month), and their friends are allowed to take them out for a day or two if they wish, or those who do not receive visits from their friends and desire to go out and visit them are allowed to do so, and another inmate is sent with them.
4. At the present time three men and one boy are being maintained by the guardians in such institutions. The number of blind inmates in the workhouse is nine, viz., 6 men, 1 youth, and 2 women.

## No. 12.

## REPORT AS TO THE CONDITION OF THE ADULT BLIND IN WORKHOUSES.

I have 46 unions under my supervision, and at the present date there are 15 of the workhouses belonging to these unions which contain no blind inmates.

The particulars of these 15 workhouses are shown in the subjoined list:—

	Average No. of inmates.	Population of Union.
North Riding:		
1. Malton - - - - -	72	23,027
East Riding:		
2. Beverley - - - - -	98	23,392
3. Bridlington - - - - -	34	16,716
4. Howden - - - - -	65	14,158
5. Patrington - - - - -	30	8,709
6. Skirlaugh - - - - -	52	9,791
West Riding:		
7. Hemsworth - - - - -	44	11,106
8. Pateley Bridge - - - - -	28	8,940
9. Saddleworth - - - - -	62	22,300
10. Sedburgh - - - - -	18	4,079
11. Selby - - - - -	83	15,797
12. Skipton - - - - -	68	37,094
13. Wharfedale - - - - -	58	46,702
14. Bramley - - - - -	124	54,391
15. North Bierley - - - - -	230	128,552

The two last-named unions are populous unions, chiefly urban in character, which form respectively portions of the Leeds and Bradford districts.

In the case of the Bramley union the clerk informs me that if application be made to his Board on behalf of an indigent blind person for admission to an institution for the blind, the guardians will pay the cost of maintenance therein, or allow such out-relief as the case may require.

In North Bierley union the guardians endeavour to provide for the blind poor, otherwise than in the workhouse, children being usually sent to the school for the blind at York. An adult female belonging to this union, and formerly trained at the York School for the Blind, is now employed at the Bradford institution, but as her earnings are not sufficient to maintain her, the North Bierley guardians supplement them with out-door relief.

This union also expends 3l. 3s. a year in subscriptions to institutions for the blind.

The remaining 13 unions comprised in the above list are chiefly rural in character. One of these unions subscribes 2l. 2s. a year to the School for the Blind at York. The Hemsworth guardians are paying 10l. a year for a girl in the same institution. The Selby guardians have one pauper boy in the Catholic Blind Asylum at Liverpool,

costing them 14l. 10s. a year; and from several of the other unions in this list, when cases have from time to time occurred of blind children coming on to the guardians hands, they have been sent to institutions specially provided for the treatment of such cases.

In the remaining 31 unions in my district I find there are at the present time about 146 out of a total number of 8,843 inmates, who are blind.

These 146 blind inmates are distributed among the workhouses as follows:—

## One Blind Inmate each.

Union.	Average No. of Inmates.	Population of Union.
Goole - - - - -	98	18,772
Great Ouseburn - - - - -	74	11,958
Holbeck - - - - -	98	24,051
Settle - - - - -	45	13,800
Tadcaster - - - - -	94	23,955
Wetherby - - - - -	59	16,193
Wortley - - - - -	135	35,587

## Two Blind Inmates.

Driffield - - - - -	65	20,067
Hunslet - - - - -	212	58,211
Penistone - - - - -	65	16,680
Pocklington - - - - -	70	15,462
Pontefract - - - - -	154	47,812
Rotherham - - - - -	308	75,429

## Three Blind Inmates.

Keighley - - - - -	175	61,116
Knaresborough - - - - -	110	22,634
Ripon - - - - -	95	16,447
Scarborough - - - - -	195	43,265
Thorne - - - - -	70	16,057

## Four Blind Inmates.

Seulcoates - - - - -	485	99,509
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## Five Blind Inmates.

Ecclesall Bierlow - - - - -	472	114,312
Wakefield - - - - -	252	89,100

## Six Blind Inmates.

Barnsley - - - - -	385	78,603
Doncaster - - - - -	258	53,801

## Seven Blind Inmates.

Bradford - - - - -	594	183,032
York - - - - -	625	76,294

## Eight Blind Inmates.

Halifax - - - - -	420	170,418
Hull - - - - -	516	75,615

Nine Blind Inmates.		
Unions.	Average No. of Inmates.	Population of Union.
Huddersfield - (3 in Crosland Moor Workhouse, 6 in Dean House Workhouse).	554	156,496
Ten Blind Inmates.		
Dewsbury - - - - -	315	153,689
Seventeen Blind Inmates.		
Sheffield - - - - -	1,420	183,134
Twenty Blind Inmates.		
Leeds - - - - -	978	190,855

(Then follow the details of the 146 cases; these have not been printed.)

Out of the 146 cases which have in the foregoing pages been described, it appears to me that there are 12 which may deserve further consideration at the hands of the respective boards of guardians who have them in charge; cases of persons for whom, perhaps, something more might be, or might have been, done to render their lives cheerful, or to enable them to do more than they now do towards earning their own maintenance. There may be among these 12 persons some to whom the allegation may apply in a greater or less degree, that they are "leading a purposeless and inactive existence," though not "too old to be taught to read or to take up some industrial pursuit, such as basket making, mat making, knitting, &c."

The cases to which I allude are those of:—  
Thomas W., aged 24, belonging to Wetherby.  
Mary Jane S., aged 26, belonging to Hunslet.  
Mary M., aged 41, belonging to Penistone.  
Joseph B., aged 36, belonging to Ecclesall Bierlow.  
(I class this case as a doubtful one.)  
George G. } both 40 } belonging to Donaster.  
Emma S. } years of age }  
Mary Ann P., aged 32 }  
Hannah W., aged 25 } both belonging to Bradford.  
Leonard H., aged 31, of Halifax.  
Betsy B., aged 39, of Huddersfield.  
Thomas H., aged 39, of Leeds.

And (though I am more doubtful about this last case), perhaps, John B., aged 49, also of Leeds.

With regard to the question whether any difference is shown in the workhouses in the treatment of the blind as compared with ordinary inmates, the replies received from the 46 unions in my district may be summarised as follows:—

Beverley, Bridlington, Bramley, Howden, Malton, North Bierley, Pateley Bridge, Dewsbury, Doncaster, Ecclesall Bierlow, Goole, Great Ouseburn, Halifax, Holbeck, Huddersfield, or 14 unions, reply that they have no blind inmates,	Penistone, Saddleworth, Sedbergh, Selby, Skipton, Skirlauch, Wharfedale, Hull, Hunslet, Knaresborough, Ripon, Settle, Tadcaster, Wakefield, Wortley,
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or 16 unions, answer that no difference is made.  
Patrington says, "We had one case many years ago; he was treated like other old men."

Pocklington says, "No difference, except that some one attends specially to their wants at meal times."  
Hemsworth says, "No difference is made; we have no blind inmates at present."  
Wetherby says, "No difference; we have only had one blind inmate during upwards of 12 years."  
Driffild says, "The only difference is that they receive the best dietary in the house."  
Barnsley says, "No, they are all allowed infirm diet."  
Rotherham says, "Yes, they get extra diet."  
Keighley says, "No difference, except that they are not sent to work."  
Scarborough says, "Yes, a room is reserved for their use."

Thorne says, "No difference in diet or treatment, but they are not subject to any compulsory work."  
Bradford says, "They have a day room to themselves, and are thus enabled to associate together."  
York says, "They are all in the hospital, except one who is in the girls' school."  
Sculcoates says, "There are no blind inmates of the workhouse beyond two or three aged persons."  
Pontefract says, "Except two or three elderly people, we have not kept blind inmates in the workhouse. We have only one man, 60 years old, at present."  
Sheffield says, "No, except that they do not have their meals, or sit with the other inmates."  
Leeds says, "No; adult blind inmates only are in the workhouse at present."

It should, however, be pointed out that though the reply from Penistone was, as above, that there are no blind paupers in the workhouse, yet, as a matter of fact, there are two; of whom one, the young woman named Mary M., is on No. 2 diet, i.e., gets meat every day. In Dewsbury Workhouse the treatment of the paupers who are blind appears to me to be indulgent and liberal; and I think, therefore, that to say, as the clerk does, that they are not treated differently from the ordinary inmates is putting the matter in not quite so favourable a light as the facts warrant. The Hull clerk says that no difference is made, but the facts seem to be that the blind inmates do not work. The Driffild clerk says that their blind inmates get "the best dietary in the workhouse," whereas the workhouse master tells me that, of the two blind inmates, William D. "gets the workhouse dietary, which is a liberal one;" and that Frances Carr "gets the ordinary workhouse diet." The Sculcoates clerk says that the only blind inmates of the workhouse "are two or three aged persons." On inquiring personally, I found that there were three, and sometimes four, blind inmates, of whom one, Eliza P., is 54 years old only, and Harding, who comes in for short periods at a time, is only 43. The Pontefract clerk says that their union workhouse contains only one blind inmate, a man 60 years old; whereas, in point of fact, there are two blind inmates, of whom one is Mary S., 72 years of age.

With respect to the question as to what arrangements are made to enable blind inmates to learn trades outside the workhouse, the information which I have collected is as follows:—

Barnsley replies, "Suitable cases are sent to blind institutions to learn trades."  
Bradford says, "None;" and similar replies have been received from the following unions:—

Dewsbury, Doncaster, Halifax, Great Ouseburn, Hemsworth, Holbeck, Huddersfield, Hunslet, Keighley,	Knaresborough, Leeds, Saddleworth, Scarborough, Settle, Rotherham, Wakefield, Wetherby,
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Bramley says, "No blind inmates now."  
Driffild says, "None require such arrangements."  
Ecclesall Bierlow says, "We get all possible cases into blind institutions."  
Goole says, "Sent to blind school."  
Hull says, "None able to work (aged)."  
North Bierley says, "Children are usually sent to the Yorkshire School for the Blind, York."  
Pontefract says, "Those who have been of a fit age and capacity amongst the blind inmates from 10 to 21 years old have usually been sent to blind institutions."  
Ripon says, "None. The blind in the workhouse are aged men."  
Sculcoates says, "Blind paupers (young persons) are sent to the blind school at York, where they are taught to learn trades in accordance with the rules and usages of the school. There are 10 paupers there at this time."

Sheffield says, "The institution for the blind in Sheffield has workshops, and most of the blind outside are received there and taught trades."  
Thorne says, "There are few cases in our workhouse. The last young man was sent to be taught basket and mat making, at the Blind Institution, Nottingham."  
Pocklington says, "None. We have only one case, and he was not blind when he came to us. We very rarely have a case."  
Tadcaster says, "None; the only blind person in the workhouse is a woman 79 years of age."  
Wortley says, "None. There is only one blind inmate, a woman 47 years of age, and she has no friends."  
York says, "No blind inmates suitable."  
While the following reply that they have no blind inmates:—

Beverley, Bridlington, Howden, Malton, Pateley Bridge, Patrington,	Penistone, Sedbergh, Selby, Skipton, Skirlauch, Wharfedale.
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What provision is made for instructing the blind to read; or whether permission is given, or facilities are afforded to visitors from the Indigent Blind Society and the Home Teaching Society, or other kindred society, to teach the blind to read, and to lend books to them?

The replies to the foregoing questions from my 46 unions may be summarised as follows:—

Barnsley.—"Permission is given to visitors from the Blind Society to teach reading, and to lend books for that purpose."

Bradford.—"A female from the Bradford Institution for the Blind attends at the workhouse once a week to read to and instruct the blind inmates."

Bramley.—"There are no regulations with reference to blind persons; but if there were any such inmates, permission would be given to blind teachers, &c."

Dewsbury.—"No provision is made, and such permission has not been applied for."

Doncaster.—"A teacher from the Home Teaching Society attends the workhouse once a week for the purpose of teaching the blind. The society also lends them books."

Driffild.—"None. No such application has ever been made."

Ecclesall Bierlow.—"Visitors from the Sheffield Blind Institution occasionally attend at the workhouse and read to the blind inmates, and the society lend books at any time to such as are able to read, but no provision is made for instruction being given."

Goole.—"No society of the kind mentioned in Goole, or facilities would be given."

Halifax.—"None; but the blind paupers are read to by other inmates."

Huddersfield.—"None. They are regularly visited on behalf of the Huddersfield Blind Society."

Hull.—"One visitor from the Blind Institution attends weekly. A lady reader occasionally."

Hunslet.—"No provision is made for instructing the blind to read, but every facility is afforded to visitors."

Keighley.—"No provision is made for instructing the blind to read. No application has ever been made for any society of this description to visit blind inmates. Facilities would be afforded if visitors came to teach the blind to read and to lend books to them."

Holbeck.—"No provision is made. No visitors connected with any society attend here."

Knaresborough.—"None, and no visitors from the Indigent Blind Society, or any other kindred society, have asked to visit the blind here. Permission would not be refused were they to do so."

Pontefract.—"There has never been any requirement for instruction of this kind. We have never had any visitors of this society for many years."

Saddleworth.—"None. No such visitors here."  
Scarborough.—"We have three men in at present, of whom two can read. They are visited weekly by lady visitors, who read to them."

Sculcoates.—"The adult blind inmates are aged persons. The younger blind paupers are sent to York to be educated."

Sheffield.—"No provision made for teaching to read. Permission and facilities are given to visitors from Blind Society, &c., when asked for."

Thorne.—"Blind inmates are allowed to attend a class at Doncaster, where they are taught to read, and they receive books on loan for reading."  
Pocklington.—"No provision; our only case being an old man."

Tadcaster.—"None. No application for permission to visit blind paupers has been received from any society."  
Wakefield.—"No provision is made for instructing. Visitors are allowed to teach the blind to read, and to read to them; also books are lent to them."  
Wetherby.—"No provision is made. Never object to any visitors."  
York.—"No young people. I do not know of any application being made."

The following unions reply simply "None":—  
Great Ouseburn.  
Hemsworth.  
Leeds.  
Ripon.

The following unions reply "None":—  
Rotherham.  
Selby.  
Settle.

The following unions reply, "No blind inmates":—

Beverley, Bridlington, Howden, Malton, North Bierley, Pateley Bridge, Patrington,	Penistone, Sedbergh, Selby, Skipton, Skirlauch, and Wharfedale.
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It appears that out of the 146 blind inmates before mentioned 18 can read by touch, while Mary Marshall at Penistone "can read very little, though she tries a great deal."

William S. at Ecclesall Bierlow "can read a little"; Betsy B. at Huddersfield "can read raised type a little, imperfectly."

These 18 blind paupers who can read are thus distributed:—

In Keighley, one. " Scarborough, one. " Thorne, one. " Sculcoates, one. " Barnsley, one. " Wakefield, one. " Dewsbury, one. " Huddersfield, one. " Doncaster, four. " York, four. " Ecclesall Bierlow, two.
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Doncaster, which contains six blind inmates, seems to have far the highest average of readers among them. None of the 37 inmates in the Leeds and Sheffield workhouses can read. Halifax and Hull have eight blind inmates each, and no readers. Bradford has seven blind inmates, and no readers.

The only workhouses out of the 47 in my district which are regularly visited by persons connected with societies for befriending the blind appear to be:—

Barnsley, Doncaster, Ecclesall Bierlow, Bradford, Huddersfield (both workhouses),	Hull, Sculcoates, Penistone, and Wakefield.
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The blind inmates in the Thorne workhouse are looked after by the society at Doncaster. There seems also to be a lady visitor at Scarborough, but she is, I believe, not connected with any blind society.

Leeds workhouse, as far as I can gather, is visited "sometimes," at infrequent intervals, by teachers of the blind.

The replies to the question, "whether any special arrangements are made for visits being paid to the blind inmates of the workhouses by their friends or others, and for enabling such inmates temporarily to leave the workhouse in order to pay visits to their friends and relatives, or for other purposes?" are as follows:—

Barnsley.—"Friends are allowed to visit the blind on Thursdays and Sunday morning, and they are allowed to visit their friends occasionally."  
Bradford.—"They are allowed to go out of the workhouse once every month for this purpose, attended by a guide."

Dewsbury.—"Blind inmates are permitted to receive visits from their friends weekly, and such inmates are allowed to leave the house whenever required to visit their friends, and if the latter do not come for them, they are accompanied by an inmate from the workhouse. They are also granted leave of absence for one day each month."

Doncaster.—"The blind inmates are allowed temporary leave of absence to visit their friends and to attend public worship, and also attend a tea for the blind once a month. They can receive visits from their friends once a week."







## Appendix 10.

state of things can be remedied in workhouses in rural districts, but in workhouses situated in large towns it would be well, perhaps, if such a system as that adopted at Sunderland could be more widely carried out. It must, however, be always borne in mind, that very frequently the blind inmates of workhouses are too much predisposed to various forms of vice to render it possible or right for guardians to relieve them otherwise than in the workhouse, and of too idle a disposition to make it possible to give them any useful instruction.

As regards the specific points upon which the Commissioners more especially desired information.

1. I have endeavoured to point out in my previous remarks the arrangements made, and which might be made, for teaching trades to recipients of out-door relief, and, where workshops for the blind exist, arrangements might be made, I think, for the blind inmates of workhouses also to attend there at certain hours to receive instruction. Whilst inmates of a workhouse, they should receive no payment for their work, but if they developed aptitude for the industry taught them they would continue in the same workshops at a proper wage, and would, of course, then cease to be inmates of the workhouse or chargeable to the union. Such workshops, however, exist in so few towns comparatively speaking, that the system could not be in any way of general application.

2. I have pointed out the instruction given by the Home Teaching Society in my district, and I am assured from all quarters that permission would be given and facilities afforded to any visitors from any society who attended at workhouses with the view of teaching the blind to read or to lend books to them; but I think more, perhaps, might sometimes be done than has been in seeking the assistance of such visitors, and in informing the societies connected with the blind of the presence and circumstances of blind persons in workhouses. In some instances apparently visitors have not attended because they were unaware that their assistance was needed.

3. I do not find that any special arrangements exist for visits being paid to the blind inmates of workhouses by their friends or others, except as regards the visitors from the societies before referred to, and where special visiting days are set apart the friends of the blind would be expected to select those days for their visits; when the blind have respectable friends to go to they are allowed to go out to visit them. They are either fetched by their friends or sent under the care of an inmate. I think possibly more indulgence might be shown than is sometimes the case in giving exceptional opportunities for visits to be paid to blind persons in workhouses by their friends, and more care might be taken in making arrangements to enable them to temporarily leave the workhouse to visit their friends, or for other purposes; for example, more than one blind inmate has spoken to me of his regret that he was unable to attend his own place of worship outside the workhouse, because there was no one to take him to church or chapel as the case might be. Upon my speaking to the master of a workhouse on the point, he has always undertaken to see that arrangements should be made to prevent the recurrence of such a complaint, but it may be regretted that such foresight had not been exercised as to prevent the possibility of such a cause for complaint arising.

4. In answer to my inquiries from one union only of the 44 in my district have I received a reply that the guardians do not avail themselves of the powers conferred upon them of sending blind paupers to institutions specially provided for their reception and treatment, and I am myself quite convinced that the inclination of boards of guardians in the north is to avail themselves very fully of these powers. That they do so avail themselves is shown by the fact that at the one certified institute for the blind in my district—the Royal Victoria Institute for the Blind at Newcastle-upon-Tyne—out of the 42 inmates, 27 were wholly or partially maintained there by boards of guardians. Blind paupers are also sent from this district to similar institutions at York, Leeds, and elsewhere.

I am not aware that any difference is shown in this district in the general treatment of the blind as regards food, hours, &c., as compared with ordinary inmates of workhouses of the infirm class, and it appears to me open to question whether it is desirable that any such difference should be allowed. All inmates of workhouses are supposed to be treated with kindness, and to be adequately fed and comfortably clothed, and lodged, and it is difficult to see in what respect any difference could advantageously be made between blind and other inmates as regards such matters.

As regards the liberty of receiving and paying visits, as I have stated, more indulgence might sometimes, I think, be shown towards them. The main hardship of their lot as compared with that of other inmates, is the want of employment; and any means that can be taken to alleviate this most certainly should be, but otherwise no special difference appears to be called for between their treatment and that of other inmates, except such additional kindness and consideration as it may be hoped their affliction would naturally call forth in those under whose supervision they may be placed.

I am, &c.,  
WILL. ED. KNOLLYS.

To the Right Hon.  
Charles Thomson Ritchie, M.P.,  
President of the Local Government Board.

## UNION WORKHOUSES.

*Berwick-upon-Tweed.*

The blind inmates are all aged and infirm, and only one of them, a female, has been blind for any length of time. The guardians are always ready to avail themselves of any special benefits for the blind inmates, but no arrangements are made for teaching them trades, or to read, nor are they treated differently in any way from ordinary inmates.

*Newcastle-upon-Tyne.*

Every facility is given for visitors from the Home Teaching Society, or others to visit the blind inmates and teach them to read, and instruction is given by such persons, but no arrangements exist for teaching them trades. No special difference is made as regards visits of friends or otherwise, between the blind and other inmates, but if any one of them should desire to go out to visit a friend, he or she is sent in charge of a pauper inmate.

*Tynemouth.*

No arrangements are made for teaching blind inmates trades, or to read, nor with regard to visitors from the blind teaching societies; it is stated that no application has ever been received from them. No special arrangements exist with regard to the blind visiting their friends, but if they wish to do so, unless their friends come to the workhouse for them, some one from the workhouse is sent out with them.

*Auckland.*

Blind pauper children are invariably sent by the guardians to schools for the blind. The adult blind in the workhouse are not taught any trade, but visits are occasionally paid by those connected with the Home Teaching Society, and books from its lending library are regularly sent and exchanged by the society. No special arrangements are made for visits to or from their friends, but blind inmates do occasionally go out on visits to their friends, who in such cases usually fetch them.

*Chester-le-Street.*

Blind paupers, if not too old to learn a trade, are generally sent to institutions for the blind, but no arrangements exist in connexion with the workhouse for teaching them trades. Permission is given to visitors from the Home Teaching Society to visit the blind inmates, to teach them to read; and books are lent to them by the society. No difference is otherwise made as regards visitors, or in other respects between their treatment and that of ordinary inmates.

*Darlington.*

There is one blind inmate at present in the workhouse. The agent of the Home Teaching Society attends at the workhouse to teach him to read. His friends are allowed to visit him whenever they like, and he is allowed to visit them. No special arrangements exist for teaching trades to blind inmates, but in any deserving cases such would be sent to an institution for the blind that they might learn one.

*Easington.*

Blind children are sent to an institution for the blind. Permission has been given for the agent of the Home Teaching Society to attend at the workhouse to teach reading. No arrangements exist for having trades taught to the adult blind. The utmost possible liberty consistent with the discipline of the workhouse is allowed to them.

*Gateshead.*

No arrangements are made for teaching trades to blind inmates, but one or two ladies go to the workhouse occasionally to teach them to read, and books are lent to them by the Home Teaching Society, whose agent also visits them. No special arrangements exist with regard to visits either by them, or to them, but their friends sometimes have them to visit them. Children are sent to institutions, but not adults.

*Hartlepool.*

No arrangements are made for teaching trades to the blind, nor for teaching them to read, but every facility is granted for enabling them to visit their friends.

*Sunderland.*

Several adult blind persons have from time to time been discharged from the workhouse and given out-door relief in order to allow them to learn a trade at the Blind Institution in the town, and this course would be adopted in all cases where benefit would be likely to follow. This course is also adopted as regards blind children. No arrangements are made in connexion with the workhouse for teaching them trades or to read. The adult blind inmates are not apparently treated differently as regards visiting or otherwise from other inmates.

*Teesdale.*

There is only one blind inmate, and he has lately returned to the workhouse after having been maintained by the guardians at the Royal Victoria Asylum at Newcastle for many years past.

*Middlesbrough.*

No special arrangements are made for teaching trades to blind inmates, but permission is given, when requested, to agents from teaching societies to visit them to teach them to read. Friends are allowed to take them out. The guardians avail themselves to the fullest extent of their powers of sending blind persons to institutions.

*Northallerton.*

There are only two blind inmates, both women, one aged 70 and the other 84. I am not aware that any distinction is made between them and other inmates.

*Richmond.*

There is one blind inmate, an old man, and no distinction is made between his treatment and that of other inmates. He is under medical treatment.

*Whitby.*

There are only two blind inmates, both women, one aged 74 bed-ridden, the other aged 52, the latter is visited frequently by her daughter, who is allowed to take her out once a month to visit her friends.

## No. 14.

## TREATMENT OF BLIND PAUPERS.

S7,399  
88

To the Right Honourable the PRESIDENT of the  
LOCAL GOVERNMENT BOARD.

SIR,

THE Commissioners appointed to examine into the condition of the blind, &c. have communicated to the Board their wish for further information as to the treat-

ment, &c. of blind paupers, upon certain indicated points. In pursuance of my instructions I have the honour to submit the following report upon this subject, so far as my district is concerned.

On receiving the Board's letter on the subject, I at once addressed a series of questions to the clerks of 18 unions, being all the unions in my district which, in the Parliamentary Return transmitted to me, appear to have as many as five blind paupers (whether in-door or out-door) on their books. It appeared to me useless to inquire the practice of unions which had a less number of blind paupers than five. The unions applied to are as follows: St. Asaph, Bangor and Beaumaris, Carnarvon, Corwen, Dolgelly, Festiniog, Forden, Holyhead, Holywell, Llanfyllin, Newtown and Llanidloes, Pwllheli, and Wrexham (in Wales), Birkenhead, Chester, Kendal, Whitehaven, and Wigton in England. From all these I have received replies.

My questions were as follows (drawn, of course, from the queries of the Commissioners):—

1. What arrangements, if any, are made for blind inmates learning trades outside the workhouse?

2. What provision is made for instructing the blind to read, or is permission given, or facilities afforded, to visitors from the Indigent Blind Society, or other kindred society, to teach the blind to read and to lend books to them.

3. Are any special arrangements made for visits being paid to the blind inmates of workhouses by their friends or others, and for enabling such inmates temporarily to leave the workhouse, in order to pay visits to their friends and relations, or for other purposes?

4. To what extent have your board of guardians availed themselves of the powers conferred upon them of sending blind paupers to institutions specially provided for their reception and treatment?

I now proceed to state the net result of the replies to these questions.

Five unions (*i.e.* Corwen, Dolgelly, Festiniog, Llanfyllin, and Wigton) practically send a "Nil" return. They say that their number of blind paupers is so small that they have formed no practice in the matter.

Of the remaining 13, one only replies to question 1, in the affirmative. This union is Carnarvon. There is at Carnarvon a blind school at which basket making is taught; and the guardians have sent paupers thither to learn the trade. To this point I shall return again.

In reply to question 2, no union appears to have special arrangements of its own for teaching the blind to read. But in eight unions (Bangor, Chester, Carnarvon, Holyhead, Holywell, Pwllheli, Wrexham, Whitehaven) visitors from blind societies attend in the workhouse or elsewhere, to visit and instruct the blind paupers. I imagine that these are all the unions to which such visitors have applied for admission.

As to question 3, three unions only (Chester, Forden, and Wrexham) speak of special arrangements in relation to visits to, or by, the blind inmates of the workhouse. Others reply that, under the ordinary practice of the workhouse with regard to visits and leave of absence, this can be done.

In reply to question 4 (as to sending blind paupers to institutions, &c.) no less than 12 unions reply that they have exercised their powers in this respect, and are prepared to do so in all cases which appear suitable.

These unions are St. Asaph, Bangor, Birkenhead, Chester, Carnarvon, Holyhead, Holywell, Newtown and Llanidloes, Pwllheli, Wrexham, Kendal, and Whitehaven.

In addition, I may mention that several unions subscribe annually to the Home Teaching Society for the Blind, or other like society.

The important union of Birkenhead is reported to have no blind persons in the workhouse capable of learning a trade. No provision is made for teaching blind inmates to read, nor have any visitors from blind societies asked leave to visit in the workhouse. The ordinary facilities are given for visits to be paid to and by blind inmates of the workhouse. Five blind paupers have been sent to institutions for the blind from this union.

On my own part, I may say that I have always found every disposition on the part of boards of guardians to do their best for blind paupers whenever the matter is brought to their attention. In particular, I have known very many cases in which boards of guardians have sent such persons to training schools, &c. for the blind. Benefit has usually been derived from such treatment, but in many cases the training in trades, &c. thus obtained has not succeeded in enabling the blind person to support himself or herself without assistance of some kind. That such failures should occur is not surprising when the

Appendix 10.

present severe competition among all classes for employment is taken into account.

With regard to the treatment in workhouses, the number of blind in any one workhouse (unless it be of the very largest size) is so small that any instruction in trades, &c. outside the workhouse seems usually impracticable, unless in those cases where (as at Carnarvon) teaching schools exist in the neighbourhood.

In the same way teaching in reading, &c., cannot easily be provided by the guardians unless through the intervention of the visitors of the Indigent Blind and other societies.

If indeed the blind persons now scattered through a number of workhouses could be collected into a single building, under proper arrangements, it would become comparatively easy to provide them with the instruction which they need either in trades or in reading, &c. Under such circumstances the conditions of their lives might be ameliorated in many ways. Some indeed would be unwilling to leave the district in which they were born, or in which they have friends or relatives, &c.

But in most cases it would be in every way desirable that they should be removed to a central institution where they could receive appropriate care and treatment. There appear to be only two ways in which this could be done. If it be possible to suppose a state of things in which all the workhouses of a large district were in the hands of one authority, then, without difficulty, all the blind inmates now scattered through the several workhouses could be collected into one: where, without any additional expense either in staff or in buildings, they could receive every care and treatment. This, however, would involve so radical a change in the Poor Law system as not to be at present within the range of practical politics.

The only other possible method appears to be the creation of pauper blind asylums in central positions and under special management of some kind. To these asylums blind paupers might be sent, to be paid for by the union to which they are chargeable. This would, of course, involve the creation of a fresh set of institutions with fresh buildings and fresh expense, and would probably be objected to accordingly.

With regard to the arrangements made for visits to be paid to or by the blind inmates of workhouses, it is possible that here some small improvement might be effected. The sympathy with the blind is so general that I think there is every disposition to relax ordinary rules in their behalf. Still it is possible that if the matter were made the subject of special consideration arrangements might be made in this direction which have not hitherto suggested themselves to the minds of those concerned. For this purpose it might perhaps be sufficient if a circular letter were addressed to all boards of guardians, calling their attention to the special case of the blind, and suggesting that it should be considered whether special arrangements could not be made for their benefit; and in particular that greater liberty should be allowed to blind paupers (if of good character, which is by no means always the case) than to other inmates of the workhouse.

I have, &c.  
(Signed) T. LLOYD MURRAY BROWNE.  
26th September 1888.

82,321  
88

No. 15.

Sir, Chepstow, 6th September 1888.  
I HAVE the honour to acknowledge the receipt of your letter of the 24th August, respecting the condition of the adult blind in the workhouses of my district, and also of the Parliamentary Return issued in connexion with the Royal Commission now sitting thereon.

The Parliamentary Return does not distinguish between those in workhouses and those in special institutions; nor does it appear to represent quite accurately the numbers in receipt of relief at the present time.

(a.) The Return shows 18 blind inmates between the ages of 5 and 15 as being in workhouses or other institutions. There is only one (an idiot who is an inmate of a workhouse in the district.

(b.) The Return shows nine between 15 and 21 years; there is only one (an idiot and helpless cripple) an inmate of a workhouse.

(c.) The Return shows 23 between 21 and 45 years; there are only 16 in workhouses in the district.

(d.) The Return shows 53 of 45 years and upwards; there are 62 in workhouses in the district.

Totals according to Return, 103. Actual number in workhouses, 80.

With respect to the four points upon which the Commission more especially desire information, I have to state:—

1. No arrangements exist in any union for daily instruction, outside the workhouses, of blind inmates. Cardiff and Swansea are the only towns in my district where this would be at present possible.

2. No special provision is made in any workhouse in the district for instructing the blind to read. Books with raised letters are provided in some unions for the use of blind inmates. No visitors from any blind society systematically visit workhouses in the district; if they did I am sure they would meet with every encouragement.

3. In those unions where blind inmates have friends near, they are allowed out to visit them, proper arrangements being made for their safe conduct to and from the workhouse.

Every reasonable facility is given for friends to visit blind inmates in workhouses; no special arrangements are required. But I find that in many cases there are no friends or relations, and even when there are they seldom care to trouble themselves to make visits.

4. I have never found any reluctance on the part of boards of guardians to avail themselves of the powers conferred upon them of sending blind paupers, of an age to profit thereby, to institutions specially provided for their reception and treatment.

There are about 30 now under such treatment, chiefly at Bristol, Cardiff, and Swansea. A few others at Liverpool, Birmingham, and Brighton.

It is seldom that I have to call the attention of any board of guardians to such cases, as I find that they deal with them of their own accord as the cases occur, but in a few instances any suggestions on the subject that I have made have always met with prompt attention. In addition to these a considerable number of sick are sent to Eye institutions (chiefly those at Bristol, Cardiff, and Swansea) for treatment from all parts of the district.

The general condition of the blind inmates in the workhouses in my district as regards attention, diet, and treatment, is, I consider, satisfactory. It is true that in no workhouse in my district are there any special arrangements for the instruction of the blind, who no doubt, to a great extent, lead a purposeless and inactive life, but, from their age and general infirmities, necessarily so, I fear. When not too infirm I find them frequently performing light useful labour connected with the work of the house, if willing to so employ themselves.

There are scarcely any cases of blind paupers not too old to be taught, who are not sent to some institution for their instruction, unless from their character or deficiency of intellect such an arrangement has been deemed undesirable or useless.

I have, more or less, detailed information as to all the blind inmates of the workhouses in my district, which I can supply if the board consider such information necessary. As a specimen, however, of what boards of guardians are doing in this part of the Kingdom, I append the following information supplied to me by Mr. Mills, master of the Neath Union Workhouse. Other unions in South Wales and Monmouthshire could show similar results.

NEATH UNION.

REPORT OF MR. MILLS, 1st September 1888.

“There are at the present time five male paupers at the Bristol Blind Institution undergoing training, of the ages of 18, 17, 14, 11, 10 years respectively.

There is one male pauper (18 years) at Swansea Blind Institution, where he has been for the past five or six years.

In addition to the above,—

W. J. (20 years) has just finished his training at Bristol, and is capable of taking a situation as organist or basket maker.

D. D. (20 years) completed his training at the same same institution about 12 months ago, and is now earning his living by basket making, pianoforte tuning, and teaching music.

A. R. (28 years), lately deceased, was trained at Swansea. He had learnt basket making, but was latterly employed by the Blind Society as a visitor and Bible reader to the poor blind of Swansea, for which he was paid 13s. weekly. Failing in health he was removed to the workhouse here, but afterwards went home, where he died from phthisis. Whilst an inmate a visitor from the Swansea Blind Society constantly visited and supplied him with books. The case of J. D. (35 years) has not proved satisfactory. He became blind through small-pox when an infant. He

was sent to Bristol, where he remained some years, but having transgressed the rules of the institution he was discharged, and is now in receipt of out-door relief.”

I append a table showing the number of blind inmates in workhouses in my district, &c.

I have, &c.  
(Signed) F. THOS. BIRCHAM.  
Sir Hugh Owen, K.C.B.,  
Secretary the Local Government Board.

Appendix 10.

BLIND INMATES OF WORKHOUSES.—MR. BIRCHAM'S DISTRICT.

UNION.	In Workhouses or other Institutions, as per Parliamentary Return.					Total.	In Workhouses. Actual State.					Total.	OBSERVATIONS	
	5 years to 10 years.	10 years to 15 years.	15 years to 21 years.	21 years to 45 years.	45 years and over.		5 years to 10 years.	10 years to 15 years.	15 years to 21 years.	21 years to 45 years.	45 years and over.			
<b>MONMOUTHSHIRE.</b>														
Abergavenny	1*	—	—	—	—	1	—	—	1†	3	4	* In Blind School, Brighton. † Been to Blind Asylum, Swansea. * In Blind Asylum, Bristol. * Been to Blind Asylum, Bristol. * Of these one has been to blind school, and another is going; the three others are over 30 years of age. * Of these one has been to blind school; it would be useless to send the other case. * This case has been under treatment.		
Bedweilty	1	—	1*	5	7	—	—	1	8	9				
Chepstow	—	—	2	1	3	—	—	1*	2	3				
Monmouth	—	—	6	4	10	—	—	5*	3	8				
Newport	—	1	3	5	9	—	—	2*	8	10				
Pontypool	—	1	1	—	2	—	—	1*	3	4				
<b>BRECONSHIRE.</b>														
Brecon	—	—	—	—	—	—	—	—	2	2	* In Blind School, Swansea.			
Builth	—	—	—	1	1	—	—	—	1	1				
Crickhowell	—	—	—	6	6	—	—	—	3	3				
Hay	1	—	—	—	1	—	—	—	—	—				
<b>CARDIGANSHIRE.</b>														
Aberayron	—	—	—	1	—	—	—	—	1	1	* In Blind Institution at Swansea. * An idiot. † An idiot and cripple. ‡ Ill from syphilis. * Of these one is an idiot, and the two others inquiries are being made from institutions as to taking them. * Three in blind institution. † Three in blind institutions. ‡ Can knit, crochet, wash. There are now four blind paupers in institutions, two at Bristol and two at Swansea. All teachable cases are sent to Blind Institution at Swansea as vacancies occur.			
Aberystwith	—	—	—	1	1	—	—	—	—	—				
Cardigan	—	—	—	1	1	—	—	—	1	1				
Lampeter	—	—	—	—	—	—	—	—	—	—				
Tregaron	—	—	—	—	—	—	—	—	—	—				
<b>CARMARTHENSHIRE.</b>														
Carmarthen	—	—	—	—	—	—	—	—	—	—		* In Blind School, Swansea.		
Llandilo-fawr	—	1*	—	1	2	—	—	—	1	1				
Llandovery	—	—	—	—	—	—	—	—	—	—				
Llanely	—	—	—	—	—	—	—	—	1	1				
Newcastle-Emlyn	—	—	—	—	—	—	—	—	—	—				
<b>GLANORGANSHIRE.</b>														
Bridgend and Cowbridge	1*	—	—	3	4	—	—	—	3	3	* In Blind Institution at Swansea. * An idiot. † An idiot and cripple. ‡ Ill from syphilis. * Of these one is an idiot, and the two others inquiries are being made from institutions as to taking them. * Three in blind institution. † Three in blind institutions. ‡ Can knit, crochet, wash. There are now four blind paupers in institutions, two at Bristol and two at Swansea. All teachable cases are sent to Blind Institution at Swansea as vacancies occur.			
Cardiff	4	3	1	7	15	1*	1†	1‡	9	12				
Gower	—	—	—	—	—	—	—	—	—	—				
Merthyr Tydfil	1	1	2	6	10	—	—	3	6	9				
Neath	7*	—†	—	1	8	—	—	1‡	1	2				
Pontardawe	—	—	—	—	—	—	—	—	—	—				
Pontypridd	1	1	3	2	7.	—	—	—	2	2				
Swansea	1	1	4	6	12	—	—	—	4	4				
<b>PEMBROKESHIRE.</b>														
Haverfordwest	—	—	—	—	—	—	—	—	—	—	* In Blind Institution at Swansea. * An idiot. † An idiot and cripple. ‡ Ill from syphilis. * Of these one is an idiot, and the two others inquiries are being made from institutions as to taking them. * Three in blind institution. † Three in blind institutions. ‡ Can knit, crochet, wash. There are now four blind paupers in institutions, two at Bristol and two at Swansea. All teachable cases are sent to Blind Institution at Swansea as vacancies occur.			
Narberth	—	—	—	—	—	—	—	—	—	—				
Pembroke	—	—	—	2	2	—	—	—	—	—				
TOTALS	18	9	23	53	103	1	1	16	62	80				

1. Name of Institution, and when founded.	2. If a School—	
	(a.) What is the curriculum of instruction, and how many hours of employment are given per week to each subject, whether in trade or scholastic work.	(b.) Have you Kindergarten training? If so, what does it include
1. Aberdeen, Asylum for the Blind (C.), 1843 -	Reading, writing, arithmetic, geography, history.	No.
2. Armagh, Macan Asylum for the Blind (H.†), 1854.	—	—
3. Bangor, Home Teaching Society for the Blind (W.), 1882.	Basket and cane work only, from 9 a.m. to 6 p.m.	No.
4. Bath, Institution for Blind, Deaf and Dumb, Walcot Parade (S.), 1842.	Moon and Braille type for reading; Braille and Roman for writing; arithmetic (Arabic figures); grammar, geography, history. Object lessons.	No.
5. Bath, Blind School Home, Bathwick Street (H.), 1857.	Not a school, but a home.	No.
6. Belfast, Association for Employment of Industrious Blind (W.), 1871.	Not a school.	—
7. Belfast, Ulster Institution for the Deaf and Dumb, and the Blind (S.), 1831.	Reading, writing, arithmetic, geography, singing, harmonium, &c.	Yes, only begun on a small scale.
8. Birmingham, General Institution for the Blind, Edgbaston (C.), 1846.	Reading, writing, dictation, arithmetic, grammar, geography, maps and globes, and history.	No.
9. Bolton, Workshops for the Blind (W.), 1867	It is not a school.	—
10. Bradford, Institution for the Blind (W.), 1861	The Bradford School Board have the management of the school for the young blind.	—
11. Brighton, Asylum for the Instruction of the Blind (S.), 1842.	Scripture, reading, writing, arithmetic, English grammar, composition, geography, and English history.	No.
12. Bristol and Clifton, Association for the Blind (W.*), 1857.	—	—
13. Bristol, Asylum for the Blind (S.), 1793 -	3rd and 4th standards and higher in night school.	No.
14. Cardiff, Institute for the Blind (W.†), 1865	Those who cannot read, and desire to learn, are taught Dr. Moon's system of reading	No.

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
 † For males only. \* For Females only.

2. If a School—					
(c.) At what age do the pupils leave the school department?	(d.) At what age does technical training begin?	(e.) Have you separate playgrounds for boys and girls?	(f.) What physical training is given?	(g.) Have you a gymnasium?	(h.) What do you estimate the cost to the Institution of (1) Education and (2) Board and lodging per head.
About 16.	About 16.	No.	Gymnastics.	Yes.	About 22l. for (1) and (2) together.
Not at any special age.	When admitted, if of suitable age.	No.	None.	No.	—
After learning their work.	Youngest pupil about 15.	No playground.	None.	No.	(1) Free. (2) About 11l. 14s. each.
Girls at 16; boys at 13.	About 7 years of age.	Yes.	A little drilling.	No.	—
Inmates brought in for life.	—	—	—	No.	—
—	—	—	—	—	—
There is no fixed age for leaving.	—	Yes.	Boys do house and garden work and are apprenticed to trades. Girls do house and laundry work and repair the clothes, make and repair socks, knit, &c.	Yes.	About 23l. per head for everything.
About 14 or 15.	About 14 or 15.	Yes.	Daily walking and some gymnastics.	Yes.	—
—	—	—	None.	No.	—
—	—	—	—	—	—
About 14.	—	Yes.	—	There are swings and parallel bars.	(1) 6l. to 7l. (2) 19l. to 20l. Average total, 29l. to 30l.
—	—	—	—	—	—
Day school at 14. Pupils coming in over 14 attend night school only.	14.	Yes.	Drill.	No.	(1) 6l. 9s. 9d. (2) 19l. 10s. 8d.
—	—	—	—	—	—



## Appendix 11.

Name of Institution.	(i) How do the pupils spend their playtime? What amusements are provided?	2. If a school—				(k) What are the salary and duties of each teacher or professor in the school department, from the highest to the lowest? State whether board and lodging are included.
		(j) How many teachers are employed in the school department?				
		(a) Blind		(b) Seeing		
		Male.	Female.	Male.	Female.	
1. Aberdeen (C.)	Gymnastics, walking, and plays of various kinds.	—	—	—	1	35 <i>l.</i> Teacher is also matron.
2. Armagh (H.†)	—	—	—	1	—	2 <i>l.</i> per week.
3. Bangor (V.‡)	None.	1	—	—	1	Lady teacher, 60 <i>l.</i> Blind teacher, 49 <i>l.</i> 8 <i>s.</i> Board and lodging not included.
4. Bath Institution (S.)	In various ways, swings, see-saw, wheel-barrows, horse, and their own private toys.	—	1	—	2	—
5. Bath School Home (H.)	They knit and go to concerts, &c.	—	—	1	—	Our basket teacher is paid by the hour.
6. Belfast Association (W.)	—	—	—	—	—	—
7. Belfast, Ulster Institution (S.)	Walking, ball, marbles, tops, cricket, quoits, football, &c.	—	—	—	—	—
8. Birmingham (C.)	See 2 (f) and (g).	2	4	2	1	—
9. Bolton (W.)	None.	—	—	—	—	None.
10. Bradford (W.)	—	—	—	—	—	—
11. Brighton (S.)	Games in playground. Chess, draughts, and musical instruments.	1	1	1	1	From 40 <i>l.</i> to 60 <i>l.</i> , board and lodging included.
12. Bristol Association (W.†)	—	—	—	—	—	—
13. Bristol Asylum (S.)	Sewing, giants'-stride, see-saw, skittles, and dominoes.	—	—	—	2	Sen. governess, 40 <i>l.</i> , jun., 30 <i>l.</i>
14. Cardiff (W.†)	—	—	—	—	—	—

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
 † For males only. \* For females only.

## Appendix 11.

3. What system of type is used?	4. Number of male and female blind inmates—				5. What contribution is made, and for how many of the above		6. How are pupils received? By election or otherwise?
	(a) In school.		(b) In workshop.		(a) By Guardians?	(b) By friends?	
	Males.	Females.	Males.	Females.			
Moon and Braille.	9	3	—	—	10 <i>l.</i> per annum each.	Nil.	Blind persons born in or resident 3 years in Aberdeen, Banff, or Kincardine.
Moon.	—	—	17	—	No charge whatever.	—	Inmates not pupils are elected.
Moon and Braille.	—	—	7	—	2 <i>l.</i> 9 <i>s.</i> for 4 pupils.	7 <i>l.</i> 8 <i>s.</i> 6 <i>d.</i> for 1.	Instruction free to all blind. Pupils admitted at committee's discretion.
Moon and Braille.	6	11	—	—	12 <i>l.</i> per annum each for 4.	12 <i>l.</i> per annum each for 13.	By payment.
Lucas, Moon, and Braille.	—	11	—	—	—	—	After 18 years of age with a good character.
—	—	—	—	—	—	—	—
Mostly Moon's; some books in Alston and Braille's.	14	11	—	—	—	—	By a resolution of the committee.
Braille.	35	31	—	—	12 <i>l.</i> 12 <i>s.</i> , or 20 <i>l.</i> if clothing provided by institution.	8 <i>l.</i> 8 <i>s.</i> for Birmingham cases; 10 <i>l.</i> 10 <i>s.</i> beyond, excluding clothing.	Elected by the committee.
Moon's.	—	—	—	—	None.	None.	By the committee.
Moon's and Braille's.	—	—	—	11	27 <i>l.</i> 2 <i>s.</i> for 4.	5 <i>l.</i> a year for 3.	Election by the committee.
Braille and Moon.	22	24	—	—	For 11.	For 19.	Elected by committee.
Moon and Braille.	—	—	—	24	No contributions.		Any respectable blind woman or girl applying immediately received.
Braille.	14	7	12	10	For 30. 10 <i>l.</i> 10 <i>s.</i> each guardians.	For 13. friends or guardians.	By life governor or subscriber of 12 months' standing.
Moon's.	—	—	21	—	13 <i>l.</i> per year is paid for pupils while learning.	Nothing.	By consent of committee.

## Appendix 11.

Name of Institution.	7. What are the limits of age of admission, and how long do they remain?	8. Is a register kept of the pupils or workmen who leave the Institution?	(a.) Number of pupils or workmen who have been trained in the Institution.	(b.) Number of old pupils or workmen whose addresses are known.
1. Aberdeen (C.) -	From 7 to 16. May remain up to 18 years.	No. Very few leave.	About 300.	6
2. Armagh (H.†)-	No limits of age. During good behaviour, or for life.	No. Generally admitted for life.	None; it is only lately that skilled instruction has been provided.	—
3. Bangor (W.) -	No limit. Until they learn the trade.	Yes.	7	7
4. Bath Institution (S.)	From 6 to 10 for admission. Girls till they are 16. Boys till they are 13.	No.	—	—
5. Bath School Home (H.)	After 18 years of age, and for life.	—	—	1
6. Belfast Association (W.)	—	—	—	—
7. Belfast, Ulster Institution (S.)	8 to 13 years; till fairly educated.	—	268 blind.	I could not give an accurate answer.
8. Birmingham (C.)	Between 10 and 21. No specified time as to their removal.	No.	About 370.	—
9. Bolton (W.) -	Admitted at 14 or upwards, and may remain any time.	No register kept.	—	—
10. Bradford (W.) -	No limits; during good conduct.	No.	—	Many; but cannot say how many.
11. Brighton (S.) -	From 8 to 17. Boys can remain till 18, girls to 21.	No.	About 200.	18
12. Bristol Association (W.*)	There are no limits, and they remain as long as they like.	No.	Not known.	Very few.
13. Bristol Asylum (S.)	Females 9 to 25. Males 9 to 21. At discretion of committee.	Yes.	Over 600 of both sexes.	Few have kept up correspondence with asylum.
14. Cardiff (W.†) -	From 14 years to 30. As long as employment can be found for them.	—	—	—

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
 † For males only. \* For females only.

## Appendix 11.

9. Have you a musical department?	(a) Do your pupils cultivate music for a profession or a recreation?	(b.) Have you a choir or band? If so, state number of members in each, and instruments taught in the band.	(c.) Number respectively receiving instruction on piano, organ, in voice culture, harmony, counterpoint, and musical composition. Do the pupils write in Braille musical notation?
Yes.	For recreation.	No choir. Brass band of 16; no reeds.	None.
No.	—	—	—
No.	—	—	—
Yes.	Both.	No.	Piano, 5; organ, 6; voice, 10; harmony, 1.
Inmates mostly musical; 4 are organists.	To be of service.	8 form a choir. The organ is the only instrument.	They are not receiving instruction at present, and do not write in Braille.
—	—	—	—
The teacher of the blind gives lessons daily in music, vocal and instrumental.	Very few make it a profession.	—	A number write in Braille [not musical notation].
Organ, piano, and vocal.	As a profession.	Choir; no band.	Piano, 31; organ, 4. All trained in voice culture and harmony. Yes.
No.	—	No.	None. No.
Yes.	Recreation.	A choir; 6 members of institution, 3 are not.	Choir instructed collectively in voice culture at each practice, with occasional individual lessons.
Yes.	Both.	All are taught part-singing, but we have no band.	Piano, 13 boys, 11 girls. Organ, 2 boys, 1 girl. Voice culture, 19 boys, 20 girls. Yes.
Singing is taught, but only for a recreation.	Recreation.	All the pupils (24) sing.	None.
Yes.	Both.	All in choir; no band.	4 organ, 15 piano, 6 harmony. Yes.
No.	—	No.	—

## Appendix 11.

Name of Institution.	(d) How many music masters or teachers are employed in the musical department, and how many hours per week does each give to the work of the Institution.	(e) State the salaries paid to musical instructors.	10. Is pianoforte tuning taught?	11. What industrial occupations and trades are carried on by males and by females respectively?
1. Aberdeen (C.) -	None.	None.	No.	Males : Basket, mat, matting, and mattress making, twine-spinning, hand loom weaving. Females : Netting and sewing.
2. Armagh (H.†) -	—	—	No.	Basket work carried on by males. No females in the institution.
3. Bangor (W.)	—	—	No.	By males, basket and cane work.
4. Bath Institution (S.)	One. Seven hours weekly.	One guinea per quarter for each pupil.	No.	Males : Basket work ; females : Knitting.
5. Bath School Home (H.)	None.	None.	No.	Basket-making, chair-caning, knitting of stockings, socks, &c. Fine baskets are our special fabric.
6. Belfast Association (W.)	—	—	No.	Males : Basket, brush, mat and mattress making, piano tuning, and porters. Females : Brush and mattress making, chair caning, and hair teasing.
7. Belfast, Ulster Institution (S.)	One music teacher. About 2 hours daily.	No special salary for this.	No.	Girls learn knitting, &c., and Boys mat-making.
8. Birmingham (C.)	Six. From 3 to 30 hours.	—	Yes.	{Males : Baskets and chair-caning. Females : Baskets and chair-caning, also knitting, crochet, brush, mat, and rug making.
9. Bolton (W.) -	None.	None.	No.	Brush, basket, and mat-making by males. Brush and chair-caning by females.
10. Bradford (W.) -	Director of choir is honorary, usually gives choir one rehearsal a week of 1½ hours.	None.	No.	Brush and basket making by males. Knitting and chair-caning by females.
11. Brighton (S.) -	One. 10 hours a week.	52l. a year.	No.	Boys taught basket-work and chair-caning after leaving school-room till 18; girls, wool-work, knitting, and chair-caning.
12. Bristol Association (W.*)	None.	None.	No.	The females knit, crochet, cane and rush chairs, and do basket work. We have no males.
13. Bristol Asylum (S.)	One. 12 hours weekly.	Salary 100l., and 20l. as organist.	Yes.	Males : Basket work, chair-caning. Females : Knitting, crochet, and chair-caning.
14. Cardiff (W.†) -	—	—	—	Males : Basket and mat making, and matting weaving.

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\* For females only.

## Appendix 11.

12. Are out-door pupils received for instruction in trades?	(a.) If so, up to what age?	(b.) What is their number and age?	(c.) Under what conditions are they received?
Yes.	Age of admission not fixed.	—	No charge for admission. 3 mths. no pay, 9 mths. 3s. 6d. pr. wk. 2nd year, ½ journeyman's rate. 3rd year ¼ journeyman's rate. 4th year, full rate.
No.	—	—	—
Yes.	No fixed age.	At present 2. About 21 years of age.	At committee's discretion; teaching free.
No.	—	—	—
No.	—	—	—
Our institution being only workshops, all pupils are necessarily outdoor.	Apprentices admitted sometimes up to and over 50 years of age.	28 apprentices, ranging from 16 to 56 years of age.	To serve 5 years; 1st year no wages; 2nd, 3s. pr. wk.; 3rd, 4s. pr. wk.; 4th, ½ wages; 5th, ¾ wages.
No blind day pupils now.	Age not limited.	—	—
Yes.	No specified age, but preferred under 30.	12 are employed.	When we have vacancies or press of business.
Yes. We have no indoor pupils	Admitted at 14 or upwards, and may remain any time.	3 male apprentices, 1 female apprentice; 2, 18 years old; 2, 14 years old.	After 3 months weekly pay allowed according to ability.
All workpeople are non-residents, except 11 females in knitting department.	—	—	—
Yes, at discretion of the committee.	—	There are no out-door pupils at present.	On payment, not exceeding 2s. 6d. a week.
This is the object of the industrial branch of the institution.	Their ages vary from 6 years old to 50.	Number of pupils, 24.	There are no conditions except blindness and respectability.
No.	—	—	—
Yes.	14 to 30.	21	—



Appendix 11.

Name of Institution.	13. How many blind employed in workshops, distinguishing resident from non-resident?	14. Blind or sighted teachers?	15. Are sighted workmen employed to assist in finishing blind work?	16. Is there a retail shop?	17. If so, are goods not made by the blind sold in it?
1. Aberdeen (C.) -	In workshops, non-resident, 51.	Sighted.	Yes, to finish blind work, and prepare material, &c. for blind.	No; a sale-room at the asylum.	Yes, to a small extent.
2. Armagh (H.†) -	Resident, 9.	Sighted.	No; the conductor finishes the work.	No.	—
3. Bangor (W.) -	2 resident, 2 non-resident.	1 blind.	No.	Yes.	Yes.
4. Bath Institution (S.)	—	1 sighted teacher.	The teacher finishes pupils work.	No.	—
5. Bath School Home (H.)	—	1 sighted.	Yes.	Baskets are always on sale at the Home.	—
6. Belfast Association (W.)	56 blind, non-resident.	All sighted teachers.	2 sighted brush finishers, and 1 journeyman basket maker.	Yes.	Yes.
7. Belfast, Ulster Institution (S.)	About 6 boarders, for a short time after school.	1 sighted.	Only the sighted teacher.	Mats are sold at the institution.	No.
8. Birmingham (C.)	22 resident, 12 non-resident.	Sighted head teacher; blind assistant teachers.	No.	A sale-room at the institution.	Yes.
9. Bolton (W.) -	31 non-resident.	Blind.	2 or 3 journeymen.	No.	A few goods sold not made by blind.
10. Bradford (W.) -	11 resident, 56 non-resident.	Sighted overlookers.	They assist in finishing blind work, and fill up time as journeymen.	Yes.	Some goods sold not made by the blind.
11. Brighton (S.) -	12 on average; all resident.	1 sighted teacher.	The teacher may finish work done by blind.	No.	—
12. Bristol Association (W.*)	24 non-resident females.	Sighted.	Yes.	Yes.	No.
13. Bristol Asylum (S.)	15 non-resident journeymen, 16 pupils.	2 blind teachers.	Yes; when necessary.	Yes.	Yes.
14. Cardiff (W.†)	21 non-resident.	Sighted.	No; only the teacher.	Yes.	Some few fancy goods and brushes.

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Appendix 11.

18. What was the value of goods made by the blind, and sold from the warehouse and retail shop in the last financial year?	19. What is the value of the average surplus stock in hand?	20. What were the—			21. What is the value of the property of the Institution—	
		(a.) Subscriptions.	(b.) Donations and legacies?	(c.) Income from endowments or trust funds in the last financial year?	(a.) Invested?	(b.) Site, land, and buildings, leasehold, or freehold (stating which)?
£ s. d. 4,471 8 3	£ s. d. About 1,500l.	£ s. d. 408 18 8	£ s. d. 189 3 0	£ s. d. 466 8 0	£ s. d. 3,000 0 0	£ s. d. About 15,000l.
Since June 32l. 4s. 11d. received.	15 0 0	None.	None.	—	Dividends on 19,523l. and on 826l. 3 p. c. Consols.	It has cost 1,500l. Poor law valuation 40l. About 3 acres, freehold.
63 12 6	8 0 0	26 3 6	18 10	None.	No property.	—
15 10 4	From 7l. to 10l.	107 2 6	1,754 19 7	101 4 10	3,623 8 11	—
12 1 7	About 20l.	88 16 6	8 15 0	158 8 9	—	—
4,826 0 0	About 1,400l.	331 10 0	Nil.	71 0 0	—	Buildings 6,400l. Land is leasehold, at a rental of 174l. per annum.
About 13l.	About 6l.	1,215 5 5	27 10 0	906 9 10	22,041 0 0	—
1,919 2 3	672 6 8	536 9 6	948 1 3	869 5 8	—	—
1,254 6 7	685 2 11	101 10 6	152 10 0	78 15 8	2,374 16 3	Leasehold, 619l. 6s. 11d.
8,666 1 2	4,580 17 5	303 1 5	75 11 4	120 0 0	2,000 0 0	Freehold, 2l,000l.; but mortgaged for 3,000l.
26 0 0	Trifling.	240 0 0	90 0 0	126 0 0	2,064l. in Consols, 1,300l. in rail. debenture stock.	Buildings freehold, may be worth from 2,500l. to 3,000l.
418 2 1	100 0 0	203 16 11	100 0 0	27 7 4	700 0 0	—
916 0 0	770 0 0	203 6 0	1,108 16 11	1,441 16 10	48,357 4 5 to October 1892.	Freehold. About 25,500l. Property insured for 12,100l.
About 1,500l.	About 300l.	165 16 1	—	—	—	3,388l. (freehold).

Appendix 11.

Name of Institution.	22. What was the expenditure in the last financial year, distinguishing the proportion which was earned by the blind, and that which went into the hands of the sighted?	23. Do you supplement the wages of your workmen? If so, in what manner and to what extent was this done in the last financial year?	24. Are the accounts audited by a chartered accountant.
1. Aberdeen (C.)	To blind workers, 1,229 <i>l.</i> 16 <i>s.</i> 10 <i>d.</i> To sighted workers and employes 1,039 <i>l.</i> 14 <i>s.</i> 11 <i>d.</i>	Yes. Wages paid beyond value of work done, being one-third of the gross amount paid, 409 <i>l.</i> 18 <i>s.</i> 11 <i>d.</i>	Yes.
2. Armagh (H.†)	Total expenditure, 577 <i>l.</i> 18 <i>s.</i> 11 <i>d.</i> Earned by blind, 37 <i>l.</i>	1 <i>d.</i> in every 9 <i>d.</i> on basis of wages made to workers monthly.	No; by the board itself, monthly.
3. Bangor (W.) -	To the blind, 91 <i>l.</i> 12 <i>s.</i> 6 <i>d.</i> Other expenses and payments, 110 <i>l.</i> 14 <i>s.</i> 10 <i>d.</i>	—	Yes.
4. Bath Institution (S.)	—	—	No.
5. Bath School Home (H.)	Expenditure, 459 <i>l.</i> 13 <i>s.</i> 8 <i>d.</i>	We have no workmen.	No.
6. Belfast Association (W.)	2,663 <i>l.</i> incl. 1,152 <i>l.</i> paid to blind, 314 <i>l.</i> to sighted workmen.	Yes, by paying blind higher than trade rates; also by allowances to sick, 109 <i>l.</i> 16 <i>s.</i> 10 <i>d.</i>	Yes.
7. Belfast, Ulster Institution (S.)	—	All our workers are pupils, and are not paid.	Yes.
8. Birmingham (C.)	To blind, 568 <i>l.</i> 4 <i>s.</i> 6 <i>d.</i> ; To sighted, 997 <i>l.</i> 17 <i>s.</i> 11 <i>d.</i>	No.	Yes.
9. Bolton (W.) -	No separate account kept.	Supplement according to circumstances, but have no fixed rule; about 39 <i>l.</i>	By a public accountant, who is one of the honorary secretaries.
10. Bradford (W.)	Wages last year, 2,414 <i>l.</i> 14 <i>s.</i> 8 <i>d.</i> About 1,400 <i>l.</i> was paid to the blind.	Wages supplemented about 25 p. c. by overlookers assisting in their work, not by actual payments.	Yes.
11. Brighton (S.) -	—	There are no workmen.	No.
12. Bristol Association (W.*)	Total expenditure, 696 <i>l.</i> 8 <i>s.</i> The amount paid to blind people for work done is 311 <i>l.</i> 9 <i>s.</i> 2 <i>d.</i>	No.	No.
13. Bristol Asylum (S.)	To blind, 397 <i>l.</i> 13 <i>s.</i> 1 <i>d.</i> To sighted, 346 <i>l.</i> 14 <i>s.</i> 3 <i>d.</i>	By dinners in winter months, and an occasional suit of clothes.	Yes.
14. Cardiff (W.†) -	Blind men, 531 <i>l.</i> ; sighted manager, &c., 325 <i>l.</i>	Yes; by "good conduct fund"; also in time of sickness and old age. Also an "Annuity Fund," by which 5 men get 30 <i>l.</i> a year.	Yes.

Note.—School for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
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Appendix 11.

25. Are statistics kept of the cause of blindness?	26. Are the statistics gathered from ordinary medical practitioners in the locality from which the pupils come, or do you have a periodical inspection by a skilled oculist?	27. If you have periodical examinations, do you keep a record of the number of cases of persons blind from preventible causes?
No.	No.	No.
The supposed cause is stated in the admission form, and entered in the register.	—	No examinations are held.
No.	Our honorary ophthalmic surgeon examines and operates gratis. No periodical examination.	—
No.	—	—
No.	—	No periodical examinations.
Cause of blindness can be taken from form of application for each worker.	Supplied, as a rule, by honorary medical officer of workshops, and occasionally by others.	No.
Yes.	From local medical practitioners. No periodical inspection.	No.
Forms of application give cause of blindness by ordinary medical practitioner or an oculist.	—	—
No.	—	—
No.	—	—
Yes.	Ordinary practitioners.	No.
The causes of blindness are occasionally reported by our medical officer, and published in annual report.	Our own honorary medical officer supplies them occasionally.	Yes.
No. Exact causes can only be surmised.	—	An ophthalmic specialist is now appointed. A perfect register will be kept.

Appendix 11.

1. Name and Address of Institution, and when founded.	2. If a School—	
	(a.) What is the curriculum of instruction, and how many hours of employment are given per week to each subject, whether in trade or scholastic work.	(b.) Have you Kindergarten training? If so, what does it include?
15. Carlisle and Cumberland, Association for the Blind, Lonsdale Street, Carlisle, 1856, (W.)	Not a school, but workshops with boarding-house for those coming from distance. Married men come daily, and take their earnings home.	—
16. Cheltenham, Industrial Society for the Blind, 1857, (W.)	Reading, writing, arithmetic, music.	No.
17. Cork, Asylum for the Blind, 1840, (C.)	Not a school.	—
18. Cork, St. Raphael's Asylum for the Blind, Montenotte, 1855, (S.)	The ordinary branches of a plain English education.	Yes; we have not got further than the "sigus" or calisthenics up to this.
19. Devonport and Western Counties Association for Blind, 1860, (W.)	Not a school, but an industrial institution.	No.
20. Dublin, St. Joseph's Asylum and School for the Blind, Drumecondra (C.), 1859.	Reading, writing, and arithm., geogr., grammar, history, Christian doctrine, literature. Literature, &c. - - - 15 hours per week. Music - - - 10 " " " Trades work, with some exceptions 25 " " "	No.
21. Dublin, St. Mary's Catholic Asylum for Female Blind, Merriem (C.*), 1858.	Christian doctrine, reading and writing in Braille, spelling, grammar, geography, arithmetic, sacred and profane history.	No.
22. Dublin, National Institution and Molyneux Asylum for the Blind, Leeson Park, Dublin (S.), 1815.	Reading in Moon's and Braille's type, writing in Braille. Geography, grammar, history, catechism.	No.
23. Dublin, Richmond National Institution for the Blind (W.), 1810.	M.: basket making, 48 hours. Reading, &c., 5 hours. F.: knitting and wool work, 24 hours. Reading, &c., 6 hours.	No.
24. Dundee, Institution for the Blind (C.), 1869	Reading, writing, arithmetic, singing, grammar, geography, &c. Scholastic work, 20 hours per week.	No.
25. Edinburgh, Royal Asylum and School for Blind (C.), 1792.	5 hours a day and preparation, 5 days a wk. Ordinary English elementary education. Reading, writing (Braille, Guldberg, Remington, Roman); arithmetic (mental and type); Euclid, algebra, geography, with map drawing, English literature, physiology and domestic economy, music, vocal and instrumental, anatomy, skeleton, models, &c.	Yes; clay modelling, cubes and blocks, paper plaiting, paper, straw, and stick basket work, cork and stick work, songs and games of the Kindergarten.
26. Exeter, West of England Institution for the Blind, St. David's Hill (C.), 1839.	Scripture history, &c., grammar, arithmetic, geogr., hist., literat., reading, and writing. The pupils are in school from 9 a.m. to 12 and from 2 to 4 p.m. till 16; after that age they are in workshop from 9 a.m. to 12.30 p.m. and from 2 to 6 p.m.	No.

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Appendix 11.

2. If a School—					
(c.) At what age do pupils leave the school department?	(d.) At what age does technical training begin?	(e.) Have you separate playgrounds for boys and girls.	(f.) What physical training is given.	(g.) Have you a gymnasium?	(h.) What do you estimate the cost to the Institution of— (1.) Education; and (2.) Board and lodging per head.
—	—	—	—	—	—
No School.	—	No.	None.	No.	—
—	—	Yes.	Inmates allowed time for out-door exercise each day.	We contemplate having one.	(1.) Gratis. (2.) Board, clothing, and all establishment charges, 19l. 17s. per head. Board and lodging only, 14l. 10s. per head.
None have yet left it.	4 or 5 years of age.	Not applicable.	Plenty of exercise.	No.	(1.) Gratis. (2.) 22l. per annum (approximate estimate).
—	—	—	—	—	—
Child entering at 8 or 9 leaves school about 15.	About 12.	All male inmates.	No special physical training.	Yes, in part.	(1.) 2l. 10s.; music, 14s. (2.) 26s. (1.) If not taught by members of religious community, it would be 15s. per head more.
Age varies according to circumstances.	No technical training; knitting commences at about 7 years.	All female inmates.	Calisthenic exercises.	No.	—
According to their abilities and requirements.	As early as possible.	This is exclusively for females.	—	A swing, no gymnasium.	Inclusive for all expenses, 27l. 10s. each inmate.
No fixed age.	On admission.	No boys or girls in the house.	None. Present inmates all over 20 years of age.	No.	27l. 5s., including clothing and portion of expenses of management.
At 16 years of age.	16 years of age.	No.	Gymnasium.	Yes.	(1.) Free. (2.) Under 8, 10l. per annum. From 8 to 16 years, Girls, 14l. Boys, 17l.
16, unless destined for higher education.	Proposed age is 13.	Yes.	Military drill, bar, ladder, trapeze exercises, and dumb and bar bells.	Yes; outdoor and indoor.	(1.) 7l. (2.) 14l. 10s.
16 years of age.	—	Yes.	None.	No.	Total cost each 27l.

Y 4





Appendix 11.

Name of Institution.	7. What are the limits of age of admission, and how long do they remain?	8. Is a register kept of the pupils or workmen who leave the Institution?	(a) Number of pupils or workmen who have been trained in the Institution.	(b) Number of old pupils or workmen whose addresses are known.
15. Carlisle and Cumberland (W.)				
16. Cheltenham (W.)	None. According to circumstances.	No.	Not known.	
17. Cork (C.), Asylum.	35 years. No limit as to time.	No; as very few leave.		
18. Cork (S.), Montentotte.	The age and time are not limited.	Yes.	None have been fully trained yet.	2.
19. Devonport (W.)	12 to 40. No stated time.	No account kept.	1 workman.	Not known.
20. Dublin (C.), Drumcondra.	7 years. When admitted at this age they generally remain above 10 years. Adults remain from 1 to 4 years.	Yes.	187.	About 50.
21. Dublin (C.*), Merrion.	No limits as to age.	No.	—	Old pupils remain in the Institution.
22. Dublin (S.), Molyneux.	5 to 60 and upwards. Exceptions are made sometimes with respect to the age of admission. They remain during life.	Only of those who receive appointments as organists.	3.	2.
23. Dublin (W.), Richmond.	Males, 12 to 30 years; females, 12 to 50 years; time allowed to remain not limited.	No.	414.	About 15, uncertain.
24. Dundee (C.)	No limit, provided applicant is capable of training.	No.		No register of addresses kept.
25. Edinburgh (C.)	We wish to get children as early as possible, to remain at school till 16, and then transferred to workshops for life.	No; but many communicate with the manager.	824; but exact number cannot now be ascertained.	No register kept.
26. Exeter (C.)	General rule.—None admitted as indoor pupils under 8 or over 21 years of age.	Yes, since 1880.	250 males, 110 females. Total, 360.	Only a few.

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
 † For males only.

\* For females only.

Appendix 11.

9. Have you a musical department?	(a.) Do your pupils cultivate music for a profession or a recreation?	(b.) Have you a choir or band? If so, state number of members in each, and instruments taught in the band.	(c.) Number respectively receiving instruction on piano, organ, in voice culture, harmony, counterpoint, and musical composition. Do the pupils write in Braille musical notation?
	Some do so.	No.	Two write in Braille musical notation.
There is a class for singing.	As a recreation.	Brass band; discontinued on the advice of the medical officer. At present a class for six violins.	Our funds do not admit of having paid music teachers.
Yes.	For both purposes.	Choir.	Piano, 20; harp, 4. The organ will be taught as soon as we can put by the price of one; voice culture, 15; harmony, 11; i.e., they can take the parts in harmonized vocal music.
Yes.	Recreation.	Choir.	From 10 to 12 in piano and singing.
Yes.	Some for a profession, and some for recreation.	Yes. 18 in choir; 25 in band. Cornet, saxhorn, trombone, euphonium, baritone, bass, double bass (string), clarinet, piccolo, drums.	Piano, 6; organ, 4; voice culture, 18. No; a few can do so.
Yes.	Both.	Choir.	Voice culture, 50; piano, 50; harp, 16; violin, 4; guitar, 6; organ, 9. Yes.
Yes.	For both.	Choir, 10. These sing in church choir.	Piano, 9; organ, 3; harmonium, 3; singing, 10. No.
No.	No.	No.	None.
Singing class only.	For recreation.	A choir of 12, and string band of 17.	Twelve pupils in singing class.
Yes.	Both.	Vocal, 40. Instrumental, 16 (brass); hand-bell ringers, 19.	Piano, 30; organ, 4; voice culture, 40; harmony, 4; counterpoint, 2; composition, 2. Yes.
Yes.	Both.	Yes; a choir of 25 voices.	22, piano; 6, organ; 8, voice; 5, theory. Yes.

## Appendix 11.

Name of Institution.	(d.) How many music masters or teachers are employed in the musical department, and how many hours per week does each give to the work of the Institution?	(e.) State the salaries paid to musical instructors.	10. Is pianoforte tuning taught.	11. What industrial occupations and trades are carried on by males and by females respectively?
15. Carlisle and Cumberland (W.)				M.: Weaving mattress, mat and basket making. F.: Chair-caning and sewing mattresses. Knitting about to be added.
16. Cheltenham (W.)			No.	Basket and mat making, chair-caning, knitting, needlework.
17. Cork (C.), Asylum.				F.: Knitting and plain needlework. M.: Basket-making.
18. Cork (S., Montonotte.)	Three sisters of charity and one professional singing mistress. Each devotes all the time she can to pupils' advancement.	The singing mistress receives 11. 10s. per month for her tuitions. Non-resident.	No.	Knitting, crochet, and housemaids' work. Lately commenced the manufacture of incense.
19. Devonport (W.)	Two male and female, about 6 hours.	Thirty guineas.	No.	Basket-making, chair-caning, knitting, and housework.
20. Dublin (C.), Drumcondra.	Two. One 2 hours per week; one 1 hour per week.	16l. and 10l. annually respectively.	No.	M.: Basket and cocoa fibre mat-making, wool-bordered mat-weaving to some extent.
21. Dublin (C.*), Merriam.	No teachers but the sisters of charity.	—	No.	F.: Plain and fancy knitting and crochet
22. Dublin (S.), Molyneux.	One music master, 4 hours a week; one blind assistant, several hours, and many voluntary lady teachers.	Music master, 30l. a year; not resident. Blind assistant, 10l. a year; resident.	No.	F.: Knitting, crochet, basket-making, cane-seating, willow-seating, and rug-weaving.
23. Dublin (W.), Richmond.	None.	None.	No.	M.: Basket-making. F.: Knitting and other wool-work.
24. Dundee (C.)	One, 1 hour a week.	10l. per annum.	No.	M.: Basket, brush, mat, and bedding making, purifying bedding, weaving, firewood-splitting. F.: Sewing mattress covers, chair-caning, firewood-bundling.
25. Edinburgh (C.)	Head master takes vocal, 4 hours a week. Senior music master, 9 hours a week. Junior music master, 12 hours a week. Assistant master and mistress, 8 hours a week each. Bandmaster (vacant), 4 hours a week.	See above.	Yes.	M.: Baskets, matting and mats, piano tuning, cork fender making; mattresses, (m & f); feather bedding, (m & f); sack-making, (m & f); brush-making, (m & f).
26. Exeter (C.)	Two. 30 hours per week for master; 15 hours per week for assistant	35l. and 4l.	Yes.	M.: basket and mat-making, sash line and reed-work, chair-caning. F.: Knitting and fine basket-work.

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† For males only.

\* For females only.

## Appendix 11.

12. Are out-door pupils received for instruction in trades?	(a.) If so, up to what age?	(b.) What is their number and age?	(c.) Under what conditions are they received?
Yes; 4 are under instruction at present.	No fixed limit of time.	There are 4. Ages 15, 20, and 30 years.	When blind enough to be unable to earn living in ordinary way.
All workers are living at their own homes.	—	—	—
We have no rule against it, but outdoor applications are rarely received.	—	—	—
Not applicable to this institution.	—	—	—
No.	—	—	—
No.	—	—	—
No.	—	—	—
No.	—	—	—
No.	—	—	—
Yes; about the age of 16.	No limit.	Workers non-resident in institution 52; ages varying from 16 to 65.	If capable of training, and if residing in boarding-house, that board is paid during apprenticeship.
Yes.	16 to 30, sometimes as old as 45.	156 of all ages, but this includes several who reside in boarding-house outside workshops.	That they be industrious and well-behaved.
Yes.	No limit.	11. Ages from 20 to 60.	Blindness and good character; freedom from fits, &c.



Appendix 11.

Name of Institution.	13. How many blind employed in workshops, distinguishing resident from non-resident?	14. Blind or sighted trade teachers?	15. Are sighted workmen employed to assist in finishing blind work?	16. Is there a retail shop?	17. If so, are goods not made by the blind sold in it?
15. Carlisle and Cumberlaud (W.)	5 resid., 13 non-resid. Charge, 8s. for men; 7s. for lads; boarded at house.	2 sighted.	1 sighted foreman in basket department.	Yes.	To a very small extent.
16. Cheltenham (W.)	13 men all non-resident; 11 women work at their homes.	Blind.	No. A near-sighted messenger.	Yes.	A few goods.
17. Cork (C.), Asylum	Resident; about 33 males.	Sighted.	No.	Yes.	No.
18. Cork (S.), Montenotte.				Yes.	
19. Devonport (W.)	All resident.	1 blind, 1 sighted.	No.	Yes.	Yes.
20. Dublin (C.), Drumcondra.	34 at basket-making, 33 at mat-making; all resident.	Sighted teachers.	No.	Yes; on the premises.	Yes; to a very small extent.
21. Dublin (C.*), Merrion.	All able to work are employed.	The Sisters of Charity.	No.	There is a room for sale of work.	—
22. Dublin (S.), Molyneux.	14 resident.	1 sighted teacher; 1 partially blind.	1 occasionally.	Yes; in the Institution.	No.
23. Dublin (W.), Richmond.	29 resident; 7 non-resident.	1 sighted teacher.	No.	Yes.	Foreign baskets.
24. Dundee (C.)	Resident, 4; non-resident 52.	Sighted.	Yes.	Yes.	Yes.
25. Edinburgh (C.)	Resident, 55; non-resident 131.	Sighted.	Yes, and a number of deaf and dumb are so employed.	Yes.	Yes.
26. Exeter (C.)	Resident, 38; non-resident 13.	3 blind; 2 sighted.	No; only by teachers and foremen.	Yes.	Yes; only brushes.

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 † For males only. \* For females only.

Appendix 11.

18. What was the value of goods made by the blind, and sold from the warehouse and retail shop in the last financial year?	19. What is the value of the average surplus stock in hand?	20. What were the—			21. What is the value of the property of the Institution—	
		(a.) Subscriptions.	(b.) Donations and legacies?	(c.) Income from endowments or trust funds in the last financial year?	(d.) Invested?	(e.) Site, land, and buildings, leasehold, or freehold (stating which)?
£ s. d. 1,409 0 0	£ s. d. 322 7 9	£ s. d. 27 7 6 (13l. being grants from unions.)	£ s. d. 100 0 0	£ s. d. None.	£ s. d.	Cost of site, 620l.; building, 3,118l., freehold.
449 3 5	Not very much.	119 15 6	20 0 6	133 6 8		5,000l. (freehold).
322l.	Generally from 70l. to 90l.	142 0 0	262 0 0	44 11 0		
Pupils not sufficiently advanced to work for the public, except some trifles not worth noticing.		71 0 0	342 0 0	124 19 10	3,745 0 0	Buildings, value 3,500l. 8½ acres leasehold, subject to rent, 98l. per annum.
Not known. Goods made by the blind and others, sold together, and no separate accounts kept.	Not known.	127 0 0	50 0 0			
Sold from warehouse at Institution, 292l.	About 150l.	252 5 9	1,677 10 3	202 0 0	1,500 0 0	12,030l. leasehold.
About 100l.	No large supply kept.	29 0 0	800 0 0	406 0 0.	About 800l.	About 12,000l. leasehold.
87 6 2	44 0 0	276 13 3	5,529 1 3 (exceptional, includes bequest of 5,000l.)	428 18 7	14,468 12 6	65l. ps year leasehold. Insured for 3,300l., which includes out offices, &c.
727 14 7 Sales of home manufacture.	231l. average of 3 years.	14 7 0	242 13 2	1,020 1 6	29,600 10 9	6,000l. freehold premises.
Our books cannot give this, goods made by the blind and foreign goods being mixed together.	1,950 0 0	234 14 0	229 11 1 and for special purposes, 24 6 0	192 11 1	7,553 0 0	Buildings and site of institution, net value, 9,400l. Note.—The site is burdened with an annual feu duty of 14l. Buildings of retail shop, 1,900l. This is freehold.
18,571 15 7	11,053 16 8	2,098 14 5	2,060 5 0	1,047 5 11	10,044 0 0	Feu value of property estimated at 49,720l.
776 0 0	773 15 9	321 15 0	13 17 6	187 0 9	4,000 0 0	About 3,000l. freehold.

Appendix 11.

Name of Institution.	22. What was the expenditure in the last financial year, distinguishing the proportion which was earned by the blind, and that which went into the hands of the sighted?	23. Do you supplement the wages of your workmen? If so, in what manner and to what extent was this done in the last financial year?	24. Are the accounts audited by a chartered accountant?																
15. Carlisle and Cumberland (W.)	1,805 <i>l.</i> 6 <i>s.</i> 7 <i>d.</i> Of this, 668 <i>l.</i> 12 <i>s.</i> 4 <i>d.</i> spent in wages and salaries. About 400 <i>l.</i> earned by the blind.	Yes. About one-third.	No.																
16. Cheltenham (W.)	Wages paid to blind and shopwomen, 455 <i>l.</i> 10 <i>s.</i> 2 <i>d.</i>		No; too small an affair.																
17. Cork (C.), Asylum		Small compensation to workers on work done; last year, 47 <i>l.</i>	Yes.																
18. Cork (S.), Montemotte.	Expenditure, 616 <i>l.</i> 14 <i>s.</i>	Not applicable.	No.																
19. Devonport (W.)	Wages paid to the blind, 119 <i>l.</i> No sighted inmates.	Inmates paid a per-centage on what they earn. Journeymen full wages.	No.																
20. Dublin (C.), Drumcondra.	The inmates being resident receive no wages. 52 <i>l.</i> paid to sighted foreman.	No workmen but the inmates.	Yes.																
21. Dublin (C.*), Merrion.	Expenditure about 3,200 <i>l.</i> No sighted persons employed.	—	No.																
22. Dublin (S.), Molyneux.	1,391 <i>l.</i> 3 <i>s.</i> , less 131 <i>l.</i> 6 <i>s.</i> 2 <i>d.</i> earned by the blind.	The blind get a small per-centage for their work, but no regular wages.	By a public accountant.																
3. Dublin (W.), Richmond.	<table border="0"> <tr> <td>Out-door workers</td> <td>£</td> <td>s.</td> <td>d.</td> </tr> <tr> <td></td> <td>164</td> <td>10</td> <td>9</td> </tr> <tr> <td>Inmates</td> <td>25</td> <td>0</td> <td>11½</td> </tr> <tr> <td></td> <td>189</td> <td>11</td> <td>8½</td> </tr> </table> To sighted employes, 483 <i>l.</i> 16 <i>s.</i> 5 <i>d.</i>	Out-door workers	£	s.	d.		164	10	9	Inmates	25	0	11½		189	11	8½	No.	Yes.
Out-door workers	£	s.	d.																
	164	10	9																
Inmates	25	0	11½																
	189	11	8½																
24. Dundee (C.)	Blind, 1,329 <i>l.</i> 18 <i>s.</i> 5 <i>d.</i> Sighted, 833 <i>l.</i> 5 <i>s.</i> 6 <i>d.</i>	Supplement given in special cases from 1 <i>s.</i> 6 <i>d.</i> to 3 <i>s.</i> per week—76 <i>l.</i> 5 <i>s.</i> 6 <i>d.</i>	No; by a public accountant.																
25. Edinburgh (C.)	Blind, 5,347 <i>l.</i> 10 <i>s.</i> 10 <i>d.</i> Sighted, 3,042 <i>l.</i> 1 <i>s.</i> 5 <i>d.</i>	Yes, by gratuitous additions to earnings. By rates of payment for piecework higher than ordinary commercial value, and by set wages seldom earned.	Yes.																
26. Exeter (C.)	Wages to blind, 276 <i>l.</i> 2 <i>s.</i> 6 <i>d.</i> No seeing workmen.	Yes, 2 <i>d.</i> in a shilling.	No.																

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Appendix 11.

25. Are statistics kept of the cause of blindness?	26. Are the statistics gathered from ordinary medical practitioners in the locality from which the pupils come, or do you have a periodical inspection by a skilful oculist?	27. If you have periodical examinations, do you keep a record of the number of cases of persons blind from preventible causes?
No.	It is required that each man brings certificate of blindness from the medical man under whose treatment he has previously been.	No record kept.
No.	—	No.
No. Most of the blindness is caused by debility of constitution and tendency to scrofula.	By a skilled oculist.	Yes.
Yes.	Medical certificate brought by all candidates for admission.	—
No.	Generally from ordinary medical practitioners.	We have no examinations.
No. From time to time when there is any likelihood of cure the inmates who so wish are placed under the treatment of a skilled oculist.	A skilled oculist sees all requiring special treatment.	—
No.	There is a periodical inspection.	No record kept.
Yes; on papers presented with application for admission.	Ordinary medical practitioners.	No.
Yes.	Yes; and the institution is regularly visited by skilled oculists.	No.
Yes.	Yes. Our own medical officer. Inspection by a skilled oculist.	No record kept hitherto, but it is difficult to say what are preventible causes.
Yes.	No.	No.

Appendix 11.

1. Name and Address of Institution, and when founded.	2. If a School—	
	(a.) What is the curriculum of instruction, and how many hours of employment are given per week to each subject, whether in trade or scholastic work.	(b.) Have you Kindergarten training? If so, what does it include?
27. Glasgow, Asylum for the Blind, 1806 (C.) - 100, Castle Street.	Instruction in all subjects, as provided by the ordinary school board.	—
28. Greenwich, Workshops for the Blind of Kent, 1, South Street, Greenwich (W.), 1877.	No school.	—
29. Hull, Blind Institution (W.), 1868 -	—	—
30. Inverness, Northern Counties Institution for the Blind (C.), 1868.	Reading, writing, arithmetic, history, geography, and grammar.	Yes; modelling and basket work.
31. Leeds, United Institution for the Blind, and Deaf and Dumb (C.), 1869.	Three Divisions in Blind School. 3rd Division. Arithmetic, 3 hours per week. Scripture, 2½ " " Geography, 1½ " " Grammar, 1½ " " Objects, 1½ " " Composition, 1½ " " 2nd Division. Same as 3rd; excepting 1½ hours per week given to grammar. 1st Division. Object lessons and simple arithmetic. Singing learnt by all children. Music by 7.	No.
32. Leicester, Association for Promoting the General Welfare of the Blind (W.), 1858.	Not a school.	—
33. Limerick, Asylum for Blind Females, 31, Catherine Street (H.*), 1834.	Reading in Moon's type. Knitting and household work.	No.
34. Liverpool, Catholic Blind Asylum (C.), 1841	Reading, writing, arithmetic, history, geography, and grammar. 8 hours per day for trades. 4 " " " school.	No.
35. Liverpool, Workshops and Home Teaching Society for the outdoor Blind (W.), 1857.	Reading, writing, arithmetic, history, geography, scripture, natural science, &c.	No.
36. Liverpool, School for the Indigent Blind (C.), 1791.	Reading, writing, arithmetic, history, geography, scripture, grammar, and oral instruction. Scholastic, 28 hours per week. Trade, 38 hours per week, and overtime as required.	No.
37. London, Association for Promoting the General Welfare of the Blind, Berners Street, W. (W.), 1856.	Not a school.	—
38. London, East London Home for Blind Children, Hackney, E. (S.), 1874.	Reading, writing, and ordinary curriculum of a school.	Yes; ball making for younger ones.
39. London, Kensington Institute for the Blind, Ball Street, W. (W.), 1881.	Basket makers, 55 hours per week. Brush makers, 45 " "	No.
40. London, School and Home for Blind Children, Goldsmith's Place, Kilburn Priory, N.W. (S.), 1869.	Reading, writing, arithmetic, geography, grammar, music, and singing.	No.
41. London, Surrey Association for the General Welfare of the Blind, Peckham Road, S.E. (W.), 1857.	Not a school.	—
42. London, Society for teaching the Blind to read, Upper Avenue Road, N.W. (C.), 1838.	Ordinary school curriculum, reading, writing, natural philosophy, physiology, &c.	No.

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Appendix 11.

2. If a School—					
(c.) At what age do the pupils leave the school department?	(d.) At what age does technical training begin?	(e.) Have you separate playgrounds for boys and girls.	(f.) What physical training is given.	(g.) Have you a gymnasium?	(h.) What do you estimate the cost to the Institution of— (1.) Education; and (2.) Board and lodging per head.
After pupils have passed out of board school.	—	Yes.	As provided by board school.	No.	No reliable figures can be given.
—	—	—	—	—	—
Boys at 16, girls at 18.	—	No.	Usual calisthenic and dumb bell exercises.	No.	(1.) 13l. 19s. (2.) 13l. 12s. 3d.
About 15 (usually).	About 15 to 16.	No.	No systematic training.	No.	Boarders pay 3s. 6d. per week; day scholars, 3d. per week, and 1d. per day for dinner.
—	—	—	—	—	—
—	—	Not a school.	—	—	Maintenance about 24l. per head.
No particular age.	As soon as capable.	Yes.	Young have musical drill.	No.	(1 and 2.) About 11l. 14s.
No fixed age.	15 to 40.	No.	Simple gymnastics.	No.	—
Males at 16, females at 20; exceptions made.	With juniors, as soon as practicable; with adults, on admission.	Yes.	Drilling and gymnastics.	Yes.	(1.) 3l. 5s. 10d. (2.) 10l. 16s.
—	—	Not a school.	—	—	—
Boys at 14; girls, when educated.	—	No.	Musical drill.	No.	20l. per year.
—	—	—	—	—	—
Girls at 15.	—	Yes.	Musical drill.	—	—
—	—	Not a school.	—	—	—
When capable of learning a trade.	Indefinite.	Yes.	Calisthenics, drilling, gymnastics.	Yes.	(1 and 2.) 31l. for both.

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Appendix 11.

Name of Institution.	(i.) How do the pupils spend their playtime? What amusements are provided?	2. If a school—				(k.) What are the salary and duties of each teacher or professor in the school department, from the highest to the lowest? State whether board and lodging are included.
		(j.) How many teachers are employed in the school department?				
		(a) Blind		(b) Seeing		
		Male.	Female.	Male.	Female.	
27. Glasgow (C.)	Outdoor and indoor games, reading, music, toys, books, &c.	—	1	—	1	
28. Greenwich (W.) -						
29. Hull (W.) -						
30. Inverness (C.) -	Walking, rocking-horses, swing, games, &c		1	1	1	24l.*, 30l., 20l., *Free house and dines with pupils.
31. Leeds (C.) -	In play yard. Swings, walks, books read to them.	1 (nearly blind), 1 blind.		2 (3 non-resident, for music, singing, and knitting.)		12l. 12s., non-resident teacher with board, &c. Music and singing teachers are paid by fees, or special terms.
32. Leicester (W.) -						
33. Limerick (H.*) -			Not a school.			
34. Liverpool (C.), Catholic Asylum.	Mostly playing. Swings and skipping ropes, and walks twice a week.				5	Nominal.
35. Liverpool (W.), Cornwallis Street.					4	
36. Liverpool (C.), Hardman Street.	Gymnastic exercises in play yards, and books, music, drafts, and dominoes.		1	1		Schoolmaster, 100l. per annum without board. Female assistant 2l. 2s. per annum (a pupil).
37. London, Berners Street (W.)			Not a school.			
38. London, Hackney (S.)	Playing various games. Swing, skittles, skipping-ropes, rocking-horse, and bat and ball.		1		2	12l. to sighted teacher; 10l. to blind teacher, also board, music lessons, &c.
39. London, Kensington (W.)						
40. London, Kilburn (S.)	Play out-door games. Toys indoors.		3 elder pupils.		1	
41. London, Peckham (W.)			Not a school.			
42. London, Regent's Park (C.)	Out-door games. Cricket, football, swings, see-saws, &c.	2	2	1	2	80l., 40l., 50l., 30l.; and monitors 10l., 3l., 3l. Monitors, 14l. 14s., 10l., 6l., 3l. From 3l. to 80l. per annum.

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Appendix 11.

3. What system of type is used?	4. Number of male and female blind inmates—				5. What contribution is made, and for how many of the above		6. How are pupils received? By election or otherwise?
	(a) In school.		(b) In workshop.		(a) By Guardians?	(b) By friends?	
	Male.	Female.	Male.	Female.			
	Braille.	5	6	5	14	12l. 12s. per annum. For 24.	
					10 guineas each for 4 pupils.	3s. a week for one.	No election; all applications are decided on their merits.
Moon and Braille			19	4	Nil.	Nil.	By vote of committee.
Moon and Braille	5	10	14	—	Varies from 5 to 10 guineas?	For one 5l., and for another 10l.	Upon Application approved by directors.
Braille (chiefly) and Moon.	4	10	22	15	For 2 girls, 3s. 6d. per week.	9l. 2s. paid for each child.	Suitable cases received when there is room.
Books in Library chiefly Moon's. French Braille, other types also used.			13	13	For one pupil, 7s. per week; for another, 11s. per week.	3s. a week for one.	Recommended by member and, after medical examination, elected at the discretion of the committee.
Moon's type.							By election of the members of the committee of Trinity Church, with which the asylum is connected.
Principally Braille.	30	20	22	18	For 59.	For 28.	Resolution of committee.
Moon (principally) and Braille.	—	—	—	—	Nil.	Nil.	Subscribers recommend and committee decide.
Braille (principally) and Moon.	21	15	43	19	For 71 4s. 6d. per week.	4s. 6d. per week for 25.	Elected by the committee on nomination of a subscriber.
Braille and Moon.	16	10	—	—	5s. per week.	According to circumstances; destitute cases free.	By small payments.
Braille and Moon.	15	15	—	—	In whole or part, 2 by Guardians.	For 22.	By payment as vacancies occur.
Lucas and Braille.	35	27	14	—	For 3 pupils, 33l. (part payment).	25cl.	Both ways.

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## Appendix 11.

Name of Institution.	7. What are the limits of age of admission, and how long do they remain ?	8. Is a register kept of the pupils or workmen who leave the Institution ?	(a.) Number of pupils or workmen who have been trained in the Institution.	(b.) Number of old pupils or workmen whose addresses are known.
27. Glasgow (C.) -	House and school : 7 to 14. 3 years, or longer, at discretion of directors.	No.	Pupils, after finishing education in school, are drafted into the workshops, and, on completion of apprenticeship, continue as journeymen, unless they desire to leave the Institution.	
28. Greenwich (W.)	15 to 40. If intelligent and well-conducted, they remain as long as they please.	Yes.	22 have been trained here. 8 more have proved incapable. 9 workmen from other institutions have been employed here.	10.
29. Hull (W.) -	No limit.	No.		
30. Inverness (C.) -	8 to 16 generally. Varies according to age, capacity, &c.	No.	14 workmen ; 25 pupils in Home.	2 workmen ; 7 pupils.
31. Leeds (C.)	5 to 15 generally.	No.	53	28 old pupils ; 17 workmen.
32. Leicester (W.) -	No limit in either case.	No.	About 31.	No register has been kept.
33. Limerick (H.)*	No limit ; they remain for life if they choose.	—	—	—
34. Liverpool (C.), Catholic Asylum.	No limit in either case.	Yes.	169 (since 1841).	
35. Liverpool (W.), Cornwallis St.	No limit in either case.	No.	About 200.	Very few have left.
36. Liverpool (C.), Hardman St.	10 to 45. Pupils generally remain 6 years.	Yes.	2,116, including present inmates.	About 25.
37. London, Berners Street (W.)				
38. London, Hackney (S.)	Boys, under 14 ; girls, any age. No specified time.	No.	14.	12.
39. London, Kensington (W.)		Yes.	5.	7.
40. London, Kilburn (S.)	3 to 8. Boys leave at 12 ; girls, no stated age.	No.		20.
41. London, Peckham (W.)			Not a school.	
42. London, Regent's Park (C.)	Males, 8 to 17 ; females, 8 to 20. 9 years, or till 21 (males), and 23 (females).	Yes.	Unknown.	86.

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or asylums (H.)  
 † For males only. \* For females only.

## Appendix 11.

9. Have you a musical department?	(a.) Do your pupils cultivate music for a profession or a recreation ?	(b.) Have you a choir or band ? If so, state number of members in each, and instruments taught in the band.	(c.) Number respectively receiving instruction on piano, organ, in voice culture, harmony, counterpoint, and musical composition. Do the pupils write in Braille musical notation ?
Yes.	Both.	Both ; choir 8, band 16. Bombardos, saxhorn, euphonium, flugel-horn, baritone, cornet, trombone, drums.	
No.			
No, but are about to commence one.	Will be for recreation.		
Only in an ordinary way.	Recreation ; also for purposes of the Institute.	Choir of 7 singers.	Piano, 4 ; voice culture, 13. No.
Music taught as an extra subject.	Not to any considerable extent.	No.	7 piano, children learn Braille notation.
No.	No, but some have learned for recreation.	No.	None.
The inmates have piano in sitting room and use of church organ.	As a recreation.		
Yes.	For both.	Both. 20 in choir. Brass band.	Piano, 50 ; organ, 6 ; singing, 30. Some with Braille music.
No.	Chiefly for recreation.		
Yes.	For both.	Choir, 22 in number.	32 receive pianoforte and general musical instruction ; of these 7 study organ and 10 harmony and composition. Choir receive instruction in voice culture. Braille's notation is used.
Yes (piano).	For both.	Choir of 12 children.	6 (piano). All learn to sing. Yes.
No.	No.	No.	4 write music in Braille.
	Recreation chiefly.		6 (piano), 16 (singing). Yes.
Yes.	For both.	No.	Piano, 18 ; organ, 2 ; voice, 1 ; harmony, 13. Yes.

## Appendix 11.

Name of Institution.	(d.) How many music masters or teachers are employed in the musical department, and how many hours per week does each give to the work of the Institution?	(e.) State the salaries paid to musical instructors.	10. Is pianoforte tuning taught?	11. What industrial occupations and trades are carried on by males and by females respectively?
27. Glasgow (C.)		26 <i>l.</i> to band-master.	No.	Males: Basket, brush, cork fender, mattress, mat, and hassock making, wire-working, rope and twine spinning, hair and feather teasing and cleaning, weaving and stick-breaking. Females: Sewing mattress and cushion cases, chair-caning, knitting, brush-making, brush-polishing, sewing hassocks, lining hampers, household work.
28. Greenwich (W.)			No.	Males: Chair-caning and making baskets, wicker furniture, ship fend-offs, cork cushions and mattresses. No females taught here.
29. Hull (W.)			No.	Males: Basket and cork fender making. Females: Seating cane chairs and basket-making.
30. Inverness (C.)	Two. 2 hours; 3½ hours.		No.	Males: Bedding, mat, basket, and sheep-net making. Females: Knitting, and sewing mattress and palliasse covers.
31. Leeds (C.)	1 singing mistress. 1 music "	By fees.	No.	Males: Brush and basket making. Females: Brush-making, chair-caning, and knitting.
32. Leicester (W.)	None.	Nothing.	No.	Males: Basket-making, brush-setting in pitch, and chair-seating in willow and rushes. Females: Brush-drawing and chair-caning. Knitting and household work.
33. Limerick (H.)*	—	—	—	—
34. Liverpool (C.), Catholic Asylum.	Two outside teachers, and three of the sisters.	Outside teachers, 20 <i>l.</i> per annum each.	No.	Males: Mat, matting, basket, and sash-line making, and chair-caning. Females: Knitting, chair-caning, and housework.
35. Liverpool (W.), Cornwallis St.	Nil.	Nil.	No.	Males: Brush, mat, cork fender, mattress, bag, and pillow making. Females: Brush, mat, and basket making, knitting, and sewing.
36. Liverpool (C.), Hardman St.	Three. Nominally 12, 10½, and 6 hours respectively.	115 <i>l.</i> , 20 <i>l.</i> , and 2 <i>l.</i> 2 <i>s.</i> (board and lodging) per annum.	Yes.	Males: Mat, matting, and basket-making. Females: Knitting, chair-caning, massage, &c.
37. London, Berners Street (W.)			No.	Males: Brush, basket, and firewood making. Females: Chair-caning, woolwork, brush and sash-line making.
38. London, Hackney (S.)	9 hours per week.	—	No.	Males: Make rugs and cane chairs. Females: Knitting, netting, crochet, and and sewing.
39. London, Kensington (W.)	—	—	—	Males: Basket and brush making and chair-caning.
40. London, Kilburn (S.)	One. 11 hours.		No.	Males: Chair-caning. Females: Chair-caning, knitting, and sewing.
41. London, Peckham (W.)				
42. London, Regent's Park (C.)	Three. 18, 13, and 10 hours respectively.	55 <i>l.</i> , 3 <i>l.</i> (monitor), and master paid by fees.	Yes.	Males: Basket and net making, knitting, and chair-caning. Females: Chair-caning, sash-line-making, crochet knitting, and needlework.

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or asylums (H.)  
† For males only.

\* For females only.

## Appendix 11.

12. Are out-door pupils received for instruction in trades?	(a.) If so, up to what age?	(b.) What is their number and age?	(c.) Under what conditions are they received?
Yes.	30; in some cases accepted beyond.	23 outdoor pupils. Ages 15 to 28 years.	Graduated scale of payment until apprenticeship completed.
All are outdoor pupils and they receive instruction from teachers when put on new work.	Between the ages of 15 and 40.	Age from 15 to 45.	Must be of good health and sound mind, and their maintenance during tuition, and tuition fees, guaranteed by friends, boards of guardians, Gardner's trust for the blind, or some other society.
All outdoor.	No limit.	23. From 17 to 68 years of age.	Six months without pay unless they can earn journeyman's wages.
Yes.	No fixed age.	14 apprentices. 14 to 30.	No special conditions.
Usually received from the school.	No fixed age.	Two.	No special conditions.
Yes.	No limit.	Two. Aged 26 and 37.	Capacity to learn and to work.
—	—	—	—
No outside pupils.	—	—	—
Yes, as apprentices and learners on small pay.	Up to 40.	About 20 to 25, as a rule. Aged 15 to 40.	Learners and apprentices paid a small weekly wage, and afterwards by piecework.
No.	—	—	—
Yes.	14 to 35.	Varies.	Votes or payment.
—	—	—	—
Yes.	From 12 to 30.	One.	If recommendation satisfactory, and there is a vacancy, they are then admitted.
No.	—	—	—
—	—	—	—
Yes.	No limit.	Two. Aged 28 and 50.	Capacity to learn, and willingness to submit to rules.

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Appendix 11.

Name of Institution.	13. How many blind employed in workshops, distinguishing resident from non-resident?	14. Blind or sighted trade teachers?	15. Are sighted workmen employed to assist in finishing blind work?	16. Is there a retail shop?	17. If so, are goods not made by the blind sold in it.
27. Glasgow (C.) -	Resident, 19; non-resident 120.	Both.	Yes.	Yes.	Yes.
28. Greenwich (W.)	14, non-resident; another takes his work home, but it is sold here.	2 blind; 1 sighted.	Two occasionally employed.	Yes.	Not generally.
29. Hull (W.) -	Non-resident, 23.	Sighted.	No.	Yes.	Yes.
30. Inverness (C.) -	3 resident; 12 non-resident.	1 sighted. Blind teachers in bedding department.	A sighted foreman, and 1 sighted basket-maker.	Yes.	Yes; such as are necessary for the trade carried on by the blind.
31. Leeds (C.) -	34 non-resident only.	Sighted foremen in industrial departments.	Yes.	Yes.	Yes.
32. Leicester (W.)	26 non-resident only.	Sighted.	Yes.	Yes.	Yes.
33. Limerick (H.*)	—	—	—	—	—
34. Liverpool (C.), Catholic Asylum.	All resident.	Sighted for trades. 1 blind, for music.	As teachers.	Yes.	Yes.
35. Liverpool (W.), Cornwallis St.	Males, 100-102 } all non-resident. Females, 18-20 }	No teachers of handicraft employed.	Generally speaking, the blind entirely manufacture all articles.	Yes.	Yes; a small quantity.
36. Liverpool (C.), Hardman St.	62, all resident.	Sighted.	Teacher assists when necessary.	Yes.	Yes.
37. London, Berners Street (W.)	67, all non-resident.	Blind.	Yes; in finishing some classes of brushes only.	Yes.	Yes.
38. London, Hackney (S.)	—	—	—	—	—
39. London, Kensington (W.)	14 non-resident.	Blind.	Yes.	Yes.	Yes.
40. London, Kilburn (S.)	—	—	—	—	—
41. London, Peckham (W.)	44 non-resident.	2 blind, 2 sighted.	Yes.	Yes.	Yes, to a small extent.
42. London, Regent's Park (C.)	14 resident; 4 non-resident.	1 blind.	Sighted teacher when required.	Yes.	No.

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
† For males only.

\* For females only.

Appendix 11.

18. What was the value of goods made by the blind, and sold from the warehouse and retail shop in the last financial year?	19. What is the value of the average surplus stock in hand?	20. What were the—			21. What is the value of the property of the Institution.	
		(a.) Subscriptions.	(b.) Donations and legacies?	(c.) Income from endowments or trust funds in the last financial year?	(a.) Invested?	(b.) Site, land, and buildings, leasehold, or freehold (stating which)?
£ s. d. As nearly as can be estimated, 12,000 0 0	£ s. d. About 3,500l.	£ s. d. 1,129 7 11	£ s. d. 2,084 2 7	£ s. d. 462 8 11	£ s. d. 4,200 0 0	Site building (freehold). Estimated value, 33,000l.
896 0 11	250l. to 300l.	256 11 7	54 5 0	13 1 8	300 0 0	
About 700l.	250 0 0	163 4 9	103 18 10	15 0 0	300 0 0	Freehold, value about 1,000l.
615 0 0	200 0 0	321 5 10	250 0 0	490 0 0	—	Land on which workshops, stand (leasehold). Home, ware-room, and shop (site, freehold). Estimated value about 2,000l.
Warehouse. 2,508 15 11 Shop, 606 11 5 (proportion of blind work not distinguishable).	1,210 16 6	409 12 0	69 15 0	129 9 10	Capital account is 3,149 2 9	Freehold site and buildings 12,476l.
462 19 3 (sales from workshop). 1,926 4 8 (sales from retail shop).	886 9 4	138 6 0	387 11 4	None.	None.	About 12,000l. (freehold), but there is about 8,000l. owing on mortgage, &c.; against this, the High Street property now for sale is worth about 1,800l.
11 17 11 (Profit on work of inmates.)	—	88 9 0	75 13 0	119 5 0	—	Premises leasehold.
295 18 1 (blind and sighted.) About 350l. in two bazaars.	—	156 0 0	586 0 0	49 0 4	None.	Freehold site.
About 10,500l.	5,000l. to 5,500l. (includes raw materials and manufactured articles.)	465 0 0	214 0 0	78 0 0	Annuity fund about 3,800l. Debentures, 3,600 0 0	Land (freehold) and buildings, about 11,000l.
Approximately 500 0 0	Approximately 350 0 0	505 9 6	1,401 14 0	559 4 2	14,928 11 0	Tenure leasehold.
6,452 10 0 (including sales of goods not made by the blind.)	None.	473 16 0	Donations, 213 16 7 Legacies, 1,342 14 5	451 3 9	15,661 17 6	None.
—	—	153 6 0	—	—	—	Leasehold house, value 550l.
305 7 10	366 11 4½	84 17 6	6 19 7	170 0 0	—	—
—	—	125 10 0	107 19 0	None.	—	Building is leasehold.
1,200 0 0	About 500l.	161 8 0	Donations, 232 9 5 Legacies, 630 0 0	None.	—	—
200 0 0	20 0 0	453 7 0	346 0 0	551 0 0	12,326 0 0	Leasehold.

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Appendix 11.

Name of Institution.	22. What was the expenditure in the last financial year, distinguishing the proportion which was earned by the blind, and that which went into the hands of the sighted?	23. Do you supplement the wages of your workmen? If so, in what manner and to what extent was this done in the last financial year?	24. Are the accounts audited by a chartered accountant.
27. Glasgow (C.) -	Blind, 2,560 <i>l.</i> 12 <i>s.</i> 3 <i>d.</i> Sighted, 1,937 <i>l.</i> 1 <i>s.</i> 8 <i>d.</i>	Yes. Amount paid in excess of value of work done is treated as supplement. Also sick, coal, holiday, and special grants to deserving cases. 1,087 <i>l.</i> 11 <i>s.</i> 4 <i>d.</i>	Yes.
28. Greenwich (W.) -	Blind, 438 <i>l.</i> 9 <i>s.</i> 11 <i>d.</i> Sighted, 45 <i>l.</i>	No. Only pupils receive 6 <i>d.</i> a day for 1st six months if they are industrious.	No, by accountant of Greenwich Board of Works.
29. Hull (W.) -	384 <i>l.</i> 9 <i>s.</i> 5 <i>d.</i> , blind employés. 330 <i>l.</i> 14 <i>s.</i> , seeing employés.	Bonus of 15 <i>l.</i>	Yes.
30. Inverness (C.) -	Net expenditure, 1,552 <i>l.</i> , on Out-door Mission, Home, and workshops. Blind workmen, &c., 185 <i>l.</i> Sighted officials, 355 <i>l.</i>	This year D. F. Bequest spends 123 <i>l.</i>	Yes.
31. Leeds (C.) -	Blind, 566 <i>l.</i> 14 <i>s.</i> 3 <i>d.</i> (estimated). Sighted, 377 <i>l.</i> 16 <i>s.</i> 2 <i>d.</i> (estimated).	No, except by small gratuities at Christmas, Easter, and Whitsuntide when the shops are closed.	Yes.
32. Leicester (W.) -	Blind, 530 <i>l.</i> 16 <i>s.</i> 2 <i>d.</i> Sighted, 364 <i>l.</i> 19 <i>s.</i> 4 <i>d.</i>	Yes. Men at sighted rates and 2 <i>d.</i> in the 1 <i>s.</i> extra; women about double sighted rates. About 150 <i>l.</i> in all.	By a public accountant.
33. Limerick (H.†) -	—	—	—
34. Liverpool (C.), Catholic Asylum.	Gross expenditure, 1,934 <i>l.</i>	No wages, but payment for good work as reward.	Yes.
35. Liverpool (W.), Cornwallis St.	Blind, 3,117 <i>l.</i> , including 71 <i>l.</i> annuities. Sighted, 1,500 <i>l.</i>	By a bonus of from 20 to 100 per cent.	Yes.
36. Liverpool (C.), Hardman St.	No separate account kept.	No paid labour employed. Gratuities are given to pupils on leaving.	Yes.
37. London, Berners Street (W.)	2,232 <i>l.</i> 16 <i>s.</i> 5 <i>d.</i> paid to the blind.	Yes. 15 to 100 per cent. above sighted wages.	Yes; quarterly.
38. London, Hackney (S.)	—	—	No.
39. London Kensington (W.)	Blind, 305 <i>l.</i> 7 <i>s.</i> 10 <i>d.</i> Sighted, 120 <i>l.</i> 14 <i>s.</i> 10 <i>d.</i>	10 per cent. extra given in basket department.	Yes.
40. London, Kilburn (S.)	—	—	No.
41. London, Peckham (W.)	Blind, 611 <i>l.</i> 3 <i>s.</i> 7 <i>d.</i> Sighted, 333 <i>l.</i> 11 <i>s.</i> 8 <i>d.</i>	No.	Yes.
42. London, Regent's Park (C.)	Blind, 184 <i>l.</i> Sighted, 653 <i>l.</i>	No.	Yes.

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† For males only.

\* For females only.

Appendix 11.

25. Are statistics kept of the cause of blindness?	26. Are the statistics gathered from ordinary medical practitioners in the locality from which the pupils come, or do you have a periodical inspection by a skilled oculist?	27. If you have periodical examinations, do you keep a record of the number of cases of persons blind from preventable causes?
No.	No.	No.
Yes.	Certificates generally required from an oculist, but till lately testimony of ordinary medical practitioners only was asked for.	No periodical examination.
Yes.	By our ophthalmic surgeon.	
No.	Statistics obtained from the blind, or their relatives.	Testimony given by medical men as to cause of blindness, in a few cases only, when blind are admitted to the Home.
No special statistics.	Skilled services given when required.	No periodical examination.
No, but the information is obtained when the application for assistance is made.		
—	—	—
—	From medical certificate.	The medical officer attends when necessary, and inmates are at times sent to the Eye and Ear Infirmary.
No.		
Yes.	Skilled oculist.	Yes.
No.	No.	—
No.	—	No.
—	—	—
Yes.	Gathered from ordinary medical practitioners.	—
Yes.	—	—
Yes.	No.	No.

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Appendix 11.

1. Name and Address of Institution, and when founded.	2. If a School—	
	(a.) What is the curriculum of instruction, and how many hours of employment are given per week to each subject, whether in trade or scholastic work.	(b.) Have you Kindergarten training? If so, what does it include?
43. London, School for the Indigent Blind, St. George's Fields, Southwark (C.), 1799, and Branch School at Bolingbroke Grove, Wandsworth Common, 1880.	Hours. Boys. Girls. 1. Religious education, included in general. 2. Physical education, gymnastics, drill, &c. 2½ 2 3. General education - 25 25 Trades taught at Branch School: basket, mat, and brush making. 25 hours in winter, 30 summer.	Yes.
44. London, Royal Normal College and Academy of Music for the Blind (C.), 1872.	Reading, writing, arithmetic, object lessons, grammar, geography, scripture, music in various branches, languages, &c.	Yes.
45. Manchester, Henshaw's Blind Asylum (C.), 1838.	Reading 4 hours, writing 5 hours, arithmetic 7½ hours, grammar 2 hours, geography 5½ hours, scripture 3 hours, Latin 3½ hours, music, &c.	Yes; in its initial stages.
46. Manchester and Salford, Outdoor Workshops for the Blind (connected with Henshaw's Asylum) (W.), 1881.		—
47. Newcastle-on-Tyne, Workshops for the Blind (W.), 1870.	From 8.30 to 6.	No.
48. Newcastle-on-Tyne, Royal Victoria Asylum for the Blind (C.), 1838.	Scripture 3½ hours, reading 3½ hours, writing 3½ hours, arithmetic 6 hours, geography 1½ hours, grammar 1½ hours, and music 6 hours. Full timers 37 hours, trade half-timers 18 hours.	Yes; a beginning has been made.
49. Norwich, Asylum and School for the Indigent Blind; 132, Magdalen Street, Norwich (C.), 1805.	Grammar, geography, reading, spelling, printing, arithmetic, and scripture. 23 hours per week to school. 51 " in summer } to workshops. 45 " in winter }	No.
50. Nottingham, Midland Institution for the Blind (C.), 1843.	Ordinary elementary school education. School hours from 9 to 12 and 2 to 5 each day, except Saturday and Thursday afternoon.	No.
51. Oldham, Workshops for the Blind (W.), 7, Morton Street, Oldham, 1883.		—
52. Plymouth, South Devon and Cornwall Institution for the Blind (C.), 1860.	Scripture 7 hours, reading 2½ hours, writing 6 hours, spelling 1½ hours, arithmetic 1½ hours; geography, grammar, and history, 3½ hours.	No.
53. Preston, Industrial Institute for the Blind (C.), 1867.	Similar to Government elementary schools.	No.
54. Sheffield, Institution for the Blind (C.), 1860.	Reading, writing, arithmetic, geography, history, grammar, music, &c.	Yes. Kindergarten games; also cubes and plaiting.
55. Southsea, Hampshire and Isle of Wight School and Home for the Blind (C.), 1863.	Scripture reading, writing, and other ordinary school instruction.	No.

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† For males only. \* For females only.

Appendix 11.

2. If a School—					
(c.) At what age do pupils leave the school department?	(d.) At what age does technical training begin?	(e.) Have you separate playgrounds for boys and girls?	(f.) What physical training is given?	(g.) Have you a gymnasium?	(h.) What do you estimate the cost to the Institution of— (1.) Education; and (2.) Board and lodging per head.
12 or 18 at branch school.	12 or 13.	Yes.	Drilling and gymnastics.	Yes.	(1.) 11l. 14s. 5½d. (2.) 40l. 14s. 2½d.
Varies according to intended occupation of pupils.	As soon as the pupils enter school.	Yes.	Kindergarten games, calisthenics, drill, roller skating, gymnastics, swimming, cycling, &c.	Yes.	(1.) 20l. 10s. 4½d. (2.) 30l. 6s. 4½d. General expenses, 9l. 0s. 5½d.
At 16, except music pupils.	—	Yes.	Drill and gymnastics.	Yes.	23l. per annum per head (no separate accounts kept).
—	—	—	—	—	—
No school.	When able to work.	—	—	—	—
Not later than 15.	About 11 years of age; if in Institution before that age.	No.	No system of physical training for lack of space. One swing is provided.	No.	(1.) 4l. (2.) 20l.
Pupils may remain for life.	At 10 years of age.	Yes.	None.	No.	(1.) 3l. 5s. (2.) 13l. 13s. 4d.
No fixed age.	No fixed age, but as soon as the scholars are prepared for it. They then commence half time.	Yes.	Gymnastics, calisthenics, &c., and swimming to some of the males.	Yes.	(1.) About 5l. 15s. (2.) 20l.
—	—	—	—	—	—
14, if proficient in reading and writing.	At 14 years.	Yes.	None.	No.	(1.) and (2.) 21l. per annum
At 14 years of age.	At 14 years.	No.	None.	No.	—
15 or 16. No fixed age.	When pupil is in third or fourth standard.	Yes.	Drilling (with and without dumb-bells). Gymnastics.	Yes.	(1.) 5l. 10s. (2.) 13l. 10s.
No fixed age.	—	Yes.	Military drill.	No.	(1.) 7l. 14s. (2.) 7l. 9s. 6d.



Name of Institution.	(i) How do the pupils spend their playtime? What amusements are provided?	2. If a school—				(k) What are the salary and duties of each teacher or professor in the school department, from the highest to the lowest? State whether board and lodging are included.
		(j) How many teachers are employed in the school department?				
		(a) Blind		(b) Seeing		
		Male.	Female.	Male.	Female.	
43. London, St. George's (C.)	Running, walking, reading, &c. Draughts, dominoes, football, swing, giant's-strides, climbing poles and ropes.	—	1	2	2	100l. (resident); 50l. (resident). <i>Males.</i>
44. London, Norwood (C.)	Games (indoor), skating, rob-roving, &c.	2	2	3	3	Generally from 20l. (with board, and sometimes other privileges) to 150l.
45. Manchester (C.), Henshaw's Asylum.	In play, drill, and music practice. Skittles, chess, draughts, dolls, and skipping-ropes.	4	—	2	3	From 5l. to 115l.; music master 175l. per annum. (Music teachers not included), and 1 non-resident music master (seeing).
46. Manchester and Salford (W.), Workshops.						
47. Newcastle - on - Tyne (W.), Workshops.						
48. Newcastle - on - Tyne (C.), Victoria Asylum.	By taking walking exercise in a large yard. Draughts, humming-tops, balls, and skipping ropes.	1	1	1	—	Two blind teachers 7l. (board, lodging, clothing, and washing), 46l. 6s. and 120l. per annum.
49. Norwich (C.)	Various ways. Swings, dominoes, draughts, &c. Smoking room for men.	—	1	—	1	One at 50l.; One at 4l. receives board, lodging, and clothing at institution.
50. Nottingham (C.)	Regular walking, running, games, reading, skipping ropes, tops, ninepins, &c.	1	—	—	1	70l., 40l. Board and lodging are not included. There is a blind schoolmaster at 70l. with seeing female assistant at 40l., who chiefly takes the girls.
51. Oldham (W.)						
52. Plymouth (C.)	Swings, handbells, and bagatelle provided. Games.	1	—	—	1	25l.; music teacher, 20l.
53. Preston (C.)	No amusements.	1	1	—	—	2s. per lesson.
54. Sheffield (C.)	Walking, music practice, chess. Books read to them in the evening.	1	1 (and blind monitors).	1 (also 2 for music).	2	From 12l. 12s. per annum to 140l. (latter sum does not include board).
55. Southsea (C.)	Usual amusements in music hall.	1	—	—	2 (including matron.)	From 8l. 8s. to 49l. 8s.

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
 † For males only. \* For females only.

3. What system of type is used?	4. Number of male and female blind inmates—				5. What contribution is made, and for how many of the above?		6. How are pupils received? By election or otherwise?
	(a) In school.		(b) In workshop.		(a) By Guardians?	(b) By friends?	
	Male.	Female.	Male.	Female.			
	Male.	Female.	Male.	Female.			
Alston, Braille, Moon.	105	95	—	—	1s. 6d. to 7s. per week, for about 9.	Nil.	By election.
Moon, Boston, and Braille (chiefly).	89	73			5l. to 20l.	Something, however small.	By "Scholarship Committees," by benevolent individuals, and "Gardner Trust," and other charities.
Braille, Moon, and Roman.	47	32	57	28	6s. a week for 86.	From 3s. to 6s. per week for 78.	Election by Board of Governors.
			9	6	None.	None.	By the committee or manager with the sanction of committee.
Braille and Moon.	13	16	6	9	283l. 10s.	142l.	Elected by the committee on the merits of the case.
Moon.	20	19	—	—	210l. 12s. for 20.	107l. 13s. 6d. for 23.	At the discretion of the committee, subject to rules.
Braille.	28	26	—	—	20l. per head (in most cases). There are no free cases.	11l. 14s. per head (minimum).	Recommended by a governor (i.e., a subscriber of 1l. 1s. and upwards), and approved by the committee.
Braille (as the standard), Lucas, and Moon.	5	1	14	16	For 17.	For 9.	Election of committee, no suitable person rejected if room in Institution.
Braille.	2	3	11	4	—	13l. per annum for 1 inmate from Gardner's Trust.	By election.
Braille and Moon.	23	28	40 (outworkers.)	9	For 31. From 6l. to 12l. per head.	For 20.	On approval of committee.
Braille.	10	7	—	—	Inmates from Hants and Isle of Wight are charged 10l. to 12l. according to age, from elsewhere 12l. to 15l. per annum.		By election, on application to the committee.

Appendix 11.

Name of Institution.	7. What are the limits of age of admission, and how long do they remain?	8. Is a register kept of the pupils or workmen who leave the Institution?	(a.) Number of pupils or workmen who have been trained in the Institution.	(b.) Number of old pupils or workmen whose addresses are known.
43. London, St. George's (C.)	7 to 22. 6 years, or longer, at discretion of committee.	Yes.		Cannot tell.
44. London, Norwood (C.)	Preparatory school, 7 to 12 (lower limit elastic); college, 9 to 21; technical school, 16 to 25. Length of stay varies.	Yes.	145	All, except two, who are supposed to be dead.
45. Manchester (C.), Henshaw's Asylum.	Not under 9; boys elected under 14 remain until 21. Adult males received for 7 years, or longer, and females for life.	No.	916	16
46. Manchester and Salford (W.), Workshops.				
47. Newcastle-on-Tyne (W.), Workshops.		No.		
48. Newcastle-on-Tyne (C.), Victoria Asylum.	7 to 16. Duration of stay varies.	No.	Cannot say.	16
49. Norwich (C.) -	10 to 55 in school. From 55 in asylum.	Yes.	Cannot say.	Cannot say.
50. Nottingham (C.)	7 lowest limit; males over 16 as a rule not admitted. This only applies to indoor pupils. No limit as to out-pupils over 7 years of age.	Not previously kept.	Cannot now say.	No definite information.
51. Oldham (W.) -				
52. Plymouth (C.)	From 8 years, for a period of 3, 5, or 7 years (eligible for re-election).	Yes, as far as possible.	135	48
53. Preston (C.) -	From 5 upwards, and at 14 are transferred to the workshops.	No.	76	30
54. Sheffield (C.) -	At discretion of committee, according to circumstances.	Yes.	185	58
55. Southsea (C.) -	8 to 12. Males till 21, females till 24 years of age.	No.	81	—

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
 † For males only.

\* For females only

Appendix 11,

9. Have you a musical department?	(a.) Do your pupils cultivate music for a profession or a recreation?	(b.) Have you a choir or band? If so, state number of members in each, and instruments taught in the band.	(c.) Number respectively receiving instruction on piano, organ, in voice culture, harmony, counterpoint, and musical composition. Do the pupils write in Braille musical notation?
Yes.	About 20 pupils for a profession, but others in the band for recreation.	34 in choir; 29 in band. Violin, violoncello, flute, clarinet, cornet, viola, euphonium, basso, saxhorn, and side drum.	Organ, 20; voice, 34. Yes.
Yes.	For a profession.	Choirs.	Piano, 149; organ, 29; voice culture, 67; harmony &c., 110. Yes.
Yes.	Profession only.	Choir of 20.	Piano, 56; organ, 9; harmonium 4; harmony and counterpoint, &c., 10; voice culture, 13. Yes.
Yes.	For recreation.	Choir of 40.	Piano, 39; organ, 11; voice culture, 2. Yes.
Yes.	For recreation; but band is frequently hired for entertainments.	Both; 20 in choir; 10 in band, viz. :—1 drum, 3 cornets, 1 bombardon, 1 euphonium, 1 trombone, 1 baritone, 2 tenor saxhorns.	Piano, 9; singing, 20. No.
Yes.	For both.	Choir of 20; Junior choir of 12 girls, and 2 or 3 young male altos. No band.	Piano, 12; organ, 5; harmony and composition, 4. Yes.
Yes.	For both.	Choir of 23.	Piano and harmonium, 10; organ, 4. No.
Yes.	—	No.	1
Yes.	For both.	Choir of about 30.	Violin, 8; organ, 11; piano, 26; harmony, 20. Yes.
Yes.	For recreation.	No.	No.

C c 2

Appendix 11.

Name of Institution.	(d.) How many music masters or teachers are employed in the musical department, and how many hours per week does each give to the work of the Institution?	(e.) State the salaries paid to musical instructors.	10. Is pianoforte tuning taught?	11. What industrial occupations and trades are carried on by males and by females respectively?
43. London, St. George's (C.)	1. 43 hours per week. 2. 39 " " 3. 4 " " 4. 4 " "	100 <i>l.</i> (partial board), 20 <i>l.</i> (full board), 1 <i>l.</i> , and 1 <i>l.</i> per week each.	Yes.	Males: Basket, mat, rug, matting, and brush making, pitch work, and chair-caning. Females: Basket, brush, and sash-line making, knitting, crochet, and chair-caning.
44. London, Norwood (C.)	Eighteen. 25, 25, 23½, 18, 18, 15½, 15½, 8½, 7½, 7, 5½, and 7 pupil teachers.		Yes.	Males: Trained to use tools; tuning and repairing pianos. Females: Use of tools, knitting, crochet, and sewing.
45. Manchester (C.), Henshaw's Asylum.	One music master, 36 hours. Two assistants give whole time.	175 <i>l.</i> (and dinner), 10 <i>l.</i> , and 5 <i>l.</i> (both with board and lodging).	No.	Males: Basket and mat-making, chair-seating, and weaving. Females: Light basket making, chair-seating, sewing, knitting, netting, and fancy wool-work.
46. Manchester and Salford (W.), Workshops.				
47. Newcastle-on-Tyne (W.), Workshops.				Mattress, mat, bed, and basket making, &c.
48. Newcastle-on-Tyne (C.), Victoria Asylum.	Three. 18, 18 and 15 hours respectively.	46 <i>l.</i> 6 <i>s.</i>	Yes.	Males: Mat, mattress, and basket making, and chair-caning. Females: Chair-caning, knitting, and sewing.
49. Norwich (C.) -	Two. 6 and 4 hours respectively; frequently more.	20 <i>l.</i> , 5 <i>l.</i>	No.	Males: chair-caning, basket, mat, matting, rug, hassock, and bottle-envelope making. Females: Knitting, crochet, and needlework.
50. Nottingham (C.)	Two. 21 and 9 hours respectively.	50 <i>l.</i> ; 55 <i>l.</i>	Yes, to a limited extent.	Males: Brush, basket, mat, and matting making, and chair-caning. Females: Brush-making, chair-seating, woolwork, sewing, and knitting, &c.
51. Oldham (W.) -				Males only: Skip-making.
52. Plymouth (C.)	One. 15 hours.	20 <i>l.</i> per annum.	No.	Males: Basket, mat, and matting making, and reed-work. Females: Knitting, and various kinds of cane-work.
53. Preston (C.) -	One.	Honorary.	No.	Males: Skip and basket making. Females: Cane-seating and knitting.
54. Sheffield (C.) -	Five. 3 give two half-days, and 1 one half-day, and 1 two hours.	20 <i>l.</i> 16 <i>s.</i> 12 <i>l.</i> 12 <i>s.</i>	Yes.	Males: Brush, basket, mat, and rug making, and weaving. Females: Fine brush making, chair-caning, and game-bag making.
55. Southsea (C.)	One.	8 <i>l.</i> 8 <i>s.</i> a year, and all found.	No.	Males: Basket-work and chair-caning. Females: Chair-caning, knitting, netting, and sewing.

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or asylums (H.)  
† For males only.

\* For females only.

Appendix 11.]

12. Are out-door pupils received for instruction in trades?	(a.) If so, up to what age?	(b.) What is their number and age?	(c.) Under what conditions are they received?
No.			
—	—	—	—
No.	—	—	—
Yes, when able to work.	No limit.	—	That they serve 3 months' apprenticeship.
Yes.	No limit.	None at present.	Certificate of conduct, good character, and sobriety.
No.	—	—	—
Yes.	No limit.	11; age varies from 19 to 42 years.	Subject to there being room; on the recommendation of a governor.
All out-door.	At any age.	19.	Must be attentive. Received at discretion of committee.
Yes.	No stated age.	1, 33 years; 1, 35 years.	Ability to learn, and good character.
Yes.	From 14 years upwards.	15, from 20 to 50 years of age.	Must be totally blind and capable of being taught.
Yes.	At any age.	50, from 16 to 60 years of age.	They receive wages according to capacity after 6 months' working.
No.			



Appendix 11.

Name of Institution.	13. How many blind employed in workshops, distinguishing resident from non-resident?	14. Blind or sighted trade teachers?	15. Are sighted workmen employed to assist in finishing blind work?	16. Is there a retail shop?	17. If so, are goods not made by the blind sold in it?
43. London, St. George's (C.)	150 resident; 28 non-resident.	Sighted.	Yes.	Yes.	No.
44. London, Norwood (C.)	—	—	—	—	—
45. Manchester (C.), Henshaw's Asylum.	85, all resident.	3 sighted, and 1 blind.	No.	Yes.	Yes.
46. Manchester and Salford (W.), Workshops.	21, all non-resident.	No teachers.	Yes.	Yes.	Yes.
47. Newcastle-on-Tyne (W.), Workshops.	15 non-resident.	Blind teachers, under supervision of manager.	No.	Yes.	Yes, to a small extent.
48. Newcastle-on-Tyne (C.), Victoria Asylum.	1 non-resident, 14 resident.	Both.	No.	Yes.	No.
49. Norwich (C.) -	Male pupils work in shops; also 3 non-resident journeymen.	2 teachers, sighted.	2 boys only.	Yes.	Very few.
50. Nottingham (C.)	15 resident, 22 non-resident.	Sighted.	Sighted foreman and 1 sighted journeyman in brush shop.	Yes.	Yes.
51. Oldham (W.) -	15 non-resident.	Sighted manager teaches.	No.	No.	
52. Plymouth (C.)	36 resident, 10 non-resident.	Blind.	The porter trims the mats by machine.	Yes.	No.
53. Preston (C.) -	14 non-resident.	Blind.	No.	Yes.	Yes.
54. Sheffield (C.) -	About 50 non-resident.	Sighted.	Yes.	Yes.	Yes.
55. Southsea (C.) -	All resident.	Blind.	No.	Yes.	No.

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
 † For males only. \* For females only.

Appendix 11.

18. What was the value of goods made by the blind, and sold from the warehouse and retail shop in the last financial year.	19. What is the value of the average surplus stock in hand?	20. What were the—			21. What is the value of the property of the Institution—	
		(a.) Subscriptions.	(b.) Donations and legacies?	(c.) Income from endowments or trust funds in the last financial year?	(a.) Invested?	(b.) Site, land, and buildings, leasehold or freehold (stating which)?
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2,699 2 3	31 17 5	575 11 2	1,353 14 1	4,397 0 2	122,075 0 0	School, freehold. Shop, leasehold.
—	—	12,320 18 8	535 6 6	—	—	About 50,000l. (freehold).
679 8 9	510 18 5 (includes raw materials and manufactured goods).	218 15 6	2,932 15 0	2,219 17 6	72,441 6 11	33,715 0 0 Buildings and site freehold.
1,429 3 1	750 15 10	—	—	—	—	970 16 4 (stock, plant, &c). Premises on annual rent.
1,960 0 0	550 0 0	9 7 3 (including donations).	—	12 14 3	400 0 0	500l. to 600l.
182 13 9	200 0 0	144 11 6	113 16 9	470 16 0	12,832 8 0	7,000 0 0 (freehold site and buildings).
396 18 10 (includes goods not made by the blind).	244 6 2	270 1 0	112 7 11	659 17 9	15,160 7 4	Chiefly freehold, a small portion leasehold.
2,001 14 10 (includes goods not made by the blind).	1,508 0 0	518 9 6	333 12 10	303 3 7 (including 78l. 19s. interest on deposits).	9,638 14 10	All our own property—uncumbered. Freehold. No means of assessing the value.
1,453 8 5	385 5 8	—	31 18 9	—	—	526 16 10 Leasehold.
1,036 3 7	441 0 0	224 18 6	1,344 8 7	70 6 11 (dividends).	2,581 1 2	Freehold buildings cost upwards of 11,000l.
386 8 10	90 0 0	148 9 0	500 0 0	73 19 3	9,531 16 8	3,500 0 0 Leasehold.
2,983 5 9	1,300 0 0	232 11 0	148 9 6	976 16 8	990 0 0 and 22,000l. held in trust by Sheffield Town Trustees.	20,132 0 0 Freehold.
344 5 10	281 7 0	205 13 0	43 14 11	—	—	None

C c 4

Appendix 11.

Name of Institution.	22. What was the expenditure in the last financial year, distinguishing the proportion which was earned by the blind, and that which went into the hands of the sighted?	23. Do you supplement the wages of your workmen? If so, in what manner and to what extent was this done in the last financial year?	24. Are the accounts audited by a chartered accountant.
43. London, St. George's (C.)	£ s. d. Blind, 841 1 4 Sighted, 1,909 19 0	Adult workmen (say 26) receive a good dinner daily.	Yes.
44. London, Norwood (C.)	—	—	Yes.
45. Manchester (C.), Henshaw's Asylum.	Being a resident school, earnings do not accrue.	No wages. 2d. in shilling given for good work and for encouragement.	Yes.
46. Manchester and Salford (W.), Workshops.	Blind, 1,429l. 3s. 1d. Sighted, 870l. 17s. 2d.	No.	Yes.
47. Newcastle - on - Tyne (W.), Workshops.	Blind, 374l. 7s. 8d. Sighted, 193l. 10s.	No.	By an auditor.
48. Newcastle - on - Tyne (C.), Victoria Asylum.	Blind, 936l. 0s. 9d. Sighted, 444l. 12s. 0d.	No, all the adult blind employed are teachers.	By two auditors.
49. Norwich (C.)	Blind, 75l. 13s. 0d. Sighted, 151l. 2s. 0d.	No.	By auditors, and by paid accountant.
50. Nottingham (C.)	Blind, 303l. 11s. 7d. Sighted, 318l. 9s. 1d.	No.	By a member of the committee.
51. Oldham (W.)	Blind, 472l. 6s. 2d. Sighted, 233l. 1s. 8½d.	No.	Yes.
52. Plymouth (C.)	Blind, 476l. 1s. 10d. Sighted, 216l. 6s. 2d.	No.	No.
53. Preston (C.)	—	An addition of 10 per cent. on sighted men's list.	Yes.
54. Sheffield (C.)	Blind, 392l. 4s. 1d. Sighted, 448l. 12s. 7d.	Yes, blind paid at sighted rate of wages equal to bonus of from 20 to 35 per cent.	By a professional accountant.
55. Southsea (C.)	Blind, 111l. 1s. 1d.	No.	No.

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
† For males only.

Appendix 11.

25. Are statistics kept of the cause of blindness?	26. Are the statistics gathered from ordinary medical practitioners in the locality from which the pupils come, or do you have a periodical inspection by a skilled oculist?	27. If you have periodical examinations, do you keep a record of the number of cases of persons blind from preventable causes?
No.		
Yes.	From skilled oculist.	A special feature made with regard to preventable causes.
Yes.	Both.	Not systematically.
No.		
No.	No.	No.
Yes.	Medical practitioners of the locality from which the pupils come.	No.
Yes.	A certificate from candidate's own medical man required, also a certificate from our medical officer is required before admission.	We have no such record.
Yes (so far as resident pupils are concerned).	Both.	—
No.		
Yes.	From both sources.	Yes.
No.		
Yes, at the school.	From ordinary practitioners.	Yes.
No.		

Appendix 11.

1. Name and Address of Institution, when founded.	2. If a School—	
	(a.) What is the curriculum of instruction, and how many hours of employment are given per week to each subject, whether in trade or scholastic work.	(b.) Have you Kindergarten training? If so, what does it include?
56. Stockport Institution for the Blind, the Deaf, and Dumb (W.), 1867.	None, except that which they derive from ladies who read to them while at work.	No.
57. Sunderland and Durham County Institute for the Blind (W.); 23, Villiers Street, Sunderland, 1877.	School Department under the Sunderland School Board.	
58. Swansea and South Wales, Institution for the Blind (C.); South Hill Place, Swansea, 1866.	Scripture, reading, arithmetic, writing, grammar, history, geography, &c.	No.
59. Wolverhampton, Society for the Blind (W.); 15, Victoria Street, 1874.	Not a school.	—
60. Worcester, Colleg. for Blind Sons of Gentlemen (S.) Powyke, 1867.	Classics 8 hours, mathematics 8 hours, divinity, music 6 hours, French 2 hours, English literature 8 hours, history 4 hours.	—
61. Yorkshire, School for the Blind (C.), 1833 -	Scripture, catechism, reading, arithmetic, writing, grammar, geography, English literature, and history.	No.
Summary	List of subjects taught in above schools:— Algebra. Anatomy. Arithmetic. Classics. Composition. Domestic Economy. Drill. Euclid. French. Geography. Grammar. Gymnastics. History. Latin. Literature. Mathematics. Map drawing. Music. Natural philosophy. Natural science. Object lessons. Physiology. Reading. Religious instruction. Singing. Spelling. Writing.	10 schools have Kindergarten training; 33 have not; and 18 give no answers.
The above Institutions were founded in the following years:— 1791 1838 (3) 1859 1871 1792 1839 1860 (3) 1872 1793 1840 1861 1874 (2) 1799 1841 1863 1877 (2) 1805 1842 (2) 1865 1881 (2) 1806 1843 (2) 1866 1882 1810 1846 1867 (4) 1883 1815 1854 1868 (2) 1885 1831 1856 (2) 1869 (3) 1833 1857 (5) 1870 1834 1858 (2)		

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
† For males only. \* For females only.

Appendix 11.

2. If a School—					
(c.) At what age do pupils leave the school department?	(d.) At what age does technical training begin?	(e.) Have you separate playgrounds for boys and girls?	(f.) What physical training is given?	(g.) Have you a gymnasium?	(h.) What do you estimate the cost to the Institution of— (1.) Education; (2.) Board and lodging per head.
—	—	—	—	—	—
Depends on age of admittance.	Usually after pupils have been 3 or 4 years in the school.	No; boys not allowed in playground with girls.	The pupils attend the Y. M. C. A. gymnasium twice a week.	No.	(1.) 7l. 16s. (2.) 15l. 12s.
—	—	—	—	—	—
When ready for the University; generally between 19 and 21.	—	—	Games and sports much encouraged.	A very poor one.	(1.) 40l. (2.) 50l.
Depends on age of admittance.	14.	Yes.	Drill and gymnastics.	—	(1.) } 45l. (2.) }
The average age of 21 schools is 15 years.	The average age for 18 schools is 12½ years. In 10 schools there is no fixed age.	22 schools have separate playgrounds for the sexes and 12 have not. To 27 Institutions the question does not apply.	Some physical training is given in 27 schools; in 12 there is none; and 22 do not answer.	Gymnasias in 15 schools; 25 have none, and 21 do not answer.	In 12 schools the average cost of— (1) education is 6l. 9s. 7d. (2) board and lodging, 14l. 19s. 7d.



Appendix 11.

Name of Institution.	(i.) How do the pupils spend their playtime? What amusements are provided?	2. If a School—				(k.) What are the salary and duties of each teacher or professor in the school department, from the highest to the lowest? State whether board and lodging are included.
		(j.) How many teachers are employed in the school department?				
		(a.) Blind.		(b.) Seeing.		
		Male.	Female.	Male.	Female.	
56. Stockport (W.) -						
57. Sunderland (W.)						
58. Swansea (C.) -	Swings, games, and walks.	—	1 teacher of music.	—	1 school-mistress.	Music teacher, 25 <i>l.</i> , and school mistress 25 <i>l.</i> (both resident). Board and lodging are provided.
59. Wolverhampton (W.)						
60. Worcester (S.) -	Walks and recreation. Stilts, hockey, football, cricket, bagatelle, and being read to.	3	—	1	—	Masters for classics, mathematics, English; lady for French and music; master for music (superior).
61. Yorkshire (C.) -	Amongst themselves. Skittles, stilts.	1	2	2	1	From 6 <i>l.</i> to 100 <i>l.</i>
Summary	32 schools mention games, amusements, &c. such as:— "Authors." Bagatelle. Ball. Bat and ball. Brickbuilding. Chess. Cricket. Cycling. Dancing. Dolls. Dominoes. Draughts. Football. Gardening. Giant's stride. Gymnastics. Handbells. Hockey. "Horses." Kindergarten. Marbles. Music. Quoits. Ninepins. "Rob-roying." Rocking-horse. Singing. Skating (Roller). Skipping. Skittles. Stilts. See-saw. Swimming. Swings. Tops. Tug-of-war. Wheelbarrows. Whist.	32	35	27	53	Salaries range from about 24 <i>l.</i> per annum to 175 <i>l.</i> Pupil-teachers receiving from about 3 <i>l.</i> to 10 <i>l.</i> per annum with board and lodging.

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)

† For males only.

\* For females only.

Appendix 11.

3. What system of type is used?	4. Number of male and female blind inmates—				5. What contribution is made, and for how many of the above		6. How are pupils received? By election or otherwise?	
	(a.) In school.		(b.) In workshop.		(a) By Guardians?	(b) By friends?		
	Male.	Female.	Male.	Female.				
	Male.	Female.	Male.	Female.				
Braille.						In some cases from 5 <i>s.</i> to 7 <i>s.</i> a week.	Apprentices received, if committee think reasonable hope of giving permanent employment.	
Moon and Braille.	13	11	20	—		6 <i>l.</i> 10 <i>s.</i> to 18 <i>l.</i> per annum, for 17 inmates.	10 <i>l.</i> to 18 <i>l.</i> per annum for 5 inmates.	Elected by the committee.
Braille and Moon.	—	—	14	4		5 <i>l.</i> 5 <i>s.</i> annually.		If considered eligible, applicants are elected by the committee when there is room.
Roman, Moon, and Braille.	14	—	—	—		—	80 <i>l.</i> to 100 <i>l.</i>	By election to scholarships, or without. Certificates of good character, and mental and bodily fitness are required by all.
Moon and Braille (chiefly), and Roman.	44	27	28	6		10 <i>l.</i> per annum.	10 <i>l.</i> per annum.	Elected by managing committee.
The types used in the above schools and institutions are: Alston Boston Braille Lucas Moon Roman. Braille is used in 45 schools; Moon in 36; Roman in 4; Alston in 2; Lucas in 3; and Boston in 1. Both Moon and Braille are used in 30 schools.	755	863	687	301		Sums paid by guardians range from 3 <i>l.</i> 18 <i>s.</i> to 20 <i>l.</i> per annum for each pupil.	From about 5 <i>l.</i> to 18 <i>l.</i> per annum for each pupil.	Generally elected by the committee of the institution.

Appendix 11.

Name of Institution.	7. What are the limits of age of admission, and how long do they remain?	8. Is a register kept of the pupils or workmen who leave the Institution?	(a.) Number of pupils or workmen who have been trained in the Institution.	(b.) Number of old pupils or workmen whose addresses are known.
56. Stockport (W.)				
57. Sunderland (W.)	No limits.	No.		
58. Swansea (C.) -	Males 8 to 14; Females 8 to 25. Pupils remain from 4 to 8 years.	Yes.	31	21
59. Wolverhampton (W.)	No limits.	No.		
60. Worcester (S.)	From 7 upwards, adults being received. Duration of stay varies.	Yes.	61	54
61. Yorkshire (C.)	10 to 17. Not beyond 20.	Yes.	About 600.	210
Summary	In 30 institutions there is practically no limit to the time the pupils may remain in the establishment, but in 14 cases the average time of residence is 6 years.	In 18 institutions such a register is kept.	8,421	911

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
 † For males only \* For females only.

Appendix 11.

9. Have you a musical department?	(a.) Do your pupils cultivate music for a profession or a recreation?	(b.) Have you a choir or band? If so, state number of members in each, and instruments taught in the band.	(c.) Number respectively receiving instruction on piano, organ, in voice culture, harmony, counterpoint, and musical composition. Do the pupils write in Braille musical notation?
Yes.	For both.	Choir of 19 members. Only piano and harmonium.	Piano, 9; harmony, 3; voice culture, 19. Yes.
Yes.	For recreation.	Choir of 14 members.	Piano, 3; organ, 1.
Yes.	Mostly for recreation.		Piano, 10; organ, 2; harmony, 1; counterpoint, 1. Yes.
Yes.	For both.	A choir of 21.	Piano and organ, 22; voice culture, 26. Yes.
In 40 institutions music is taught.	4 answer "for a profession," 17 "for recreation," 20 "for both."	30 have choirs, 8 have bands, 7 have both choirs and bands.	Total number of pupils taught: Piano - - - 690 Organ - - - 172 Voice culture - 529 Harmony, &c. - 238 Harp - - - 20 Violin - - - 12 Guitar - - - 6 1,667 Braille musical notation is said to be used in 24 schools.

Appendix 11.

Name of Institution.	(d.) How many music masters or teachers are employed in the musical department, and how many hours per week does each give to the work of the Institution.	(e.) State the salaries paid to musical instructors.	10. Is pianoforte tuning taught?	11. What industrial occupations and trades are carried on by males and by females respectively?
56. Stockport (W.)				Brush, skip, and mat making, and chair-caning.
57. Sanderland (W.)			No.	Mattress, feather bedding, basket, mat and cork fender making, piano-tuning, and chair-caning by girls and women.
58. Swansea (C.)	One. 30 hours.	25 <i>l.</i> (resident).	No.	M. : Basket and mat making. F. : Knitting, crochet, chair-caning, and light basket work.
59. Wolverhampton (W.)	Two teachers.	10 <i>l.</i> ; one voluntary.	No.	M. : Basket and mat-making. F. : Basket-making, knitting, and chair-caning.
60. Worcester (S.)	Two: 4 hours and 5 hours, each respectively.			
61. Yorkshire (C.)	Three. 27½, 6, and 4 hours respectively.	52 <i>l.</i> , 50 <i>l.</i> , and 15 <i>l.</i>	Yes.	M. : Basket, mat, and brush making. F. : Knitting, sewing, and chair-caning.
Summary	90 teachers of music, each giving from 2 hours to 40 hours' instruction per week.	From about 10 <i>l.</i> to 175 <i>l.</i> per annum.	Pianoforte tuning is taught in 12 institutions.	The occupations are as follows :  MALES. Basket-making. Matting-weaving. Bedding-making. Mattress-making. Bedding purifying. Netting. Bottle envelope-making. Pallasse-making. Brush-making. Piano-repairing. Brush setting in Porters (working as) pitch. Piano-tuning. Chair-caning. Reed work. Chair-rush-seating. Rug-making. Cork cushion-making. Sacking. Cork fender making. Sash line-making. Firewood-splitting. Sheep net-making. Feather-picking. Ship's fendoff-making. Game bag-making. Skip-making. Handloom weaving. Twine-spinning. Mat-making. Weaving. Mat-weaving. Willow-seating. Matting-making. Wickerwork.  FEMALES. Brush-drawing. Mattress-making. Brush-making. Needlework. Chair-caning. Netting. Crochet work. Sash line-making. Firewood bundling. Sewing. Hair tearing. Sewing mattress covers. House work. Wool work. Knitting. Massage.

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
† For males only. \* For females only.

Appendix 11.

12. Are out-door pupils received for instruction in trades?	(a.) If so, up to what age?	(b.) What is their number and age?	(c.) Under what conditions are they received?
Yes.	No limit.		
All out-door.			No wages paid to unskilled apprentices.
Yes.	No fixed age.	7. Ages 17 to 37.	When practically blind.
Yes.	No limit.	18. 18 to 50.	Fitness to learn a trade.
Yes.	No fixed age.	Two. 25 and 45.	Must provide their own board and lodging outside, school providing teaching free.
Out-door pupils are received in 36 institutions.	As a rule, there are no prescribed limits of age.	Number of out-door pupils about 527, of all ages.	In 20 institutions out-door pupils are admitted under the usual conditions, such as ability to learn, blindness, good character, &c. 9 institutions have a graduated scale of payment to pupils beginning with no wages for the first few months. In 3 institutions pupils are required to pay for instruction.



Appendix 11.

Name of Institution.	13. How many blind employed in workshops, distinguishing resident from non-resident?	14. Blind or sighted trade teachers?	15. Are sighted workmen employed to assist in finishing blind work?	16. Is there a retail shop?	17. If so, are goods not made by the blind sold in it?
56. Stockport (W.)	All non-resident; 16.	Sighted.	Yes.	Yes.	Yes.
57. Sunderland (W.)	33 non-resident.	Sighted; one partly blind.	Yes, as teachers.	Yes.	Yes.
58. Swansea (C.)	5 resident, 15 non-resident.	Sighted.	No.	Yes.	Yes.
59. Wolverhampton (W.)	18, all non-resident.	Both.	No.	Yes.	Yes.
60. Worcester (S.)					
61. Yorkshire (C.)	28 resident, 15 non-resident.	Both.	Yes.	Yes.	Yes.
Summary -	754 resident, 1,251 non-resident. (Totals for 49 institutions.)	11 institutions employ blind teachers; 26 employ sighted; and 12 both blind and sighted.	In 38 institutions sighted labour is employed for finishing blind work, and in 17 institutions it is not.	46 institutions have retail shops and 5 have sale rooms in the institutions; 5 have no retail shops.	In 40 institutions "Yes." In 9 "No."

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-resident) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)  
 † For males only. \* For females only.

Appendix 11.

18. What was the value of goods made by the blind, and sold from the warehouse and retail shop in the last financial year?	19. What is the value of the average surplus stock in hand?	20. What were the—			21. What is the value of the property of the Institution—	
		(a) Subscriptions?	(b) Donations and legacies?	(c.) Income from endowments or trust funds in the last financial year?	(a.) Invested?	(b.) Site, land, and buildings, leasehold, or freehold (stating which)?
£ s. d. About 500l.	£ s. d. About 1,200l.	£ s. d. 134 0 0	£ s. d. 50 0 0	£ s. d. 73 0 0	2,200l.	Freehold: about 5,000l.
2,889 8 1 (includes goods not made by the blind).	1,200 0 0	119 11 0	103 16 10	—	—	5,588l. 19s. 1d.
386 5 3	230 0 0	256 11 0	142 11 0	Nil.	Nil.	Leasehold premises, valued at about 4,000l.
Not distinguishable.	About 135l.	About 106l. 9s.	Donations about 5l. per annum.	—	—	Freehold: 1,900l.
—	—	Varies; about 90l.	—	About 370l.	—	—
2,326 0 0	899 3 6	383 8 0	427 10 7	1,256 4 4 (dividends).	40,314l.	Freehold: 5,850l.
98,992 17 7	47,437 8 4	28,694 5 7	32,095 12 8	22,125 3 4	545,965 19 0	Freehold for 24 Institutions - } 285,729l.

Appendix 11.

Name of Institution.	22. What was the expenditure in the last financial year, distinguishing the proportion which was earned by the blind, and that which went into the hands of the sighted?	23. Do you supplement the wages of your workmen? If so, in what manner and to what extent was this done in the last financial year?	24. Are the accounts audited by a chartered accountant?
56. Stockport (W.) -	Blind, 484 <i>l.</i> Sighted, 350 <i>l.</i>	Yes; 25 per cent. on their earnings.	By a professional accountant.
57. Sanderland (W.)	Blind, 686 <i>l.</i> 7 <i>s.</i> 3 <i>d.</i> Sighted, 515 <i>l.</i> 3 <i>s.</i> 3 <i>d.</i>	No; higher rate of wages is paid than ordinary market rate in some cases.	Yes.
58. Swansea (C.) -	Blind, 210 <i>l.</i> 9 <i>s.</i> 10 <i>d.</i> Sighted, 224 <i>l.</i> 4 <i>s.</i> 9 <i>d.</i>	Additional wages, 1 <i>d.</i> in the shilling- 9 <i>l.</i> 1 <i>s.</i> 6 <i>d.</i>	By a solicitor.
59. Wolverhampton (W.)	Blind, 211 <i>l.</i> 12 <i>s.</i> 9 <i>d.</i> Sighted, 121 <i>l.</i> 0 <i>s.</i> 9 <i>d.</i>	Occasionally to a small extent.	Yes.
60. Worcester (S.) -	—	—	The subscriptions are.
61. Yorkshire (C.) -	Blind, 473 <i>l.</i> 15 <i>l.</i> 2 <i>d.</i> Sighted, 388 <i>l.</i> 13 <i>s.</i> 4 <i>d.</i>	No.	Yes.
Summary - -	To blind: 33,091 <i>l.</i> 1 <i>s.</i> 3½ <i>d.</i> (for 43 institutions). To sighted: 23,717 <i>l.</i> 16 <i>s.</i> 3½ <i>d.</i> (for 39 institutions).	26 institutions supplement the wages of their workmen to the average of 25 per cent.	In 32 institutions the accounts are audited by chartered accountants; in 14 they are not; in 13 by professional accountants, public accountants, auditors, &c.; and in 3 cases by members of the Institutions' Committee.

Note.—Schools for resident pupils marked (S.) Workshops (mostly for non-residents) (W.) Combination of the two (both workshops and schools) (C.) Homes or Asylums (H.)

† For males only.

\* For females only.

Appendix 11.

25. Are statistics kept of the cause of blindness?	26. Are the statistics gathered from ordinary medical practitioners in the locality from which the pupils come, or do you have a periodical inspection by a skilled oculist?	27. If you have periodical examinations, do you keep a record of the number of cases of persons blind from preventable causes?
No.		
No.		
Yes.	From ordinary practitioners.	No record kept at present.
Yes.	The Society's honorary physician examines the persons as they apply.	No.
Cause ascertained from parents.		
Yes.	From ordinary practitioners.	No periodical examination.
Yes, in 29 institutions.	In 14 institutions the statistics are taken from the pupils' family doctor; in 6 from the institutions' medical staff; in 4 from both; and in 4 from skilled oculists.	In only 7 institutions is such a record kept.

APPEN  
REGISTER OF MISSIONS, &c.

1. Name of Association or Mission, and when founded.	2. Area of Operations.	3. Estimated Total Population therein.	4. Estimated No. of Blind therein.	5. Number uneducated	
				(a.) Of School age.	(b.) Over School age.
ENGLAND.					
1. Accrington, Fund for the Blind, 1875.	Accrington, Church, Oswaldtwistle, Clayton-le-Moors, and Baxenden.	59,500	50	None	37
2. Ashton-under-Lyne, Home Teaching Society for the Blind.	Ashton-under-Lyne (with Hurst), Stalybridge, Dukinfield, and Guide Bridge.	92,000	100	10	60
3. Bangor (Branch), Home Teaching Society for the Blind, 1882.	Two-thirds of Carnarvonshire, and the whole of the county of Anglesey.	170,510	233	3	85
4. Blackburn, Society for Visiting and Instructing the Blind, 1881.	Municipal Boroughs of Blackburn and Darwen.	146,000	120	14	69
5. Barnstaple, Home Teaching Society for the Blind, 1872.	A 12-miles radius of Barnstaple	40,000	80	—	80
6. Brighton, Blind Missionary Fund, 1877.	Brighton and neighbourhood	—	—	—	—
7. Brighton, Blind Relief and Visiting Society, 1862.	Brighton and Hove	136,000	80 (and those in asylum).	—	—
8. Bristol and Clifton, Association for Home Teaching of the Blind and Industrial Employment of Blind Women and Girls, 1853.	Bristol and suburbs	—	—	—	—
9. Bradford, Association for Improving the Social Condition of the Blind, 1861.	Bradford and neighbouring villages	300,000	265	5	Unknown.
10. Burnley, Home Teaching and General Help Society for the Blind, 1882.	Burnley, Nelson, Brierfield, and Padham.	110,000	80	6	74
11. Carlisle and Cumberland, Association for the Home Teaching of the Blind, 1856.	Carlisle, Wigtown, Penrith, Alston, and Whitehaven districts.	89,600	215	15	79
12. Carmarthen, Blind Relief Society, 1860.	Carmarthenshire	—	—	—	—
13. Cheltenham and Gloucestershire, Home Teaching and Industrial Society for the Blind.	Cheltenham and Gloucestershire. Pupils received from any part of the country.	45,000 (Cheltenham.)	80-100	Unknown.	Unknown.
14. Chester, Home Teaching Society for the Blind, 1875.	Chester, Frodsham, and intermediate district.	50,000	69	None	69
15. Colchester, Home Teaching Society for the Blind, 1876.	Colchester and 12 miles round	30,000	73	2	71
16. Cornwall, Society for the Itinerant Teaching of the Blind in Cornwall to Read the Sacred Scriptures and to Write, 1850.	The county of Cornwall or more especially districts 3 or 4 miles round.	333,000	400	20	200
17. Coventry, Home Teaching Society for the Blind, 1878.	Coventry and the adjacent parishes of Stoke and Foleshill.	60,000	70	1	65
18. Doncaster Home Teaching Society for the Blind, 1864.	Doncaster and 10 miles round	50,000	70	6	28
19. Hants and Isle of Wight, Blind School and Home, 1863.	Especially Hants and Isle of Wight; but children received from other parts of the kingdom.	593,470	481	Unknown.	Unknown.
20. Halifax, Society for the Home Education of the Blind, 1878.	Halifax and district	100,000	125	18	107
21. Huddersfield, Society for the Education of the Blind.	About 20 square miles	—	83	9	8
22. Hull, Society for Teaching the Blind to Read at Home, 1865.	Hull and neighbourhood	151,000	165	3	60
23. Leeds, Blind School and Visiting Society, 1869.	Chiefly confined to the borough of Leeds	350,000	No information.	No statistics available.	
24. Leicester, Association for the General Welfare of the Blind, 1853.	Leicester town and county	443,000	297	—	—
25. Liverpool, Home Teaching Society for Outdoor Blind, 1857.	Liverpool and suburbs	650,000	Cannot ascertain.	Cannot ascertain.	—
26. London, Home Teaching Society for the Blind, 1855.	London and suburbs, and wherever openings are to be found for home teachers in the country.	With regard to this and following three questions, the large area of operations renders an answer almost impracticable.	2,700	—	—
27. London, The Indigent Blind Visiting Society, 1834.	London and suburbs	3,000,000	2,700	—	—
28. London, The British and Foreign Blind Association for Promoting the Education and Employment of the Blind, 1863.	United Kingdom, Australia, Tasmania, New Zealand, India, Palestine, Rio Janeiro, United States, Canada, Nova Scotia, Denmark, Norway, Sweden, Germany, Belgium, Holland, France, Spain, Switzerland, Italy, and Russia.	—	—	—	—
29. Macclesfield, Society for the Home Teaching of the Blind, 1876.	Macclesfield and the immediate vicinity.	35,000	60	15	45
30. Manchester, Lancashire Mutual Aid and Home Teaching Society for the Blind, 1873.	Manchester and Salford	600,000	500	—	200

DIX 12.  
TO THE BLIND.

No.	6. No. of Blind belonging to the Association, or visited by its Agents.	No. of Visits made last Year.	7. General Description of Work and Objects of Association.	What Type is used or taught in Reading and Writing.	8. Income for last Financial Year.
1	47	363	Visiting, teaching to read and to acquire a trade, music lessons in relief, and general all-round help.	Braille, reading and writing. Moon, reading.	54 17 5
2	100	2,827	Visiting, teaching to read, helping blind children to enter institutions, and generally assisting to elevate and improve the blind.	Braille and Moon	95 13 6
3	233	1,016	Visiting, teaching to read and to write, supplying with books, &c.	—	213 2 0
4	103	2,578	Visiting, teaching to read and to write, supplying with books, &c.	Moon and Braille; 40 read Moon. (The lending library is in Moon.) 7 read and write Braille.	185 16 11
5	70	680	Visiting, teaching to read in "Moon" but the teacher (blind) has mastered Braille, and can teach reading and writing in this system also.	Moon and Braille	21 3 0
6	70	1,617	Visiting, reading to blind persons, supplying with clothing, coats, &c.	Braille	62 14 8½
7	70	—	Teaching to read, lending library, Sunday meetings, and relief in kind.	Moon	70 0 6
8	250	3,000	Visiting and teaching knitting, chair-caning, basketwork, &c.	Moon and Braille	292 14 9
9	255	1,953	Providing work, granting temporary relief and annuities, and general help.	Moon (for adult reading). Braille used by children in reading and writing.	11,186 11 6
10	78	1,114	Visiting, teaching of reading, writing, arithmetic, music, mat, and skip-making, lending library, and general help and relief.	Moon and Braille	184 18 0
11	215	—	Visiting, teaching to read, and lending of books	Moon's solely	179 13 9
12	28	—	To give small pensions to needy blind people in their own homes.	—	78 16 6
13	30	No record kept.	Improving condition of indigent blind, teaching mat and basket making, chair-caning, needlework, and knitting.	Moon and Braille	645 0 0
14	69	1,763	Visiting, teaching to read and write, and reading to blind at their homes.	Generally Moon's type is used, and in some cases Braille also.	78 10 7
15	73	589	Reading to the blind and teaching them to read	Moon's	53 11 6
16	431	Not known.	Visiting, teaching to read, lending library, and general help.	Moon's almost exclusively. A few read in Lucas' type and far fewer in Braille.	212 16 8
17	61	2,039	Visiting, teaching to read and write, &c.	Moon's chiefly; but this year have started Braille's also.	40 3 9
18	70	—	Visiting, teaching to read and write, &c.	Moon	72 5 3
19	21	—	Education and industrial instruction, and providing means of obtaining employment.	Braille	473 4 0
20	—	—	Visiting, teaching, especially the young blind, at home and at school, and assisting them to earn their own living.	Moon. There is a good library in that type.	56 1 1
21	83	556	Teaching children reading, writing, and arithmetic and adults reading.	Braille and Moon; principally Braille	120 0
22	120	1,200	Visiting, reading to blind, and teaching them to read, and relief.	Moon and Braille are taught	232 13 8
23	127	1,560	Educating blind children, visiting blind adults, and teaching them to read, relief, &c.	Braille taught to children; Moon is chiefly used by adults at their homes.	435 19 5
24	134	1,250	Visiting, sending blind children to school, teaching blind adults to work, and generally assisting and relieving them.	Principally Moon, but our library contains books in Roman, Lucas, and Braille.	522 6 4
25	662	5,349	Visiting, teaching to read the Bible, classes for the young blind, &c.	Moon for reading. Braille for reading and writing.	228 5 8
26	2,234	48,523	Visiting, reading to blind, and teaching them to read, and colporteur work.	Moon's type is used	2,292 0 0
27	1,016	20,000	The visitation, relief, and education of the blind	Braille and Moon's systems are used in teaching.	6,330 17 9
28	—	—	To discover the best methods of education and modes of employment for the blind, to print literature, school books, and music in the Braille type, to produce raised maps and other school apparatus, to induce the general adoption of the best methods both of education and employment, and to form a centre from which information relating to the blind of this and other countries can be readily obtained, and to which inventors of new apparatus can apply to ascertain whether their invention is new and useful.	—	1,552 3 1
29	—	1,514	Visiting, teaching those able to learn to read, lending library, and general relief.	Moon	69 10½
30	80	200	Visiting, holding classes for instruction, relief of the sick and needy, &c.	Braille	43 11 0



Appendix 12.

1. Name of Association or Mission, and when founded.	2. Area of Operations.	3. Estimated total Population therein.	4. Estimated No. of Blind therein.	5. Number uneducated.	
				(a.) Of school age.	(b.) Over school age.
31. Newcastle-on-Tyne and Gateshead, Home Teaching Society for the Blind, 1867.	Newcastle-on-Tyne and Gateshead	240,000	—	—	—
32. Newport (Mon.), Society for Teaching the Blind, 1866.	Newport and district	60,000	83	3	9
33. Northumberland and Durham, Home Teaching Society for the Blind, 1873.	Northumberland and Durham, excepting Berwick-on-Tweed, Gateshead, Sunderland and Newcastle.	—	900	21	—
34. Oldham, Home Teaching Society for the Blind	Oldham Parliamentary Borough	200,000	116	5	111
35. Oxford, Association for the Home Teaching of the Blind.	Oxford and the immediate neighbourhood.	43,000	—	—	—
36. Plymouth and Stonehouse, Society for the Welfare of the Blind, 1835.	Plymouth and Stonehouse	—	—	—	—
37. Rochdale, Ashworth Chapel for the Destitute!	Rochdale and 5 miles round	190,775	80	15	60
38. Sheffield, Home Mission for the Blind	Sheffield and Ecclesall	300,000	200	20	173
39. Sunderland, Home Teaching Society for the Blind	Sunderland	130,000	160	—	—
40. Swansea, Home Teaching Society for the Blind	Swansea and districts round, comprising an arc of about 30 miles.	150,000	200	16	150
41. Wakefield, Blind Society. Founded 1869	Wakefield and neighbouring villages	50,000	60	—	5
42. Walsall, Branch Society for the Home Teaching of the Blind, 1835.	Borough of Walsall and immediate neighbourhood.	70,000	90	15	25
43. Wolverhampton, Society for the Blind (Home Teaching Branch, 1874).	Wolverhampton and suburbs	165,000	112	12	65
44. Worcestershire, Blind Visiting Society, 1830	Worcestershire (exclusive of King's Norton Union), and strips of adjacent counties, 700 square miles.	330,000	310	17	276
45. Yarmouth, Home Teaching Society for the Blind	Great Yarmouth and Gorleston	40,000	20	None.	5
SCOTLAND.					
46. Aberdeen, Town and County Association for Teaching the Blind at their own homes, 1850.	Counties of Aberdeen, Banff and part of Kincardineshire.	350,000	307 (Including Asylum).	6	20
47. Dundee Mission to the Out-door Blind, 1879	Dundee Parliamentary and Municipal boundary.	160,000	216 (Including those at Institution).	14	43
48. Edinburgh, Society for Promoting Reading among the Blind at their own homes by Moon's system, 1857.	Edinburgh, Haddington, Peebles, Selkirk, Roxburgh and Berwick counties.	555,620	390	5	—
49. Fife and Kinross, Society for Teaching the Blind to read at their own homes, 1863.	Counties of Fife and Kinross	178,628	119	7	—
50. Forfarshire, Mission to the Blind, 1869	County of Forfar, exclusive of Burgh of Dundee, and about one-half of Kincardineshire.	140,000	140	4	136
51. Glasgow and West of Scotland, Mission to the Out-door Blind, 1859.	Counties of Lanark, Renfrew, Ayr, Dumbarton, Bute, and Argyle.	1,562,023	1,376 (Including Asylum).	16	86
52. Inverness, Northern Counties Institute for the Blind, 1867.	Caithness, Sutherland, Ross and Cromarty, Inverness, Nairn, and Moray.	—	424	—	264
53. Perth, Society for teaching the Blind to read, 1866	City and county of Perth	127,768	95	2	—
54. Stirling, Clackmannan and Linlithgowshire's Society for Teaching the Blind, 1866.	Stirling, Clackmannan and Linlithgow	115,000	120	2 and 1 under school age.	16
IRELAND.					
55. Belfast, Home Teaching Society for the Blind, 1884	Belfast (in connexion with the Workshops for the Blind).	208,000	213 (last census).	—	—
56. Belfast, Home Mission Work among the Blind, 1866	Belfast and suburbs	250,000	211	64 and 9 under school age.	—
57. Dublin, Association and Lending Library for the Blind, 1858.	Dublin and suburbs	272,000	Not known.	Not known.	—
	(Totals)	—	—	371 and 10 under school age.	2825

\* The Ladies Auxiliary Society attached had an income

Appendix 12.

No.	6. No. of Blind belonging to the Association, or visited by its Agents.	No. of Visits made last Year.	7. General Description of Work, and Objects of Association.	What type is used or taught in Reading and Writing.	8. Income for last Financial Year.
					£ s. d.
31	200	Several thousands.	Visiting, teaching to read, religious instruction, lending library, and relief.	Moon's	£ 97 0 0
32	23	—	Teaching to read and teaching trades	Moon and Alston	25 6 9
33	389	—	Seeking out and supplying with books those willing to read.	Moon, Braille, and Guldeerg (pencil frame.)	140 0 0
34	116	1,242	Visiting, teaching to read, colporteur work, &c.	Moon's; the library contains books in Braille's type.	70 0 0
35	45	500	" " " and write, and general help.	Moon's is mostly used, but Braille's type, francs, music, &c., by a fair number.	18 9 6
36	21	—	Library, weekly classes for mutual improvement with musical instruction. Sick benefit club; material for work supplied to members at wholesale prices.	—	—
37	60	(Work suspended last year).	Reading to blind and teaching them to read, knit, &c.	Moon's; writing not taught at present	—
38	—	877	Teaching to read, visiting sick and needy, relief, &c., sewing class.	Moon's	Income included with that of Sheffield Blind Institution.
39	160	1,631	Visiting, teaching to read, lending library.	—	37 7 6
40	153	787	Missionary, teaching to read and reading to blind, general help.	Moon and Braille	26 0 0
41	58	400	Visiting, teaching to read, meetings for religious instruction, &c., and general help.	Moon and Braille	30 0 0
42	58	860	Visiting, instruction in reading, writing, and the Scriptures, and in cane and basket work.	Moon for reading, Braille for writing	84 13 9
43	80	1,488	Reading, and teaching to read and write, lending library, music, and trades taught.	Braille and Moon	621 19 2½
44	296	1,249	Visiting, teaching to read, library, and general help.	Roman, Moon and Braille	105 18 11
45	16	No record kept.	—	Moon and Braille	—
46	220	No record of individual visits kept.	Visiting, teaching to read, and general assistance	Moon and Braille; Taylor's arithmetic	254 0 0
47	144	No record kept.	Visiting, religious, educational, and industrial instruction and help.	Moon and Braille	288 15 5½
48	390	" "	Visiting and general missionary work	Moon	448 0 0
49	116	1,500	Visiting, teaching to read and write, and general help.	Moon and Braille	130 13 4
50	140	1,200	" " " " "	Moon and Braille	181 2 9
51	1,257	11,425	Visiting, teaching to read, providing books, and generally assisting the previously uncared for blind.	Moon for adults; Braille for the young	*1,508 0 0 (including 23½ legacies).
52	424	No record kept.	To ameliorate the condition and minister to the welfare of the blind.	Moon and Braille (reading), Braille (writing).	286 0 0
53	95	No record kept.	To teach reading, and to give religious instruction and consolation.	Moon and Braille. Other types when necessary.	121 9 7
54	110	994 recorded (Lady helpers visits not recorded).	Teaching, supplying books free of charge, and general help.	Moon and Braille	148 3 2 (and about 23½ for special cases).
55	160	In abeyance last year.	Teaching the blind to read and write, and giving oral instruction.	Moon and Braille (in reading)	50 0 0 to be raised each year.
56	180	1,378	Teaching Moon's type, giving employment, visiting and general help.	Moon's	51 2 6
57	32	468	Teaching reading, basket and mat making, and general assistance.	Moon and Braille	116 17 2
	11,663		The work of above missions generally consists of visiting, teaching to read and write, assisting to obtain work, and general relief and help.	Moon's type is used in 48 cases; Braille's in 39; and both Moon and Braille in 36. Other types, such as Alston, Lucas, Roman, and Taylor's arithmetical boards are also used in a few cases.	30,704 0 9

last year of 1,299½, including 259½ legacies.  
I 24966.

## LIST OF SCHOOL BOARD CLASSES FOR

NAME.	1. Number of blind of school age in area of School Board, showing:				2. Name of School Board Class, and when founded.
	a. Number under instruction by the Board.	b. Number sent for instruction elsewhere.	c. Number who have left School.	d. Uneducated.	
1. Bradford	12		9		Bradford School Board Class for the Blind, commenced, 16th March, 1885.
2. Cardiff	8		4	14 (estimated.)	No separate class for blind. Instruction of blind children first undertaken 1885. The teacher attends at schools at which blind children attend five days a week, dividing her time between them.
3. London	133		No statistics.	26 permanently unfit for school work. 7 at present 25 parents unwilling for children to attend school. 22 " " at present, for various reasons, for children to attend school. 9 not investigated.  89 total not attending school.	The first class commenced May 1875.
4. Sunderland	13		21		Sunderland School Board Class for the Blind. Founded 18th December, 1882.
5. Glasgow	28		—	One aged 12, four others very young, but will be attended to.	Kent Road, John Street, St. Georges Road, Woodside, Barrowfield, Dennistown, Tureen Street, Gorbals, Annfield and Townhead Public Board Schools, and the Poorhouse School.
Summary	194	—	34	108	—

## DIX 13.

## the BLIND in the UNITED KINGDOM.

3. Give number of hours devoted weekly to principal branches of study.	4. Have you Kindergarten training? If so, what does it include?	5. Have you separate playgrounds for boys and girls?	6. (a) What physical training is given? (b) Have you a gymnasium?	7. How do the pupils spend their playtime, and what amusements are provided?	8. Are the blind associated with the seeing children in—	
					a. School-time?	b. Play time?
Scholars follow the ordinary school time-table.	Yes; building (3rd and 4th gifts) sewing, weaving, modelling and paper folding.	No.	(a) Gymnastic exercises, dumb-bells and staves. (b) No.	Games, &c. (skipping ropes and skittles).	No.	No.
There is no time-table.	Yes. It includes chiefly object lessons.	No.	(a) None. (b) No.	—	Yes. They attend the schools nearest to their homes.	Yes.
Scholars follow the time-table of ordinary day school.	The blind scholars share with the sighted in kindergarten instruction.	Yes.	(a) The blind scholars receive physical training with the sighted. (b) No.	Play with the sighted children, and have the same resources.	Yes.	Yes.
Class not worked by a time-table.	—	No.	(a) Dumb-bell exercises. (b) No.	No special amusements provided.	No.	No.
The blind children follow the time-table of the school where they are placed.	Yes; in Townhead Public Board School basket-making, weaving, sewing, beadwork, modelling in clay.	Yes.	(a) None. (b) No.	Generally with the other children in playgrounds.	Yes.	Yes.
The blind pupils mostly follow the general time-table.	4 have kindergarten training; 1 has not.	2 have separate playgrounds for the sexes; 3 have not.	(a) Some physical training appears to be given in 3 of the classes; (b) None of the schools have a gymnasium.	No special amusements are provided, but the blind children play with the sighted.	In three classes "Yes," in two "No."	In three classes "Yes," in two "No"

Appendix 13

Name.	9. How many special teachers are employed for the Blind?				10. What is the salary of each teacher?	11. What system of embossed type and what arithmetic boards are used?	12. (a.) What is the amount charged for education, and (b.) what is the nett cost per head?	13. Are statistics kept of the cause of blindness? Are the statistics gathered from ordinary medical practitioners in the locality from which the pupils come, or do you have a periodical inspection by a skilled oculist? If you have periodical examinations, do you keep a record of the number of cases of children blind from preventable causes?
	Blind.		Seeing.					
	Male.	Female.	Male.	Female.				
1. Bradford	—	1	—	—	60 <i>l.</i> per annum.	Braille type; the children also read the Moon type. Metal boards with octagonal holes are also used.	(a.) 3 <i>d.</i> per week per scholar. (b.) Nett cost per head, 6 <i>l.</i> 4 <i>s.</i> 6 <i>d.</i> per annum.	Yes. Parents are recommended to have their children examined at the Bradford Eye and Ear Hospital. The report furnished by the Hospital authorities records such cases.
2. Cardiff	—	1 (She goes from school to school.)	—	—	70 <i>l.</i> per annum.	Braille	(a.) Fees charged same as other children, viz.: Above 5 and under 8 years, 2 <i>d.</i> weekly; above 8 and under 10 years, 3 <i>d.</i> weekly; above 10, 4 <i>d.</i> weekly. (b.) Nett cost per head, 8 <i>l.</i> 17 <i>s.</i> 3½ <i>d.</i> per annum.	No.
3. London	—	5 assistants	—	1 super- intendent	Superintendent 165 <i>l.</i> per annum, and 12 <i>s.</i> 6 <i>d.</i> per week for travelling expenses. Assistants, 70 <i>l.</i> , rising by 5 <i>l.</i> per annum to 90 <i>l.</i>	Braille and Moon.	(a.) The fee charged at the ordinary day school. (b.) The net cost per head is 9 <i>l.</i> 10 <i>s.</i> 5	No.
4. Sunderland	1	—	—	—	54 <i>l.</i> 12 <i>s.</i> per annum.	Braille and Taylor's Boards.	(a.) 14 <i>s.</i> (b.) 5 <i>l.</i> 7 <i>s.</i>	No.
5. Glasgow	—	—	—	1	100 <i>l.</i> per annum (of the special teacher).	Braille.	(b.) 3 <i>l.</i> 17 <i>s.</i> 6 <i>d.</i>	—
Summary	1	7	—	2	From 54 <i>l.</i> 12 <i>s.</i> to 90 <i>l.</i> per annum. Two super-intendents in London and Glasgow receive 165 <i>l.</i> and 100 <i>l.</i> per annum respectively.	Braille is used in all; Moon is also used in 3 classes.	(a) About 3 <i>d.</i> per week. (b) Average annual nett cost of education for all the 5 classes, 6 <i>l.</i> 15 <i>s.</i> 4 <i>d.</i>	Such statistics are only kept by one class (Bradford).

Appendix 13.

## SCHOOL BOARD FOR LONDON.

## LIST OF "CENTRES."

Name of Centre.	Where Situated.	No. of Blind Children attending.	Name of Centre.	Where Situated.	No. of Blind Children attending.
Bowling Green Lane	- Clerkenwell, E.C.	- 15	High Street	- Bromley, E.	- 5
Highway	- Shadwell, E.	- 9	Rushmore Road	- Clapton, E.	- 2
Stephen Street	- Lisson Grove, N.W.	- 8	Tower Street	- Seven Dials, W.C.	- 2
Worlington Road	- Notting Hill, W.	- 10	Brunswick Road	- Poplar, E.	- 4
Kilburn Lane	- Kensal Green, W.	- 3	Sumner Road	- Peckham, S.E.	- 4
Cooks' Ground	- Chelsea, S.W.	- 3	Westmoreland Road	- Walworth, S.E.	- 3
Church Street	- Kennington, S.E.	- 6	Burrage Grove	- Plumstead, S.E.	- 6
Yerbury Road	- Holloway, N.	- 8	Webb Street	- Hermondsey, S.E.	- 9
York Road	- Kings Cross, N.	- 4	Kender Street	- Hatcham, S.E.	- 5
Cranbrook Road	- Bethnal Green, E.	- 2	Sydenham Hill Road	- Sydenham, S.E.	- 2
Mansford Street	- Bethnal Green, E.	- 10			
St. John's Road	- Hoxton, N.	- 4			
Shillington Street	- Battersea, S.W.	- 7			
			Total		133

N.B.—The number of schools in which blind children were under instruction at Lady Day 1888 was 86.





Appendix 14.

Name and Address of Charity or Pension Society.	When Founded.	Number of Pensioners in 1888.	Counties where Pensioners reside.	Amount of each Pension.	General Information, giving necessary Qualifications of Pensioners, and all Particulars of Interest regarding the Charity.	Amount annually distributed.
LONDON.—Clothworkers' Company, 41, Mining Lane, E.C.	1718	356	Bedford Berks. Bucks. Cambridge. Cheshire. Cornwall. Cumberland. Derby. Devonshire. Dorset. Durham. Essex. Gloucester. Hants. Herts. Kent. Lanes. Leicester. Lincoln. Middlesex. Monmouth. Norfolk. Northampton. Northumberland. Oxford. Shropshire. Somerset. Suffolk. Surrey. Sussex. Warwick. Westmoreland. Wills. Worcester. Yorks.	5l. and 10l.	Gives pensions of 5l. and 10l. per annum to blind persons of not less than 50 years of age. Applicants for the 5l. pension must be over 50 years of age, three years totally blind, and not have an assured income exceeding 20l. a year. The 10l. pensions are given by way of promotion to the most necessitous and deserving on the 5l. list above the minimum age of 60.	£ 5,000
LONDON.—(Cames' Charities), Cordwainers' Company, 7, Cannon Street, E.C.	1796	115	Bedford Berks. Essex. Kent. Middlesex. Suffolk. Surrey. Sussex. Warwick.	5l.	Gives pensions of 5l. to blind men, age not less than 45; and blind women, if married, not less than 40, if a widow or maiden, not less than 30, who have never received any allowance from any parish, never begged in the streets and reside in London, or within 100 miles thereof. A pension of nearly 8l. a year (Love's) is given to the most aged pensioner on the list in lieu of the 5l. A pension of about 3l. a year (Woolnough's) is given in addition to the 5l., to the person who has been longest on the list. The payments are made annually.	About 575
LONDON.—Day's Charity or "Blind Man's Friend," 34, Savile Row, W.	1836	230	Berks. Bucks. Cornwall. Cumberland. Derby. Devon. Dorset. Durham. Essex. Gloucester. Hants. Hereford. Herts. Kent. Lanes. Leicester. Middlesex. Norfolk. Northumberland. Nottingham. Oxford. Rutland. Shropshire. Somerset. Stafford. Suffolk. Surrey. Sussex. Warwick. Wills. Yorks. Scotland (Co. not known). Ireland (Co. not known). Wales (Co. not known).	12l., 16l., and 20l.	Founded by the late Mr. Charles Day, of the well-known firm of Day and Martin, who left 100,000l. for the benefit of the blind. The entire income is about 3,600l. Pensioners must be wholly blind, objects for benevolent relief, and residents in Great Britain. They must also be over 21 years of age, and not in receipt of parish relief. Payments are made quarterly in advance. Trustees appoint.	3,360
LONDON.—Drapers' Company's Charity to the Blind, 27, Throgmorton Street, E.C.	1784	14	Berks. Middlesex. Monmouth. Surrey. Sussex. Warwick.	10l. every other year.	Distributes Grainger's Charity to Blind in pensions of 10l. every other year. Applicants must be totally blind. No limit as to age.	70

Appendix 14.

Name and Address of Charity or Pension Society.	When Founded.	Number of Pensioners in 1888.	Counties where Pensioners reside.	Amount of each Pension.	General Information, giving necessary Qualifications of Pensioners, and all Particulars of Interest regarding the Charity.	Amount annually distributed.
LONDON.—Gardner's Trust for the Blind, 1, Foot's Corner, Westminster, S.W.	1879	200	Bedford Berks. Bucks. Cambridge. Cornwall. Devon. Essex. Gloucester. Hants. Herts. Kent. Lanes. Leicester. Lincoln. Middlesex. Norfolk. Northants. Nottingham. Oxford. Shropshire. Somerset. Suffolk. Surrey. Sussex. Warwick. Wills. Worcester. Yorks. Cardigan. Carmarthen. Glamorgan.	10l., 15l., and 20l.	Applicants must be resident in England or Wales, not in receipt of parish relief, of good moral character, and in real need of help. There is no limit as to age, and no person is disqualified from receiving assistance by reason of his or her religious opinions. The Trust also gives assistance towards instruction in music, trades, &c.	£ 2,530
LONDON.—Goldsmith's Company (Caretton's Charity and Corporate Funds), Foster Lane, Cheapside.	1888	68	Essex Gloucester. Hants. Herts. Kent. Middlesex. Surrey.	20l. a year	Applicants for Careton's Charity must be over 50 years of age, totally blind for 12 months, resident in the county of Middlesex, and not have an income exceeding 25l. a year; must not be in receipt of any other charity for the blind. Applicants for Corporate Funds Charity must be resident in Middlesex, Kent, Essex, Herts, or Surrey. There is no limit as to age. For both charities preference is given to freemen of the Company and their widows. Payments are made quarterly.	1,360
LONDON.—Governesses' Benevolent Institution, 32, Sackville Street, W.	1843	5	Cornwall Gloucester. Middlesex. York.	From 25l. to 50l. a year.	Applicants must be blind, and over 50 years of age; governesses, single or widows, and must not be in receipt of more than 30l. a year. The pension is forfeited by marriage. Payments are made half-yearly.	160
LONDON.—Harley's (Hon. Frances) Charity for the Blind, 19, Bedford Row, W.C.	1841	11	Cumberland Hereford. Kent. Middlesex. Sussex.	20l. a year	Applicants must be members of the Church of England, and must reside with some friends of respectable character, whose name must be given on application. Payments are made quarterly.	220
LONDON.—Hetherington's Charity to the Aged Blind, Christ's Hospital, Newgate Street, E.C.	1774	718	Bedford Berks. Bucks. Cheshire. Cornwall. Cumberland. Derbyshire. Devonshire. Dorsetshire. Durham. Essex. Gloucester. Hants. Hereford. Herts. Kent. Lanes. Leicester. Lincoln. Middlesex. Monmouth. Norfolk. Northants. Northumberland. Nottingham. Oxfordshire. Shropshire. Somersetshire. Stafford. Suffolk. Surrey. Sussex. Warwickshire. Westmoreland. Wills. Worcester. York.	10l.	Founded by Rev. Wm. Hetherington, a governor of Christ's Hospital. Pensioners must be aged 61 years and upwards; totally blind for three years, born in England; have never received parish relief, and have no regular income to the amount of 20l. a year. They must also have been resident in the same parish or place in England for three years. The following are ineligible:—"Those who have never occupied a better, or higher, position in life than day labourers, or journeymen, or domestic and menial servants, or who have ever been common beggars."	7,180







No.	Charity of	Instrument of Foundation.	Trusts.	Trustees or Administrators.	Endowment.	Income applicable or applied for Blind.	Mode of Application.	Observations.
23	Granger, Jonathan	Will, 10th May 1750, and Order of Court, 30th November 1784.	Residue in alternate years for blind persons at 10s. each; in other years apprenticing.	Drapers' Company	4,074l. 10s. 6d. Consols (1857).	£ 70 3 4 In 1807, 8s. 8d. in alternate years.	14 blind persons 10s. each (in alternate years).	The apprenticing fund is apparently not much used, and is rapidly increasing.
24	Gregory, Edward	Deed, 4th June 1816	Augmentation to one of the three most aged blind pensioners of the Clothworkers' Company; on the death of such pensioner the company to have the income for one year for themselves.	Clothworkers' Company	Annual re-charge on lands in Wills.	4 0 0	To a poor blind woman 4s.	—
25	Harley, the Honourable Frances.	Deed, 28th January 1811	Pensioners of 20s. a year each to persons taking care of, and providing for, poor blind persons of the Church of England.	Harrison & Co., solicitors, send accounts to the Commissioners.	7,701l. 7s. 8d. Consols	232 10 8	11 annuities of 20s. each, expenses about 4s.	—
26	Inglis, William	Will, 8th September 1800	Produce to be divided between four poor blind people of either sex of Oxford or the neighbourhood for life.	Municipal trustees of the city of Oxford.	1,260l. 13s. 4d. Reduced	38 0 0	Four blind persons 4s. 12s. each.	A new scheme was established on 22nd June 1884 for the municipal charities of Oxford, including the above, which provides for the annuities, with a preference for blind people, of 8s. to 10s. a week each. See printed annual report.
27	Henshaw, Thomas	Will, 14th November 1807	A blind asylum	Eight trustees. A board of management to administer the charity.	Consols and Reduced (but the charity has various other sources of income). 75,287l. 11s. 10d. Consols. 11,310l. 10s. 2d. Reduced. New 7,127l. Bank Stock, and a payment of 125s. a year under Act. Charities Act 1853 will.	1,384 10 0 From Henshaw's endowment. 7,777 0 0	About 48 blind inmates	—
28	Hetherington, Rev. William.	Deed, 20th March 1774	Annuities of 10s. each to 50 persons being— (a) Born and residing in England, (b) sober life and conversation, (c) Not receiving alms of parish, (d) Not common beggars, (e) Not having drunk and got blind for three years, (f) Have lived during that time in one place in England, and (g) Have never received parochial alms. Very strict regulations were made to this effect, and have been made to this charity or given to the Governors of Christ's Hospital upon similar trusts from time to time, in many cases of considerable value.	Governors of Christ's Hospital.	250l. London and North-western Railway 4s. per Cent. Guaranteed Stock, held by official trustees.	10 0 0	Paid to three blind persons	—
29	Hudson, Isabella	Deed, 25th June 1872	For maintenance and support of poor blind persons of Cockermouth over 20 years of age.	Minister and churchwardens of All Saints, Cockermouth.	1,077l. 8s. 3d. Consols, in name of the trustees.	20 0 4	Paid to five blind persons 6s. 18s. each half-yearly.	—
30	Hunston, Hugh	Will, 18th February 1777	10s. apiece yearly to 21 blind persons not receiving alms of St. Botolph, Within and Without, Alton, St. John, Wipping, and St. Paul, Shinwell; preference to Lightermen, subject as aforesaid from Middlesex and Albion.	Two trustees. Vestry clerk is correspondent.	—	—	—	—
31	Love, Elizabeth	Will, 12th March 1805	Benefit of blind persons	Clothworkers' Company	207l. 4s. 6d. Reduced, held by Official Trustees.	8 1 6	10s. to a blind man, balance from general fund.	Master is entitled to appoint.

No.	Charity of	Instrument of Foundation.	Trusts.	Trustees or Administrators.	Endowment.	Income applicable or applied for Blind.	Mode of Application.	Observations.
32	Love, Elizabeth	Will, 12th March 1805	Benefit of blind persons	Clothworkers' Company	207l. 4s. 6d. Consols	£ 7 10 6	Paid to pensioners (the estate of Charles, post-mortem apparently).	—
33	Merrett, Alderman John	Will, 14 January 1784	Annual payments of 10s. each to blind persons resident in Great Britain, 60 years old and upwards, in other respects as Rev. Mr. Hetherington's Charity.	Municipal trustees of Bristol.	13,554l. 13s. 14d. Consols, and 3,300l. Two and a half per Cent., in name of Official Trustees.	480 2 6	2s. proportion of 2s. 2s. 2s. to "poor annuitants."	—
34	Norman, Thomas	Will, 9th July 1800. Proved 1810.	Income to be divided equally between 16 blind men and 16 blind women.	Clothworkers' Company	Real estate at Hammer-smith.	982 10 0	16 blind men and 16 blind women 10s. a year each, balance carried forward.	Court of assistants are entitled to appoint the recipients.
35	Payne, George, and Thomas Watkins.	Will, 4th March 1660. (Charity Commission), 20th May 1870.	Alms-houses for six aged blind or impotent persons of the City of London, and 6s. 12s. 6d. a year to each.	Girdler's Company	Real estate in Abchurch Lane and Sherborne Street, E.C., and Consols in St. Luke's (site of old almshouses).	About 780 0 gross.	Under the scheme six almshouses, 10s. a quarter each; pensions 100s. 10s. each; and other 300s. 10s. 6d. to management, &c.	The scheme only includes blindness as one amongst many qualifications for almsmen and pensioners. It is not known whether any of the beneficiaries are blind.
36	Rastall, Joannus	Will, 8th September 1707	Income to be divided among six poor blind women of good character.	Messrs. Scribarns and Simpson, both residing at Coggeshall (Essex).	1,097l. Reduced, in name of Official Trustees.	30 0 0	Paid to six blind women.	—
37	Reynolds, Richard	Declarations of trust, 22d April 1800, 22d November 1804, and 18th November 1806.	Eleven-twelfths of income to be applied in persons of 20, a year each to indigent blind persons, with other restrictive qualifications.	Painter Stainers' Company	10,274l. 10s. 8d. Reduced	308 4 8	280s. in pensions of 10s. each, management, clerk, &c.	—
38	Shank, Mrs. Jane	Will, 7th July 1705	Request to "the Governors of the Charity for the Relief of Blind Persons."	Painter Stainers' Company	377l. 15s. 14d. Consols	11 0 4	One pensioner of 16s., management, &c.	—
39	Smith, Dorothy	Will, 26th January 1700	Gift of residue for annuities to blind and distressed people in the same manner as Hetherington's Charity (Christ's Hospital).	Painter Stainers' Company	55,000s. Reduced	About 1,000 0 0	1,380s. in pensions of 10s. each, clerk, management, &c.	—
40	Stock, John	Codicil to will, 25th June 1731.	Gift to Stocks Charity for the Blind	Painter Stainers' Company	993l. 10s. 7d. Consols	20 10 1	Three pensions of 10s. each, balance in hand.	—
41	Lydell, Miss Ann Elchoes	Will, 20th December 1857	To Master and Wardens of Clothworkers' Company to distribute income to poor blind persons in sums not exceeding 10s. a year each.	Clothworkers' Company	Real estate at West Inceknay.	—	The Company out of their resources make up the annual income of this Charity sufficient to provide 100 pensions of 20s. each to blind persons.	—
42	Thwaytes, William	Will, 24th March 1831; proved 6th January 1856.	To the Society for the Relief of the Blind at Cockermouth. A scheme under the Charity Act is now in progress dealing with this Charity.	Trustees appointed by order of Charity Commission, 7th November 1884.	175l. New 3s. per Cent. Stock.	5 2 0	3s. a week to a poor blind man (7s. 16s.), balance in hand.	No such Society as that named by the Donor being in existence, the legacy was paid to the Corporation of Cockermouth for the benefit of the blind. It has since been further increased.
43	Turner, Mrs. Ann	Will, 20th January 1855	Land at Peckham on which to rebuild the almshouses.	See Payne.	—	—	—	—
44	Watkins, Thomas	Deed, 28th May 1860	—	—	—	—	—	—

No.	Charity of	Instrument of Foundation.	Trusts.	Trustees or Administrators.	Endowment.	Income applicable or applied for Blind.	Mode of Application.	Observations.
46	West, John and Frances (No. 1).	Indentures of lease and release, 29th and 24th May 1718.	Of, each to honest, poor blind people, half to men and half to women, of Newbury and Reading.	Clothworkers' Company -	Real estate at West Hackney, Hammersmith, and Twickenham, Kent-charges.	£ s. d. About 240 0 0	250l. in pensions of 2l. each to blind persons of Newbury, Reading, London, &c.	In most of the West charities there is a provision for the poor blind of the same place. St. John's College was appointed trustee of No. 5. with the Clothworkers' Company as visitors; the trustees of No. 6. are not accepting to be the trustees, a similar provision for visitors, &c. being made in the case of each of the other charities. St. John's College is to act and take the management of No. 5 as well as the others.
47	Do. (No. 2)	Indentures of lease and release, 23rd and 24th December, 1718.	Similar gifts to poor blind men and women generally.	Do.	Real estate in Old Street and West Hackney.	About 500 0 0	400l. in pensions of 2l. each to 100 blind persons; 5l. to general fund.	
48	Do. (No. 3)	Deed, 28th December 1710	Similar gifts to poor blind men and women generally.	Do.	Real estate at West Hackney.	About 552 0 0	500l. in pensions of 2l. each to blind persons.	
49	West, Frances (No. 4)	Indentures of lease and release, 24th and 25th January 1723-4.	Similar gifts to poor blind men and women of the City of London.	Do.	Real estate in the Partry and at West Hackney.	About 1,300 0 0	400l. in pensions of 2l. each to blind persons.	
50	Do. (No. 5)	Indentures of lease and release, 11th and 12th December 1725.	After making certain fixed payments, two-thirds of residue to poor blind men and women in sums of 2l. each.	Do.	Real estate at Ludgate Hill, St. Paul's, and West Hackney.	About 1,000 0 0	About 800l. in pensions of 2l. each to blind persons of Reading, Newbury, Twickenham, and London; 8l. to general fund.	
51	Do. (No. 6)	Codril to will, 24th March 1725-4.	Of, each to poor blind men and women of Reading, Newbury, Twickenham, and City of London.	Do.	Real estate at West Hackney.	About 178 0 0	170l. in pensions of 2l. each to blind persons of Reading, Newbury, Twickenham, and London; 8l. to general fund.	
52	Do. (No. 7)	Codril to will, 12th November 1724.	Similar gifts to poor blind men and women of Henley-on-Thames.	Do.	Real estate at West Hackney.	About 60 0 0	50l. in pensions to blind persons of Henley; 15l. to general fund.	
53	Winkle, John	Will, 13th June 1845	Two deserving poor blind men and two women of (a) St. Michael's Parish, or (b) City of Gloucester, or (c) County of Gloucester.	Churchwardens and overseers of St. Michael's Parish, Gloucester.	500l. Consols, and 17l. 12s. 6d. Reduced.	8 4 10	Divided between two blind men and two blind women.	
54	Woodington, Elizabeth	Will, 21st April 1875	Income to be applied in the same way as Haynes' Charity for one blind person of either sex, preference to St. Ebbes Parish.	Municipal Trustees of the City of Oxford.	271l. 12s. 6d. Consols	8 2 10	Annuitant, 8l. - See Haynes.	
55	Woolhough, Martha and Ann.	Letter to Company, 9th December 1838.	Benefit of blind persons	Cordwainers' Company	110l. 3s. 10d. Reduced	3 6 0	Paid to pensioners.	
56	Yarnold, Mrs. Sarah	Will, 14th March 1820	(Under will) 2l. a year each to two blind men and two blind women, not in receipt of parish relief, preference to residents in Kasecombe and Hurst (Herts).	The Corporation of Wokingham.	Reduced 3l. per Cent. Stock.	20 0 0	Two blind men and two blind women, 2l. a year each.	
57	Yates, Mrs. Anne	Will, 22nd March 1794	Request to "Hospital for the Blind and for Lameable Lunatics."	Painter Stainers' Company	300l. Reduced	0 0 0	One pension of 9l. to which 1l. added from Granger's Charity.	The purchase money of this stock was partly derived from surplus income of Dorothy Smith's Charity.
58	York	See Emanuel.						

ENDOWED CHARITIES FOR THE BENEFIT OF BLIND PERSONS.

(Addendum to foregoing list.)

January 1880.

No.	Name of Charity.	Instrument of Foundation.	Trusts.	Trustees or Administrators.	Endowment.	Income applicable or applied for Blind.	Mode of Application.	Observations.
1	Berlow, Sarah	Will (proved 17th July 1859).	For 10 poor blind women of the town and county of Leicester.	John Lorrimer of Aylmer, Leicestershire, and others, trustees of Henryworth of Leicestershire, wine merchant; Harry Simpson Geo. or Knighton, Leicestershire, manufacturer.	Consols, 3,500l.	£ s. d. About 105 0 0	Ten payments of 10l. 10s. each to 10 blind women of Leicester.	It is not known whether any change has since taken place in the payments since the National Debt Conversion Act, 1858.
2	Nathan, Jacob	Will (proved 3rd June 1807)	General benefit of Devonport Blind Institution.	Messrs. Rooker, Matthews, and Sholly, Plymouth, and others, for the trustees of Nathan's will.	Consols, 55l. 10s. 8d.	1 11 0	Not known to the Commissioners.	(a) 500l. and (b) 200l. charity called the Brighton Blind Missionary Fund.
3	Do.	Do.	General benefit of Plymouth Blind Asylum	Do.	Consols, 52l. 10s. 8d.	1 11 0	Do.	
4	(a) Oves, Henry and (b) another.	(a) Will (proved 10th July 1851), and (b) Deed of Trust, 20th April 1856.	For a missionary to the blind of Brighton and Hove, and for their relief in sickness, &c.	Dr. Thimial Robertson and others.	587l. 2s. 3d., 2l. 15s. per Cent. Consols.	18 10 10	Do.	
5	Turner, Mary Miriam	Will (proved 10th March 1857).	Request to Society for granting annuities to poor adult blind.	The stock stands in the names of Lord Esplanade Cecil, Edmund C. Johnson, Esq.	India Three-and-a-half, 500l.	17 10 0	Do.	This Charity appears to be entitled to a further sum, amounting probably to 1,200l. Charity Commissioners are making further inquiries.
6	Wright, Jane	Will (proved 20th October 1872).	For six lame or blind widows or single women of the parish of Kirtton-in-Lindsey, in the county of Lincoln.	Minister and churchwardens.	In Post Office Savings Bank, 30l.	0 18 0	To six poor persons in sums of 3s. each.	



## APPENDIX 16.

QUESTIONS put by the Commission to the Chief Charity Commissioner, to supplement his evidence, and his replies to the same. (Referred to in paragraphs 249 and 254-5, of the Report.)

To supplement the evidence already given, the Royal Commission would be much obliged if you could give them answers on the following points:

Qu.—(1.) As you have stated, in answer 35, that the blind can be dealt with under the City Charities Act, what funds, if any, have the City Charities available for distribution to them which are not already pledged?

A.—(1.) It is proposed by the Charity Commissioners to deal with the funds applicable under the City of London Parochial Charities Act, 1883, for the general, as distinct from the ecclesiastical, purposes of the Metropolis at large, in two ways, viz. :—

(a.) By a direct appropriation by Scheme to the promotion of objects, the attainment of which is unlikely to be secured by private effort unless supplemented by the exceptional assistance thus afforded;

(b.) By entrusting to the administration of the Trustees of the London Parochial Charities, to be constituted under the provisions of the Act (s. 48), a certain annual sum, to be applied by them to all or any of the purposes specified in s. 14 (c) of the Act.

It is from the second only of these sources that any contribution to the purpose mentioned in this question can now be deemed to be available. It will be for the Trustees of the London Parochial Charities, when constituted, to determine whether any and what appropriation of income shall be made to this purpose.

Qu.—(2.) Has the consideration of the application of the Gardner Trustees been postponed till this Commission have made their report?

A.—(2.) The consideration by the Charity Commissioners of the application made to them in January 1887 by the Trustees of the Richardson Gardner Charity for an amendment of the Scheme by which that Charity is now regulated, has been so postponed.

Qu.—(3.) Could you only, on the application of the Trustees of the Charities dealing with pensions, vary the conditions on which pensions are now given by the City Charities mentioned in your examination?

A.—(3.) Those conditions could be varied by the Charity Commissioners only by Schemes which could be established, in the cases of Charities having an income amounting to 50l. or upwards (23 & 24 Vict. c. 136. s. 4.), only upon the application of the Trustees of those Charities.

Qu.—(4.) In cases of Charities wherever funds are held under Charter or Act of Parliament for educational and industrial purposes, can the Charity Commissioners deal with the accumulations in such Charities, or must they be dealt with by Act of Parliament?

A.—(4.) (a.) If this question refers to the general powers exercised by the Charity Commissioners over all Charities, the answer must be, that within the limits of the doctrine of *cy-près*, the endowment of a Charity founded by Charter, and consequently accumulations of the income arising from that endowment, can be dealt with by a Scheme established by the Commissioners upon a proper application (23 & 24 Vict. c. 136. ss. 2, 4).

As to Charities established by Statute, the Charity Commissioners have no power, acting under their general jurisdiction, to vary or modify any provisions expressly enacted. But Acts of

Parliament by which Charities are established frequently confer upon the Commissioners, either directly or by implication, a special power of varying some or all of their provisions.

(b.) If the question refers to the special powers of dealing with educational Charities given to the Charity Commissioners by the Endowed Schools Acts, the answer is, that subject to the various exemptions from those powers of certain classes of Charities, *e.g.*, those founded between 1819 and 1869 (32 & 33 Vict. c. 56. s. 14 (1)), the Charity Commissioners can frame Schemes, to be approved by Her Majesty in Council, for dealing, in pursuance with the requirements of the Endowed Schools Acts, with the Charities mentioned, and with every part of their endowments.

To explain on the one hand, the limits of the *cy-près* doctrine, and, on the other, the principles upon which certain educational endowments are exempted from the operation of the Endowed Schools Acts, would require a special treatise which would probably be out of place here.

Qu.—(5.) In any application to Chancery for a new scheme, is the consent of the Charity Commissioners necessary in all cases, whether they are educational or industrial institutions?

A.—(5.) Yes; unless the application be made in the course of proceedings already pending (16 & 17 Vict. c. 137. s. 17).

Qu.—(6.) Have you dealt with any Blind Institution, if not, why not; as in Scotland and Ireland the Endowed Schools Commissioners deal with Blind and Deaf and Dumb Institutions?

A.—(6.) Assuming the question to refer to the action of the Charity Commissioners under the Endowed Schools Acts, the answer is, No. The selection of Educational Endowments to be dealt with under those Acts has proceeded almost exclusively upon the results of the inquiries made into those endowments by the Schools Inquiry Commission of 1864-7. No Blind Institution was included in the Reports of that Commission, nor has any application or suggestion ever been made to the Charity Commissioners, or, so far as is known, to their predecessors, the Endowed Schools Commissioners, for dealing with an Institution of this nature.

Qu.—(7.) The Commissioners would be glad to know further, in the case of any of the Blind Institutions mentioned in the last question which *might* come under jurisdiction (in consequence of being founded previous to 1819), whether the *cy-près* doctrine would apply to the industrial training or assistance to adult blind, in cases where the funds now devoted to education may hereafter cease to be required for that purpose in consequence of legislation following on our Report?

A.—(7.) The question relates to the jurisdiction of the Charity Commissioners under the Endowed Schools Acts; the exercise of that jurisdiction proceeds, not upon the doctrine of *cy-près*, but upon the principles laid down in sec. 9 of the Endowed Schools Act, 1869, which directs the Commissioners so to deal with the educational endowments subject to the jurisdiction as "may render them most conducive to the advancement of the education of boys and girls or either of them."

HENRY LONGLEY.

1st February 1889.

MEMORANDUM upon the conditions of the exercise by the CHARITY COMMISSIONERS of the POWERS exercised by them under Various Statutes. Appendix 16.

Charitable Trusts Acts.	Endowed Schools Acts.
16 & 17 Vict. c. 137.	32 & 33 Vict. c. 56.
18 & 19 " c. 124.	36 & 37 " c. 87.
23 & 24 " c. 136.	37 & 38 " c. 87.
32 & 33 " c. 110.	
50 & 51 " c. 49.	

## SUBJECT-MATTER OF JURISDICTION.

All Charitable Trusts including Educational Trusts [16 & 17 Vict. c. 137. s. 66.]

N.B. Institutions supported wholly or partially by Voluntary Subscriptions are exempt from this jurisdiction so far as they are so supported, 16 & 17 Vict. c. 137., s. 62, but may be brought within it by the action of the Trustees (32 & 33 Vict. c. 110. s. 14.)

All Educational Trusts, *i.e.*, trusts for "the Education at School of boys and girls or either of them, or for exhibitions tenable at a school or university or elsewhere." [32 & 33 Vict. c. 56. s. 5.]

## LIMITS IMPOSED UPON JURISDICTION IN RESPECT OF THE DATE OF THE FOUNDATION OF CHARITIES.

None.

The Acts do not authorise the making of a scheme for any Endowment or part of an Endowment originally given to Charitable uses less than 50 years before 2nd August 1819. 32 & 33 Vict. c. 56. s. 14 (1).

## INITIATIVE IN MAKING SCHEME.

Application of a majority of the Trustees, or, if the income of the Trust be less than 50l. a year, of one Trustee, or of two inhabitants of the interested place. 23 & 24 Vict. c. 136. ss. 2, 4.

The Charity Commissioners can initiate Scheme without application.

## EXTENT OF OPERATION OF SCHEME.

Existing trusts, so far as they are not statutory, can be modified, in accordance with the equitable doctrine of *cy-près*, but only so far as may be necessary to meet the altered circumstances of time, locality, custom, or of the endowment itself. Schemes cannot operate to abrogate express provisions of a Statute, unless special power to do so is given by Statute.

N.B.—The fact, however, that a Charity is in part regulated by Statute, does not prevent the regulation by Scheme of any part of its administration not covered by statutory provision.

Provision may be made by Schemes for abrogating an repealing any Act of Parliament, Letters Patent, Statute, Deed, Instrument, trust, or direction affecting its subject matter. [32 & 33 Vict. c. 56. s. 46.]

HENRY LONGLEY,  
April 1, 1889.

## APPENDIX 17.

MEMORANDUM ON THE EDUCATION AND TRAINING OF THE BLIND IN THE UNITED STATES, BY F. J. CAMPBELL, LL.D., January 1889.

The whole number of blind persons in the United States, according to the census of 1880, was 48,928, distributed in the ratio of 1 to about 1,000 of the whole population. At this date, with a population of at least 50,000,000, the number of blind is probably 60,000.

All between the ages of 6 and 25 years are regarded as of school age. They are found in every grade of instruction, from the kindergarten to the university. Their number is about 20 per cent. of the whole, or at present about 12,000. About 2,500 are now in attendance at the special schools.

The leading instructors of the blind in the United States\* hold "that the blind are cut off from those

"pursuits to which eyesight and manual operations are essential, and find their surest hope in music, literature, the abstract sciences, and those lines of business in which mind-work, speech, and hearing are the chief factors, and for which large attainments, and a high degree of mental discipline, are necessary. It is considered feasible for the blind to attend the high schools and colleges for those who can see, after receiving proper preliminary instruction, but inadvisable for the young blind to attend the common or public schools. Such schools are not accessible, and have neither the room, the facilities, nor the experience necessary for their instruction. Hence, special schools for the blind have been organised. All of these institutions are either State or incorporated schools, and receive State aid."

The education and training of the blind was commenced in the United States about 1830. The institutions of Boston, New York, and Philadelphia were the pioneer institutions, and in the first instance were benevolent enterprises, but very soon the Legislatures of Massachusetts, New York, and Pennsylvania made appropriations, and thus provided free education and

\* February 1888.

The American Association of Instructors of the Blind.  
W. D. Williams, Ga. Pres.  
M. Annagnos, Mass. )  
John Glen, Md. )  
T. S. Doyle, Va. )  
Frank Battles, Pa. )  
W. J. Young, N. Ca. )  
H. J. Hall, Pa. )  
Stephen Babcock, N.Y. )  
F. D. Morrison, Md. )  
Wm. B. Wait, N.Y. ) Committee.

Appendix 17.

maintenance for the blind children in each of these States. A little later institutions were established in Ohio, Virginia, Kentucky, Tennessee, &c. Now 37 States of the Union give free education and maintenance to the blind, and also the deaf and dumb. In some instances the constitutions of the States make it obligatory upon the Legislature to provide suitable education and maintenance for its defective classes.

The cost per pupil of education and maintenance in the different States varies from 40¢. to 60¢. per annum, but this does not include the cost of buildings or of keeping them in proper repair. The educational and residential buildings which have been erected by the States for the blind and the deaf and dumb are palatial in their proportions and equipments. The primary cost of these buildings, without including heating apparatus, furniture, and fixtures, has varied from one to three hundred thousand dollars. In one or two instances, as at Columbus, Ohio, the cost far exceeded even the larger amount.

The following extract from the Report of the Massachusetts Committee on Charitable Institutions, in 1869, indicates the views of the American people upon the education and training of the blind:—

"It would be a waste of words to urge the claim of blind children to have a full share of the means of instruction which the public accords to all the young. They have even stronger claims than other children, because they start at a disadvantage in the race of life; because they carry a burden in their infirmity; because they come mostly of poor and humble parents; and because, without special instruction and training, they are almost certain, sooner or later, to become a public charge.

"All children have a right to instruction. The children of the rich are sure to get it, and the public is bound, alike by duty and interest, to see that none lack the means of obtaining it. Massachusetts has ever acknowledged this claim of children, and enforced it by legal enactments. She practically commands that a school-house shall be built within walking distance of every one of them, and she is cheerfully obeyed. School-houses are multiplied throughout the land, and some of them are palatial in their proportions and perfect in their equipments. None but those who would cheaply equip a regiment for the war would cheaply equip a district school.

"The rich man seeks for his child the best teacher, the best school-room, the best apparatus of instruction; and the public is rapidly coming to the consciousness that the whole commonwealth is richer than any individual man, and that the schools for its children shall be as good as the best.

"But with every generation of children there comes a certain number for whom these beautiful and commodious school-houses might as well have been built without a window, and without even a keyhole, to let in a ray of light—for they are blind.

"They, more than all the others, need instruction; more than all others they have a claim upon the public for it, because, without it, they are doomed not only to mental as well as bodily darkness, but to certain dependence. The burden of their support keeps their family poor; and upon the death of their parents they almost surely fall upon the public for maintenance. Hence the connexion in all past times and in all countries between blindness and beggary. The seat on which sat blind Bartimeus at Jericho is

repeated at the gates of every city and town of the old world.

"But ways and means have been found to instruct the blind. School-houses can be so constructed and equipped as to be, for them, all ablaze with the light of knowledge. The people of Massachusetts first erected such a school upon this continent. Private citizens gathered the funds, purchased and equipped the building, and carried the experiment to a successful conclusion.

"This institution has demonstrated beyond a peradventure that blind children can be well instructed, made happy and self-supporting. It shows the blessed results of its labours in scores and hundreds of blind persons, many of them skilled and eminent as music teachers, all getting a good living.\*

"In order that a blind man may compete successfully with other persons, he must have every possible advantage for the study and practice of music. He must live in a musical atmosphere. He must not only hear frequently, but habitually, the best performers. He must be able to associate with them freely, and upon equal terms. To him, more than to other men, the greatest possible accessibility to all means of musical instruction and improvement, by personal relations with musical people, is necessary. It would be well, if possible, that he should live hard by Music Hall, which is the 'change, where musicians most do congregate. Other men may live a score of miles away in the country, and go thither and back by steam, or a few miles of horse railroad, and go and come at any hour of day or night; but steam cars, ferry-boats, bridges, railroad crossings, are terrors and dangers to blind men, and even horse cars are not equal to his own means of locomotion. He wants to live so near to the musical centre that he can reach it on foot at any time of day or night, over a side-walk which is always unobstructed, and whose surface is not changed in its feeling to his foot by every change of weather.

"It is just as important that an institution which is to do the work of educating the blind in music should be located hard by where the musical advantages exist, as that a factory to be run by water should be located hard by a stream.

"Education is more indispensable to the blind than to the seeing. Even in our community there are many seeing persons without the slightest education in schools who are still useful citizens and successful in the various walks of life. An uneducated blind person is utterly helpless and must become dependent.

"We believe that blind children have the same claims upon the public for education as seeing children, and that their needs are greater; that the public owes its blind children the opportunities for better education than those hitherto enjoyed, which have been confined almost entirely to merely elementary studies; that it is abundantly able to furnish them means and cannot afford to withhold them."

ESTES HOWE.  
C. J. KITTREDGE.  
F. W. BIRD.  
R. H. LEAVITT.  
S. K. TOWLE.  
SAMUEL H. GOULD.  
DENNIS CAWLEY, Jr.

\* Dr. Howe states that it is believed that 75 per cent. of those who leave are able to support themselves.

As it may be of interest, the last financial statements of six American institutions are given. The first three were originally private corporations, but they are now largely subsidized by the State Governments. Appendix 17

EDWARD JACKSON, Treasurer, in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, for the Year ending September 30, 1888.

RECEIPTS.		EXPENDITURE.	
	\$ Cts.	\$ Cts.	\$ Cts.
Balance on hand Oct. 1, 1887	—	3,028 47	
Income from invested funds	23,033 94		
State of—			
Massachusetts	30,000 00		
New Hampshire	2,175 00		
Rhode Island	5,525 00		
Maine	4,000 00		
Connecticut	5,075 00		
Vermont	3,200 00		
Legacy from Miss Ann Schofield	2,000 00		
Gift by Joseph Schofield	2,250 00		
General fund—			
Donations	80 00		
Received from M. Anagnos	5,607 21		
Received from M. Anagnos, unexpended balance of auditor's drafts	864 82		
Kindergarten Fund—			
State of—			
New Hampshire	1,000 00		
Rhode Island	300 00		
Maine	600 00		
Donations	33,870 08		
Rents	738 34		
Unexpended balance of auditor's drafts	213 76		
Printing fund—			
Donations	2,600 00		
Sale of books	1,060 24		
Unexpended balance of auditor's drafts	276 66		
Invested Funds.			
Collected—			
Mortgage, Newbury Street	15,000 00		
South Boston Railroad note	7,500 00		
Sold—			
Five Chicago, Milwaukee, and St. Paul Railway bonds	5,617 50		
Seven Kansas City, Clinton, and Springfield bonds.	6,901 25		
Boston and Providence R. R. dividend	975 00		
		160,463 80	
		163,492 27	
			163,492 27
General fund, drafts to M. Anagnos			60,074 69
Printing fund, drafts to M. Anagnos			4,600 00
Kindergarten, drafts to M. Anagnos			10,731 88
Collecting check			25
Legal services, Balch and Rackeman			81 40
Insurance, 10, Hayward Place			170 03
Interest on mortgage, 10, Hayward Place			\$405 00
Less received of W. J. Rotch			157 50
			247 50
Rent of safe			30 00
Clerk hire			250 00
Bought estate, 10, Hayward Place			50,000 00
Balance on hand			37,306 52

Examined October 10, 1888, and found correct.

EDWARD JACKSON, Treasurer.

A. T. FROTHINGHAM, }  
Geo. L. LOVETT, } Auditors.

At the beginning of the past year the total number of blind persons connected with the institution in its various departments, as pupils, teachers, employes and workmen and women, was 200. Since then 40 have been admitted and 26 have been discharged, making the present total number 214.

Of these, 167 are in the school proper, 28 in the kindergarten at Jamaica Plain, and 19 in the industrial department for adults.

The first class includes 153 boys and girls enrolled as pupils, 11 teachers and other officers, and three domestics. Of the pupils, there are now 141 in attendance, 12 being temporarily absent on account of ill health or from other causes.

The second class comprises 27 little boys and girls and one teacher; and the third 19 men and women employed in the workshop for adults.

Appendix 17. ROBERT PATTERSON, Treasurer, in account with the PENNSYLVANIA INSTITUTION for the INSTRUCTION OF THE BLIND.

For ten months, from December 1, 1887, to September 30, 1888.

Dr.				Cr.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
1887. Dec. 1 To Balance on hand this date -	-	6,489 30	1888. Sept. 30		
1888. Sept. 30					
Receipts for ten months, ending this day, on the following accounts, viz. :			By Payments made during ten months, ending this day, viz. :		
Income of—			Instruction expenses -	18,413 90	
W. Y. Birch legacy -	4,717 55		Household " -	29,999 42	
Mary Shields legacy -	6,967 10		Manufactory " -	2,683 80	
Thomas Trower legacy -	621 48		Miscellaneous " -	662 50	
Harrison fund -	50 00		Outfits -	370 00	
General income -	2,675 85		Prizes from Harrison fund -	25 00	
Miscellaneous receipts -	7 00		Building fund -	33 88	
Proceeds of—			Investments -		52,188 50
Merchandise sold -	1,421 16				77,246 55
Exhibitions for outfit fund -	67 50		Balance on hand -		14,107 13
Appropriation by State of—					
Pennsylvania -	48,000 00				
New Jersey -	1,292 50				
Delaware -	960 00				
Income for pupils at private charge -	300 00				
Legacies of sundry decedents, viz.:		67,080 14			
Casper Heft -	500 00				
Mary Rebecca D. Smith -	1,201 49				
Henry Seybert -	2,000 00				
Jno. M. George -	2,000 00				
Joshua C. Lawrence -	285 00				
Esther B. Stevens -	5,000 00				
Jno. A. Dugan -	4,750 00				
Proceeds of investments sold or paid off -		15,736 49			
		54,286 25			
		143,542 18			143,542 18

The undersigned certify that after a careful examination of the foregoing account they find it correctly stated and properly supported by vouchers, and that on closing the same there remains a balance to the credit of the Pennsylvania Institution for the Instruction of the Blind of fourteen thousand one hundred and seven dollars and thirteen cents (\$14,107.13), on deposit with the Fidelity Insurance Trust and Safe Deposit Company.

WM. R. LEJEE } Committee of Finance. SYDNEY L. WRIGHT, EDWARD BIDDLE, OLIVER A. JUDSON, } Committee of Audit and Inspection.

The attendance for the year has been as follows:

	Male.	Female.	Total.
Resident at last report -	105	80	185
Admitted -	21	19	40
Population of the year -	126	99	225
Discharged -	28	8	36
Remaining at close of year -	98	91	189

Of the pupils admitted, 39 were from Pennsylvania and 1 from New Jersey. Of those now in attendance, 160 are supported by the State of Pennsylvania, 47 counties now being represented; 10 by New Jersey; 3 by Delaware, and the remainder by the institution and friends.

WILLIAM WHITEWRIGHT, Treasurer, in account with the NEW YORK INSTITUTION FOR THE BLIND, for the year ending September 30, 1888. Appendix 17.

Dr.				Cr.	
	\$ cts.	\$ cts.		\$ cts.	\$ cts.
To cash balance September 30, 1887 -	-	18,368 24	By cash paid for—		
To cash received from—			Supplies -	15,256 71	
State New York -	45,714 33		Salaries and wages -	20,549 06	
State New Jersey -	7,805 09		Clothing, dry goods, &c. -	4,752 30	
New York County -	6,048 71		Furniture and fixtures -	3,100 68	
Kings County -	1,503 00		Repairs and alterations -	3,907 78	
Donations -	100 00		Travelling expenses -	354 93	
Legacies -	1,000 00		Legal expenses -	2,026 25	
Rents, Mount Hope -	400 00		Cruton water -	383 60	
Music and instruction -	107 32		Gas -	1,108 38	
Clothing, dry goods, &c. -	370 03		Investment fund, on account of legacies -	16,000 00	
Sale of manufactures -	2,410 53		Assessments, &c. -	12,060 94	
Interest -	7,485 00		Music and instructions -	1,888 43	
Supplies -	278 22		Raw materials for manufacturing -	1,671 47	
Petty account -	2 63		Petty account -	1,386 64	
Repairs and improvements -	11 12		Clothing, dry goods, &c., salaries and wages -	2,874 62	
Rebate on taxes, Mount Hope -	23 55		Manufacturing department, salaries and wages -	1,627 92	
Legacy Investment fund, on account assessments -	11,251 69		Pupils' account, music and instruction -	270 00	
Furniture and fixtures -	63 50		Boys' shop account -	169 60	
Steward's fund -	300 00		Fuel -	4,174 01	
			Insurance -	671 50	
			Balance -	-	
					94,234 82
					9 009 04
					103,243 86

Examined and found to be correct, November, 17, 1888.

WM. WHITEWRIGHT, Treasurer.

WM. C. SCHERMERHORN, JOHN T. IRVING, EDWARD KING, } Finance Committee.

The number of pupils September 30, 1887, was -	211
Admitted during the year -	54
Whole number instructed -	265
Reductions -	60
Remaining September 30, 1888 -	205



Appendix 17. ANNUAL FINANCIAL STATEMENT.—REPORT of the TREASURER of the NEW YORK STATE INSTITUTION FOR THE BLIND of the RECEIPTS and EXPENDITURES for the Year ending September 30th, 1888 .

RECEIPTS.		EXPENDITURE.	
1887.	\$ cts.	1888.	\$ cts.
Oct. 1 To balance on hand	—	Sept. 30 By salaries and wages :	—
Amount received from State Comptroller — Maintenance fund	40,000 00	Officers and teachers	10,605 22
Amount received from Comptroller, special appropriation	2,098 28	Domestics	4,641 64
Interest on deposits	197 50	Labourers	3,926 76
Sale of farm and garden produce (surplus)	51 37		19,173 62
Sale of brooms	566 16	Groceries and provisions	9,183 94
Sale of bead work	127 65	Furniture and fixtures	1,073 65
Sundry sources	73 40	Ordinary repairs	4,666 26
	1,016 08	Fuel and lights :	—
Amount received for railroad fare and clothing from counties	4,006 38	Fuel	4,109 04
	—	Lights	653 48
	—	Printing and advertising	36 25
	—	Farm and garden	1,250 96
	—	Medical supplies	48 17
	—	Travelling expenses	118 49
	—	Postage and stationery	108 90
	—	Miscellaneous (telegraphy and telephone)	38 23
	—	School supplies	939 48
	—	Broom shop	571 50
	—	Music	348 36
	—	Bead work	164 18
	—	Laundry	292 41
	—	Expenditure for maintenance	42,776 92
	—	Clothing of pupils	2,477 16
	—	Railroad fare of pupils	385 43
	—	Broom bleach-box for pupils	50 00
	—	Construction or special repairs :	2,912 59
	—	Fire escape	6,791 20
	—	Hospital	54 97
	—		6,846 17
	—	Total expenditures	52,535 68
	—	Balance on hand	3,748 89
	56,284 57		56,284 57

The 20th annual session of the school began on September 9th, 1887, and closed June 15th, 1888. The number of pupils enrolled was 140, of whom 25 had not previously been connected with the school. Of these, 75 were boys and 65 were girls.

OHIO INSTITUTION FOR THE EDUCATION OF THE BLIND.

	\$ cts.	\$ cts.	\$ cts.
Whole amount current expenses	—	40,627 83	—
Receipts from other sources than the State Treasury	1,810 34		
Estimated value of supplies on hand	1,920 00		
		3,730 34	
Actual current expense for the year	—	36,897 49	
Salaries of officers and teachers	—	12,524 25	
Total current expenses and salaries	—	—	49,421 74
Whole amount special appropriation	—	—	9,794 84
Total expenses for the year	—	—	59,216 58
Number of pupils enrolled Nov. 15, 1887, boys, 127; girls, 97; total			224
„ „ admitted during the year, boys, 44; girls, 31; total			75
Whole number instructed, boys, 170; girls, 129; total			299
Number discharged by graduation, expiration of time, &c.			36
Average attendance for the year, boys, 130; girls, 103; total			233

FINANCIAL STATEMENT of the RECEIPTS and EXPENDITURES of the ILLINOIS INSTITUTION for the EDUCATION of the BLIND, for the Fiscal Year from October 1, 1886, to September 30, 1887. Appendix 17.

Dr.		ORDINARY EXPENSE FUND.		Cr.	
1886.	\$ cts.	1887.	\$ cts.	1887.	\$ cts.
October 1 To Balance	6,118 13	September 30 By indebtedness incurred on account of—	—		—
1887. Appropriation for quarter ending December 31	7,500 00	Attendance (salaries and wages)	—	16,384 12	—
January 1 Appropriation for quarter ending March 31	7,500 00	Food	—	9,072 22	—
April 1 Appropriation for quarter ending June 30	7,500 00	Clothing, bedding, &c.	—	1,996 62	—
July 1 Appropriation for quarter ending September 30	8,000 00	Laundry supplies	—	277 98	—
September 30 Counties, for clothing	1,074 73	Fuel	—	1,729 02	—
Individuals, for clothing	287 16	Light	—	739 90	—
Sales of live stock	742 37	Water	—	257 95	—
Sales of farm produce	15 95	Medicines and medical supplies	—	100 91	—
Sales of articles manufactured in shops	773 62	Freight and transportation	—	600 85	—
Sewing room	18 95	Postage and telegraphing	—	253 37	—
Sales of waste materials of all sorts	8 00	Books and stationery	—	421 15	—
All other sources	170 89	Printing and advertising	—	172 19	—
		Music and amusements	—	305 74	—
		Household expenses	—	163 68	—
		Furniture	—	1,558 23	—
		Buildings, improvements, and repairs	—	314 88	—
		Tools	—	12 00	—
		Machinery, &c.	—	43 54	—
		Farm, garden, stock, grounds, roads, and fences	—	4,463 68	—
		Insurance	—	50 00	—
		Shop expenses	—	748 70	—
		Burial expenses	—	16 00	—
		Expenses not classified	—	27 00	—
	39,709 80				39,709 80

The number enrolled for the year October 1, 1886, to September 30, 1887, was 212, of whom 127 were males and 85 were females. The average number of persons in attendance for the year was 123, of whom 74 were males and 49 were females.

DEAF AND DUMB.

APPENDIX 18.

EXTRACTS FROM THE CENSUS REPORT FOR ENGLAND AND WALES, 1881.

The total number of deaf-mutes enumerated was 13,295, of whom only 498 were under five years of age, being in the proportion of 141 per million children at that age, whereas the proportion in the next age-period, 5 and under 15 years, was 590 per million. Correcting the numbers in the first age-period, so as to get this same proportion, we have 2,077 probable deaf-mutes under 5 years of age, and a total of 14,874 at all ages.

This is in the proportion of 573 deaf-mutes per million persons enumerated, or 1 in 1,746 persons. The proportion in 1871, after similar correction for the first age-period, was 572 deaf-mutes per million persons enumerated, or 1 in 1,748.

It appears, therefore, that the proportion of the population suffering from deaf-mutism remained practically unaltered in the interval between the two last censuses. It by no means necessarily follows from this that no improvement took place in regard to the infirmity in question in the course of the decade. Though at first it looks like a paradox, yet it is plainly true that an increased proportion of deaf-mutes to the total population might really betoken an improvement, for it might be due merely to increased longevity among the deaf-mutes as compared with the rest of the population.

Of the corrected number of deaf-mutes in 1881, 8,043 were males and 6,831 were females, being in the proportion of 1 in 1,572 males and 1 in 1,952 females. Out of equal numbers living of each sex there would, therefore, be 124 male to 100 female deaf-mutes. This

is in accordance with the fact, which will again present itself when we come to speak of idiocy, that congenital defects are, as a rule, much more common among males than among females, as also very probably, are those infantile diseases which tend to destroy the auditory apparatus.

This much seems to be tolerably plain, that deaf-mutism is much more common among the natives of the mountainous parts of England and Wales than elsewhere, for, though the county of Montgomery is at the bottom of the list, yet in the 10 counties at the top are no fewer than six Welsh counties, and also Westmorland. In this respect deaf-mutism goes hand in hand with idiocy and imbecility, for these affections, as will be seen hereafter, are also disproportionately prevalent in the mountainous parts. The marked contrast, however, which is observable in the case of idiocy between the purely agricultural and the manufacturing or mining counties is not apparent in the case of deaf-mutism. It may possibly be that, were the data more abundant, this want of correspondence might disappear. But it must also be remembered that some 37 per cent. of the deaf-mute owe their condition not to congenital deficiency, but to such diseases as scarlet fever and the like, and that these diseases are much more prevalent, as a rule, in the crowded industrial centres than in purely agricultural parts.

There are, of course, some occupations from which deaf-mutes are necessarily debarred by their infirmity. These, however, are but few, and most occupations can

## Appendix 18.

be pursued by them, though doubtless with some disadvantage as compared with those competitors who can hear and speak. The female deaf-mutes, at any rate, find apparently no great difficulty in getting employment, for 40 per cent. of those of them who were 15 years of age and upwards were returned as having some special occupation, whereas this was the case with only 37 per cent. of the general female population of the corresponding ages. (The figures here given might seem to imply that female deaf-mutes find employment more readily than females not so afflicted; but probably the explanation is that a much smaller proportion of the deaf-mutes is married than of women generally, so that there is a larger proportion of these dependent for support on their own labour.) The male deaf-mutes, on the other hand, seem to be at a not inconsiderable disadvantage, for only 76 per cent.

Males.		Females.	
Agricultural or general labourer	823	Domestic servant, charwoman	339
Boot, shoe, clog, patten maker	530	Dressmaker, seamstress	654
Tailor	344	Washerwoman	158
Textile manufacture	162	Cotton manufacture	134
Carpenter, joiner	137	Tailoress	75
Mason, bricklayer	102		
Painter, glazier, plumber	91		
Cabinet maker, upholsterer, French polisher.	96		
Printer, bookbinder	95		
Miner	89		
Iron and steel manufacture	76		
Blacksmith	55		
Harness maker	43		
All other occupations	1,188	All other occupations	366
Total employed	3,831	Total employed	1,776

## EXTRACT FROM THE CENSUS REPORT FOR SCOTLAND, 1881.

At the census the number of deaf and dumb persons in Scotland was 2,142, of whom 1,149 were of the male sex, and 993 of the female. Of this number 1,078, viz., 560 males, and 518 females, are said to be deaf and dumb from birth; whilst 1,064 were not born so, 589 of these being males, and 475 females. The proportion of deaf and dumb per million of population is 573, or there is one deaf and dumb person in every 1,744 of the inhabitants of Scotland; at the last census it was one in every 1,610, so that an improvement has taken place during the decennium. The decline in the proportion of deaf and dumb to the population occurs over the whole of Scotland, and in all its divisions, except in the South-western, where there is an increase, the rate at last census being 528 per million, while at this one it is 546.

Deaf-mutism is an affection of early life chiefly, as is seen by Table XI., p. 75, (Census Report), where we find the greatest number occur at early years, e.g., between birth and 20; there are 826 cases of it, 456 males, and 370 females, or one in every 211 persons under that age is a deaf-mute.

After this age there is a steady decline in the number of those thus affected; between 20-30 we find 423 reported, as against 487 between 10-20 years of age; between 30-40 there are 290, between 40-50 there are 240; between 50-60 there are 162, between 60-70 there are 124, and at ages above this only 76 deaf and dumb individuals are returned.

1,078 persons are mentioned as having been born deaf and dumb, but this is not probable, as it is now a well recognised fact that comparatively few infants are so brought into the world, and it is equally well known that over and above the so-called diseases of childhood, which are a common cause of deafness, simple affections of the throat, common at all ages, when chronic, may cause such alterations in the eustachian tube and middle ear as to cause deafness, and consequently dumbness when occurring in the person of an infant, or in early childhood, ere speech has been quite attained.

Again, a mother even, and more often other friends, may forget that a young person once heard in very

of those of them who had finished their fifteenth year were engaged in definite occupations, against 94 per cent. in the corresponding general male population.

The occupations for which deaf-mutes show preference, or which they find most suitable to their condition, are naturally such as can be followed by individuals independently, and do not require frequent communication with fellow workers. Agricultural or general labour, shoemaking and tailoring, are the chief occupations of the men, while dressmaking and sewing, domestic service and charring, washing, and, in Lancashire, work in cotton mills, form the main occupations of the women. The following is a brief abstract of the chief occupations of these deaf-mutes:—

In Order 11, Class V., Houses, Furniture, and Decoration, there are 78 males and 3 females, and of the former 19 are joiners, 12 masons, 9 painters, 14 upholsterers, and 9 carvers; 2 of the females are French polishers. In Order 17, Class V., Textile Fabrics, there are 39 males and 58 females; 1 male and 10 females are employed in cotton manufactories, 5 males and 5 females are weavers, 6 males and 16 females factory hands, undefined. In Order 18, Class V., Dress, there are 157 males and 114 females, 88 of the former, and 7

of the latter, being tailors, 76 females milliners or dressmakers and 15 seamstresses. In Order 22, Class V., General or Undefined Commodities, there are 79 males and 14 females, and of these 67 males and 6 females are returned as general labourers. In Order 24, Class VI., Without Specified Occupations, we find 91 males and 370 females, and in Order 25, Class VI., there are, of deaf and dumb scholars, 187 males, and 154 females; and of children of no stated occupation, 157 are males and 124 are females.

## Appendix 18.

## EXTRACT FROM THE CENSUS REPORT FOR IRELAND, 1881.

In continuation of the decennial reports commencing in the year 1851, we submit the following remarks regarding the deaf and dumb in Ireland, as shown in Tables 105 to 118 (Census Report). It has been pointed out in the reports of successive Census Commissions, that the information collected regarding the deaf and dumb in Ireland at each census since 1851, has been unique in its comprehensiveness and minuteness of detail.

The total deaf and dumb from all causes has decreased from 4,747 in 1851, 4,930 in 1861, and 4,467 in 1871, to 3,993 on the present occasion.

Table 109, on pages 292 and 293 (Census Report), shows the occupations or social condition of the 3,993 deaf and dumb persons included in the first section of Table 105. In it the occupations, trades, and handicrafts are shown in alphabetical order, and not in classes as in former censuses. It will be seen from comparison with the corresponding table of 1871, that although the actual number of the deaf and dumb decreased, yet the persons whose occupations were unspecified have increased on the present occasion. By reference to the table we find that the occupation most followed by the deaf and dumb is that of labourer, there being 488 males and 8 females so returned. There are 455 persons returned as servants, 192 males and 263 females, while we have 284 deaf mutes given as farmers. Seamstress or shirtmaker is returned as the occupation of 108 deaf and dumb females, and 105 persons are given as boot and shoe makers, 92 females are returned as following the occupation of milliner or dressmaker. Next in numerical order we find that 74 persons follow the trade of tailor or tailoress; 56 deaf-mutes are returned as housekeepers and 45 as weavers. There were 35 deaf and dumb factory workers; 29 males were carpenters, 19 were bakers, and 18 were printers. Laundress is shown as the occupation of 16 females, and charwoman as that of 14. There were 14 saddlers returned; gentlemen and gentlewomen number 13, and gardeners 12. Blacksmith and caretaker were each the occupation of 10 deaf-mutes.

Of the deaf and dumb children having no stated occupations, 297 were those of farmers, 103 of labourers, 15 of caretakers, 9 of blacksmiths, and an equal number were children of weavers. See Table 109, p. 293 (Census Report).

Too close consanguinity, or the intermarriage of relatives, and also hereditary predisposition, have long been supposed to be causes of congenital mutism. On the present occasion (as in 1861 and 1871) these subjects were specially investigated, and the results tend to establish these suppositions as ascertained facts.

Table 114, on page 296 (Census Report) gives the results of the special inquiry into cases of mutism where consanguinity of the parents existed. An examination of this table will show that, according as the degree of relationship is more remote, mutism occurs in a less number of cases. Thus we find that in 135 instances where the parents of mutes were related previous 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.

Table 116, page 297, and similar tables in 1871 and 1861, clearly prove that mutism is often transmitted by hereditary taint or family peculiarity. We have divided this table into two sections; the first showing where the disease was transmitted by the father, the second by the mother.

This Table shows that in 193 cases of congenital deaf-mutes, the previous or collateral branches of the family were also mute. We find that in 102 of these, the disease was transmitted through the father, and in 91 through the mother, which tends to prove that the morbid action (so called) is transmitted with greater intensity through the male than the female parent. The results of similar investigations in 1871 and 1861 tended to prove the same. Sometimes mutism appears simultaneously in collateral branches of a family, even when none of the previous members have been affected. Thus when a member of a family is born deaf and dumb, even without there being hereditary predisposition, relationship between the parents, or any other known predisposing cause, the disease occasionally exhibits itself in collateral branches of the same family.

From Table 115 we learn that there were in Ireland, on the 3rd April 1881, as many as 3,037 uneducated mutes—1,698 males and 1,339 females—who were not suffering from any infirmity which would render them unsusceptible of the instruction imparted to this class of the community; that there were 1,746 mutes—929 males and 817 females—either already educated or undergoing a course of instruction in the institutions for that purpose; and that the number of the educated were in the proportion of 1 to every 1.7 uneducated. This shows a large proportional increase in the number of the educated compared with the returns of 1871, when they were in the proportion of 1 to every 2.0 of the uneducated; and with those of 1861, when they were in that of 1 to every 3.1. The proportion of the sexes among the ignorant mutes is as 100 males to 78.9 females; and among the educated as 100 males to 87.9 females.

## EXTRACT FROM THE CENSUS REPORT FOR THE ISLE OF MAN, JERSEY, GUERNSEY, &amp;c., 1881.

ISLE OF MAN.		JERSEY.		GUERNSEY, &c.	
Blind.	Deaf and Dumb.	Blind.	Deaf and Dumb.	Blind.	Deaf and Dumb.
Males - - 37	Males - - 24	Males - - 30	Males - - 15	Males - - 28	Males - - 9
Females - - 29	Females - 11	Females - 51	Females - 20	Females - 20	Females - 9
Total - - 66	Total - - 35	Total - - 81	Total - - 35	Total - - 48	Total - - 18

APPENDIX 19.

The following TABLES, showing the OCCUPATIONS of MALES and FEMALES returned as DEAF and DUMB are reprinted from the last CENSUS REPORTS for ENGLAND, SCOTLAND, and IRELAND.

ENGLAND.

OCCUPATIONS.	Males.	Females.	OCCUPATIONS.	Males.	Females.	OCCUPATIONS.	Males.	Females.
<b>I.—PROFESSIONAL CLASS.</b>			<b>V.—INDUSTRIAL CLASS.</b>			<b>16.—cont.</b>		
1. Civil Service (Officers and Clerks)	1		9. Publisher, Bookseller, Librarian	1		Milkseller, Dairyman	6	
Civil Service (Messengers, &c.)	2	1	Bookbinder	40	22	Butcher, Meat Salesman	17	1
2. Soldier and Non-commissioned Officer	1		Printer	55	1	Provision Curer, Dealer	1	
3. Minister, Priest, or other religious bodies	1		Newspaper Agent, News Room Keeper	2		Corn, Flour, Seed—Merchant, Dealer	1	
Missionary, Scripture Reader, Itinerant Preacher	8	1	Lithographer, Lithographic Printer	26		Corn Miller	9	
Church, Chapel, Cemetery—Officer, Servant		2	Map and Print-colourer, Seller	4		Baker	19	
Law Clerk, and others connected with law	2		10. Engine and Machine Maker	7	1	Confectioner, Pastrycook	4	1
Dentist	3		Pitter and Turner (Engine and Machine)	26		Greenrocer, Fruiterer	4	1
Subordinate Medical Service		3	Boiler Maker	9		Mustard, Vinegar, Spice		1
Schoolmaster		1	Spinning and Weaving Machine Maker	6	1	Pickle—Maker, Dealer		3
Teacher, Professor, Lecturer	22	12	Agricultural Machine and Implement Maker	6		Grocer, Tea, Coffee, Chocolate—Maker, Dealer	3	3
Civil Engineer	2		Tool Maker, Dealer	4		Ginger Beer, Mineral Water, Manufacturer, Dealer	1	2
Land, House, Ship Surveyor	1		Cutler, Scissors Maker	8		17. Woolstapler	1	
Painter (Artist)	24	1	File Maker	6		Woolen Cloth Manufacture	32	15
Engraver (Artist)	23	1	Saw Maker	1		Worsted, Stuff Manufacture	9	16
Sculptor	5		Needle Maker	1	1	Fannel Manufacture		1
Architect	1		Steel Pen Maker	1	1	Blanket Manufacture	3	
Art Student	1	1	Domestic Implement Maker	1		Fuller	6	
Photographer	1		Watch Maker, Clock Maker	11		Silk, Silk Goods, Manufacture	1	12
Art, Music, Theatre Service	3		Philosophical Instrument Maker, Optician	1		Silk Dyer, Printer	1	
Billiard, Cricket, and other Games, Service		1	Electrical Apparatus Maker	3		Ribbon Manufacture	2	
<b>II.—DOMESTIC CLASS.</b>			<b>11. Builder</b>			<b>17. cont.</b>		
4. Domestic Coachman, Groom	1		Bricklayer	7		Woolen Cloth Manufacture	32	15
Domestic Gardener	37	1	Carpenter, Joiner	187		Worsted, Stuff Manufacture	9	16
Domestic Indoor Servant	18	315	Mason	41		Fannel Manufacture		1
Inn, Hotel, Servant	7	2	Plasterer, Whitewasher	61		Blanket Manufacture	3	
Office Keeper (not Gov.)	7		Paperhanger	7		Fuller	6	
Charwoman		74	Plumber	6		Silk, Silk Goods, Manufacture	1	12
Washing and Bathing Service	3	158	Painter, Glazier	65	7	Silk Dyer, Printer	1	
Hospital and Institution Service		3	Cabinet Maker, Upholsterer	75	7	Ribbon Manufacture	2	
Others engaged in Service	11		French Polisher	21	1	Cotton, Cotton Goods, Manufacture	57	134
<b>III.—COMMERCIAL CLASS.</b>			<b>12. Coachmaker</b>			<b>18. Hat, Hat Manufacture (not Straw)</b>		
5. Broker, Agent, Factor	2		Wheelwright	12		Straw Hat, Bonnet Plait, Manufacture	7	
Accountant	2		Others	4		Straw Hat, Bonnet Plait, Tailor	344	75
Commercial Traveller	4		Saddler, Harness, Whip, Maker	43		Milliner, Dressmaker, Stay-maker	1	557
Commercial Clerk	20		13. Ship, Boat, Barge, Builder	8		Shawl Manufacture	2	2
<b>IV.—AGRICULTURAL CLASS.</b>			<b>14. Dye, Paint, Manufacture</b>			<b>19. Tallow Chandler, Candle, Grease Manufacturer</b>		
6. Other Railway Officials and Servants	2		Fusee, Fireworks, Explosive Article Manufacture	3	1	Soap Boiler Maker	1	2
Conductor, Flyman, Coachman, (not domestic)	1		Manufacturing Chemist	2		Manure Manufacture	1	
Carm., Carr., Carter, Haulier	9		Alkali Manufacture	1		Bone, Horn, Ivory, Tortoiseshell—Worker, Dealer	2	
Bargeman, Lighterman, Waterman	9		15. Tobacco Manufacturer, Tobaccoist	7	5	Furrier, Skinner	1	
Seaman (Merchant Service)	5		Tobacco Pipe, Snuff Box, &c., Maker		1	Tanner, Fellmonger	7	
Harbour, Dock, Wharf, Light-house, Service	13		16. Innkeeper, Hotel Keeper, Publican	5		Currier	8	1
Warehouseman (not Manchester)	7	1	Lodging, Boarding House, Keeper			Leather Goods, Portmanteau, Bag, Strap, &c., Maker, Dealer	4	1
Water, Weigher	1		Maltster	1		Hair, Bristle—Worker, Dealer	1	
Messenger, Porter, Watchman (neither Railway nor Government)	28		Brewer	5		Brush, Broom, Maker	10	6
<b>IV.—cont.</b>			<b>15. cont.</b>			<b>20. cont.</b>		
Groom, Horse-keeper, Horse-breaker	13		Beer, Ale, Porter, Cider, Dealer	1		Oil Miller, Oil Cake—Maker, Dealer	4	
Veterinary Surgeon, Farrier	2		Wine and Spirit—Merchant, Agent	1		Dealer	3	
Driver	3					Japanner	3	
Game-keeper	2					Waterproof Goods—Maker, Dealer	2	
Dog, Bird, Animal-keeper, Dealer	1					Willow, Cane, Rush—Worker, Dealer, Basketmaker	29	2
Vermin Destroyer	1							
Fisherman	10							

ENGLAND—continued.

OCCUPATIONS.	Males.	Females.	OCCUPATIONS.	Males.	Females.	OCCUPATIONS.	Males.	Females.
20.—cont.			21.—cont.			21.—cont.		
Thatcher	1		Clay, Sand, Gravel, Chalk—Labourer, Dealer	1		Bolt, Nut, Rivet, Screw, Staple, Maker	8	
Timber, Wood—Merchant, Dealer	6		Plaster, Cement, Manufacture	1		Others	2	1
Sawyer	13		Brick, Tile—Maker, Burner, Dealer	22	2	22. General Shopkeeper, Dealer	4	
Lath, Wooden Fence, Hurdle, Maker	1		Paviour	1		Pawnbroker	2	
Wood Turner, Box Maker	18	2	Road Labourer	9		Costermonger, Huckster	14	
Cooper, Hoop Maker, Bender	23		Patelayer	3		Street Seller	1	
Cork, Bark—Cutter, Worker, Dealer	1		Railway Labourer, Navy	3		Manufacturer, (Manager, Superintendent) (undefined)	1	
Paper Manufacture	1	4	Others	1		General Labourer	360	2
Envelope Maker		1	Earthenware, China, Porcelain Manufacture	22	9	Engine Driver, Stoker, Fireman, (neither railway, marine, nor agricultural)	11	
Stationer, Law Stationer	4		Glass Manufacture	29		Artizan, Mechanic (undefined)	50	
Card, Pattern Card, Maker		1	Cork, Cork, Dealer	2		Apprentice (undefined)	5	
Paper Stainer		1	Waterworks Service	1		Factory Labourer (undefined)	11	
Paper Box, Paper Bag, Maker		8	Goldsmith, Silversmith, Jeweller	11	1	Machinist, Machine Worker (undl.)	1	5
Ticket, Label, Writer		1	Gold, Silver, Beater	1		23. Chimney Sweep, Soot Merchant	1	
Others		1	Others	1		Scavenger, Crossing Sweeper	3	
Blacksmith	55		Nail Manufacture	6	3	Rag Gatherer, Dealer	2	
Anchor, Chain, Manufacture	5		Other Iron and Steel Manufactures	65		<b>VI.—UNOCCUPIED CLASS.</b>		
21. Coal Miner	71	1	Ironmonger, Hardware, Dealer, Merchant	1		24. Persons returned by property, Rank, &c., and not by special occupation, including all children under 5 years of age		
Ironstone Miner	71	1	Copper, Copper Goods—Manufacturer, Worker, Dealer	3			8,250	4,403
Copper Miner		1	Tin, Tin Plate, Tin Goods—Manufacturer, Worker, Dealer	14	1	<b>Total</b>		
Tin Miner		1	Coal Merchant, Dealer	14	1		7,101	6,173
Lead Miner		1	Coke, Charcoal, Peat—Cutter, Dealer	2				
Miner in other, or undefined minerals	12		Turner, Dealer	3				
Coal Merchant, Dealer	3		Brass, Bronze Manufacture, Brazier	15				
Coalheaver	6		Metal Burnisher, Lacquerer	1	2			
Slate Quarry	14		Wire Maker, Worker, Weaver, Drawer	5	1			
Stone Cutter, Dresser, Dealer	4							
Slate Quarry	1							
Slate Worker, Dealer	1							

SCOTLAND.

BLIND.						OCCUPATIONS.	DEAF AND DUMB.					
MALES.			FEMALES.				MALES.			FEMALES.		
Under 20 Yrs.	Above 20 Yrs.	Total.	Under 20 Yrs.	Above 20 Yrs.	Total.		Under 20 Yrs.	Above 20 Yrs.	Total.	Under 20 Yrs.	Above 20 Yrs.	Total.
245	1,311	1,556	161	1,441	1,602	TOTAL	456	693	1,149	370	623	993
<b>CLASSES.</b>												
25	85	110	13	16	29	I. PROFESSIONAL	17	15	32	16	8	24
	7	7	1	60	61	II. DOMESTIC		5	5	2	74	76
	46	46		1	1	III. COMMERCIAL		2	12	14		1
3	135	138		31	31	IV. AGRICULTURAL		10	97	107	4	36
29	571	600	5	161	166	V. INDUSTRIAL		66	490	556	34	170
188	467	655	142	1,172	1,314	VI. UNOCCUPIED AND NON-PRODUCTIVE	361	74	435	314	334	648
<b>ORDERS.</b>												
<b>CLASS I.</b>												
	5	5				1. Government						
	1	1				2. Army and Navy						
25	79	104	13	16	29	3. Professional Occupations	17	15	32	16	8	24
<b>CLASS II.</b>												
	7	7	1	60	61	4. Domestic Officers or Services		5	5	2	74	76
<b>CLASS III.</b>												
	13	13				5. Commercial Occupations		1	8	9		1
	33	33		1	1	6. Conveyance		1	4	5		
<b>CLASS IV.</b>												
3	118	121		30	30	7. Agriculture		7	86	93	4	34
	17	17		1	1	8. About Animals and Fisheries		3	11	14		2
<b>CLASS V.</b>												
	8	8				9. Books, Prints, and Maps		7	39	46		1
1	12	16				10. Machines and Implements			23	23		1
2	70	72	1	7	8	11. Houses, Furniture, and Decorations	9	69	78	1	2	3



SCOTLAND—continued.

BLIND.						OCCUPATIONS.	DEAF AND DUMB.					
MALES.			FEMALES.				MALES.			FEMALES.		
Under 20 Yrs.	Above 20 Yrs.	Total.	Under 20 Yrs.	Above 20 Yrs.	Total.		Under 20 Yrs.	Above 20 Yrs.	Total.	Under 20 Yrs.	Above 20 Yrs.	Total.
<i>CLASS V.—continued.</i>												
						12. Carriages and Harness	1	2	3			
						13. Ships and Boats	2	11	13			
						14. Chemicals and Compounds						
						15. Tobacco and Pipes	1	1	2	1	2	3
						16. Food and Lodging	2	21	23	1	1	2
						17. Textile Fabrics	6	33	39	12	46	58
						18. Dress	22	135	157	17	97	114
						19. Animal Substances	2	13	15			
						20. Vegetable Substances	3	14	17		5	5
						21. Mineral Substances	7	54	61	1		1
						22. General or Unspecified Commodities.	4	75	79		14	14
						23. Refuse Matters						
<i>CLASS VI.</i>												
						24. Without Specified Occupations	17	74	91	36	334	370
						25. Scholars and Children of No Stated Occupations.	344		344	278		278
<i>Order 1.</i>												
						1. Prison Officer						
						2. Police Municipal Parish Officer Justice of the Peace and other Local or County Official.						
<i>Order 2.</i>												
						1. Army Pensioner						
<i>Order 3.</i>												
						1. Established Church Minister Minister, Priest, of other religious bodies.						
						Missionary, Scripture Reader, Itinerant Preacher.						
						Church, Chapel, Cemetery, Official Servant.						
						2. Advocate						
						Writer to the Signet, Solicitor						
						3. Dentist						
						Nurse (not Domestic Servant)						
						4. Schoolmaster, Schoolmistress Teacher, Professor, Lecturer, Tutor, Governess.						
						5. Student	13	3	16	15	1	16
						6. Civil Engineer						
						7. Painter (Artist) Engraver (Artist) Sculptor Musician, Music Master Art Student						
<i>Order 4.</i>												
						1. Domestic Coachman, Groom Domestic Indoor Servant						
						2. Office Keeper (not Government) Cook (not Domestic) Charwoman Washing and Bathing Service Hospital and Institution Service						
<i>Order 5.</i>												
						1. Merchant Broker, Agent, Factor Accountant Commercial Traveller Commercial Clerk, Bookkeeper						
						2. Bank Service Bill Discounter, Broker, Finance Agent.						

SCOTLAND—continued.

BLIND.						OCCUPATIONS.	DEAF AND DUMB.					
MALES.			FEMALES.				MALES.			FEMALES.		
Under 20 Yrs.	Above 20 Yrs.	Total.	Under 20 Yrs.	Above 20 Yrs.	Total.		Under 20 Yrs.	Above 20 Yrs.	Total.	Under 20 Yrs.	Above 20 Yrs.	Total.
<i>Order 6.</i>												
						1. Other Railway Officials and Servants						
						2. Carrier, Carter, Vanman						
						3. Seaman (Merchant Service) Pilot Service Harbour, Dock, Wharf, Lighthouse Service.						
						5. Messenger, Porter, Watchman (not Government).						
<i>Order 7.</i>												
						1. Farmer, Grazier Farmers, Graziers, Son, Grandson, Brother, Nephew. Farm Bailiff, Grieve Agricultural Labourer, Farm Servant. Shepherd						
						2. Forester, Wood Labourer						
						3. Nurseryman, Seedsman, Florist Gardener (not Domestic)						
<i>Order 8.</i>												
						Huntsman, Horse Keeper, Breaker, Groom. Cattle, Sheep, Pig Dealer, Salesman Gamekeeper, Water Bailiff Fisherman, Fishwoman						
<i>Order 9.</i>												
						1. Publisher, Bookseller, Librarian Music Publisher, Seller, Printer Bookbinder Printer Newspaper Agent, News-room Keeper.						
						2. Lithographer, Lithographic Printer						
<i>Order 10.</i>												
						1. Engine and Machine Maker Fitter and Turner (Engine and Machine). Boiler Maker Spinning and Weaving Machine Maker.						
						2. Outler and Scissors Maker Needle Maker						
						6. Musical Instrument Maker, Dealer						
						7. Type Cutter, Founder Die, Seal, Coin, Medal Maker						
						8. Fishing Rod, Tackle Maker						
<i>Order 11.</i>												
						1. Carpenter, Joiner Bricklayer Mason, Marble Worker, Polisher Mason's, Bricklayer's Labourer Slater, Tiler Plasterer Plumber, Gasfitter Painter, Paperhanger, Glazier						
						2. Cabinetmaker, Upholsterer French Polisher						
						3. Wood Carver Carver and Gilder						
<i>Order 12.</i>												
						1. Coachmaker						
						2. Saddler, Harness, Whip Maker						

BLIND.						OCCUPATIONS.	DEAF AND DUMB.					
MALES.			FEMALES.				MALES.			FEMALES.		
Under 20Yrs.	Above 20Yrs.	Total.	Under 20Yrs.	Above 20Yrs.	Total.		Under 20Yrs.	Above 20Yrs.	Total.	Under 20Yrs.	Above 20Yrs.	Total.
						<i>Order 13.</i>						
	1	1				1. Shipbuilder	1	7	8			
						Shipwright, Ship Carpenter (ashore)		1	1			
						Boat, Barge Builder		1	1			
						2. Sailmaker	1	2	3			
						<i>Order 14.</i>						
	1	1				3. Manufacture of Chemicals						
						<i>Order 15.</i>						
						1. Tobacco Manufacturer, Tobacconist		1	1	1	2	3
						Tobacco-Pipe, Snuff-Box Maker	1		1			
						<i>Order 16.</i>						
	2	2				1. Hotel Keeper, Innkeeper		1	1			
	3	3		2	2	Lodging, Boarding House Keeper						
				1	1	Coffee, Eating House Keeper						
	1	1				2. Maltster		3	3			
	4	4				Brewer		1	1			
	2	2		2	2	Wine, Spirit Merchant, Publican						
	5	5				Cellarman						
	3	3				3. Dairyman, Milkseller						
	1	1				Butcher, Meat Salesman		4	4			
	1	1				Provision Curer, Dealer		1	1			
	2	2		1	1	Poulterer, Game Dealer						
						Fishmonger, Fish Salesman						
	6	6				Miller (Flour, Oatmeal, &c.)		2	2			
	2	2				Baker	2	8	10			
	1	1				Confectioner, Pastrycook				1	1	2
						Greengrocer, Fruiterer						
	40	40				Grocer, Tea, Coffee, &c., Dealer		1	1			
						<i>Order 17.</i>						
	2	2				1. Woollen Cloth Manufacturer	1	1	2	1	4	5
	1	1				Wool, Woollen Dyer, Printer		1	1			
	1	1				Woollen Stuff, Wincey, Tartan, Manufacturer.		1	1			
	1	1				Worsted Manufacturer		1	1	1	1	2
	3	3		13	13	2. Silk, Satin, Silk Velvet Manufacturer.	1	3	4	1		1
						3. Cotton Manufacture		1	1	4	6	10
						Cotton, Calico Printer, Dyer, Bleacher.		2	2		1	1
	7	7				Flax and Linen Manufacturer, Dealer.		4	4		4	4
	1	1				Lace Manufacturer, Dealer						
	2	2				Muslin Embroiderer					3	3
	16	17		1	1	4. Jute Manufacturer		2	2		1	1
	19	20				Rope, Twine, Cord Maker, Dealer		1	1		1	1
	2	3		1	1	Mat Maker, Seller						
	10	12		1	1	Net Maker						
	1	1				Sacking, Sack, Bag Maker, Dealer		1	1		1	1
						Others working and dealing in Hemp.						
	15	15		6	6	5. Weaver (undefined)	1	4	5	1	4	5
	3	3				Dyer, Scourer, Bleacher, Calenderer (undefined).		7	7		4	4
				3	3	Factory Hand (Textile) undefined	3	3	6	4	12	16
	6	6				Carpet and Rug Manufacturer		1	1			
	3	3				Draper, Linen Draper, Mercer						
				3	47	Knitter (undefined)					1	1
						Trimming Maker, Dealer					1	1
						Embroiderer					2	2
						<i>Order 18.</i>						
	1	1		1	1	1. Woollen Bonnet Maker				1	1	2
						Straw Hat, Bonnet, Plait Manufacturer.						
	8	8				Tailor	17	71	88	1	6	7
				4	4	Milliner, Dress Maker, Stay Maker				10	66	76
	1	1				Shawl Manufacturer		1	1	1	3	4
				30	30	Shirtmaker, Seamstress				1	14	15
	1	1		29	29	Hosiery Manufacturer				1	7	8
	11	11				Shoe, Boot Maker, Dealer		5	62	67		
	1	1				Hair Dresser, Wig Maker			1	1		
						Umbrella, Parasol, Stick Maker, Dealer.				2		2
				1	1	Old Clothes Dealer						

BLIND.						OCCUPATIONS.	DEAF AND DUMB.						
MALES.			FEMALES.				MALES.			FEMALES.			
Under 20Yrs.	Above 20Yrs.	Total.	Under 20Yrs.	Above 20Yrs.	Total.		Under 20Yrs.	Above 20Yrs.	Total.	Under 20Yrs.	Above 20Yrs.	Total.	
						<i>Order 19.</i>							
						2. Skinner, Furrier		1	1				
						Tanner		1	2	3			
						Currier		1	3	4			
						Portmanteau, Bag, Leather Goods Maker, Dealer.			3	3			
	1	1				3. Hair, Bristle Manufacturer							
	31	38				Brush and Broom Maker		4	4				
	2	2				Quill, Feather Dresser, Dealer							
						<i>Order 20.</i>							
						1. Floor Cloth, Oil Cloth Manufacturer.		2	2				
						India Rubber, Gutta Percha Manufacturer, Dealer.					1	1	
	7	80	87		3	2. Willow, Cane, Rush, Basket Worker, Dealer.							
						Thatcher		1	1				
	2	2				3. Timber, Wood Merchant, Dealer			1	1			
	3	3				Sawyer			1	1			
						Wood Turner		1	3	4			
						Box Maker		1	1	2	1	1	
						Cooper, Hoop Maker, Bender		1	2	3			
						4. Paper Manufactures			2	2		2	
						Envelope Maker					1	1	
						Ticket, Label Writer			1	1			
						<i>Order 21.</i>							
	23	23				1. Coal Miner		11	11				
	1	1				Ironstone Miner		1	1				
	5	5				Miner (branch not defined)							
	3	3				2. Coal Merchant, Dealer							
						Gas Works Service		1	1				
	2	2				3. Stone Quarrier			3	3			
	1	1				Stone Merchant, Cutter, Dresser		1	4	5			
	1	1				Slate Quarrier							
	1	1				Limestone Burner							
	1	1				Well, Mineral Sinker, Borer							
	1	1				Brick, Tile Maker, Burner, Dealer							
	1	1				Pavior							
	3	3				Road Labourer		1	1	2			
	1	1				4. Glass Manufacturer		4	4	1		1	
	11	11				Earthenware, China, Glass Dealer			1	1			
	6	6				8. Iron Manufacturer		1	20	21			
	1	1				Blacksmith		1	3	4			
	1	1				10. Tinsmith, Whitesmith, Tinworker, Tinker.		3	1	4			
						12. Brass, Bronze Manufacturer, Brazier.			3	3			
						White Metal, Plated Ware Maker, Pewterer.			1	1			
	1	6	7			Wire Maker, Worker							
						<i>Order 22.</i>							
	7	7		1	1	1. General Shopkeeper, Dealer					1	1	
	1	1				Pawnbroker							
	23	24		4	4	Hawker, Pedlar, Street Seller			3	3		3	
	1	1				Manufacturer, Manager, Foreman (under).							
	1	1				Contractor (undefined)							
	52	52		1	1	2. General Labourer		4	63	67		6	
						Engine Driver, Stoker, Fireman (not Railway or Marine).		2	2				
	4	4		1	1	Artisan, Mechanic (undefined)			3	3			
	1	1		1	1	Factory Labourer (undefined)			4	4			
	1	1				Machinist, Machine Worker (undefined).					4	4	
						<i>Order 23.</i>							
	1	1				1. Chimney Sweep, Soot Merchant							
	2	2				Rag Gatherer, Dealer							
						<i>Order 24.</i>							
	24	467	491	33	1,172	1,205	1. Persons returned by Property, Rank, &c., or of No Occupation.	17	74	91	36	334	370
						<i>Order 25.</i>							
	60	60		38	38	1. Scholars	187		187	154		154	
	104	104		71	71	Children of No Stated Occupation	157		157	124		124	





## APPENDIX 20.

## REMARKS AS TO THE TREATMENT OF DEAF AND DUMB CHILDREN. (Referred to in para. 384 of the Report.)

## CAMBRIAN INSTITUTION FOR THE DEAF AND DUMB.

## General.

1. Treat your deaf child as your other children.
2. Do not indulge him or let him have his own way.
3. Keep him off the streets, where he is often made the butt and gibe of a certain class.
4. Train him in habits of industry.
5. See that he keeps himself neat and tidy.
6. Overlook no fault on his part.
7. Show your disapproval of it in others by an appropriate frown.
8. Let the best example be set him, as the formation of his character very much depends upon what he sees.
9. Do not let him be made a fool of, teased, or imposed upon, as is too often the case.
10. Be sure you treat him justly, as he cannot defend himself against the false accusation of others.
11. Before the child is eligible for an institution for deaf and dumb, send him, if possible, to an ordinary school, where he would be disciplined and taught to write and draw, and if a girl, to sew and knit as well.

## Instructions for the use of the Manual Alphabet.

1. Write the letters of the alphabet, thus, *a, b, c*, upon a slate or paper, and then get the child to form them upon his fingers, as in the manual alphabet.
2. Do not go on too fast, and be sure that he knows one letter before going on with another.
3. Give him a short writing lesson now and then, so as not to weary him with the letters.
4. When he can form all the letters perfectly upon his fingers from the slate, then you make them upon your fingers and teach him to write them.
5. When he can do this, show him an object, or picture of it, as cat, dog, hat, pin, &c.
6. Write the name of the object upon a slate or paper, and get him to spell it till he knows it.
7. Point to the object and ask him to spell the name of it, and then to write it.
8. The names of actions are as easily taught as the above.
9. Write such words as walk, cry, sit, eat, write, &c., and imitate these actions.
10. Qualities, as tall, short, fat, thin, &c., are as readily taught by natural signs.
11. Teach him also to write his own name, and the names of his friends.
12. As you proceed in giving him lessons, you will find out many ways to help him.

## HINTS TO PARENTS AND FRIENDS OF DEAF-MUTES.

## I.—How to train the Child before he enters the Institution.

Never let pass the most trifling act of disobedience or any untruthfulness on the part of the deaf child. Take the utmost pains to make him do everything he understands it is your desire that he should do, whether he likes it or not, and make him confess every fault which has been fairly brought home to him. Do not spoil him by over-indulgence. Treat him with prudence and justice, as well as kindness. Train him to be as independent as possible; to wash, dress, and wait on himself, and to keep his clothes and person clean and tidy. Check any offensive or disagreeable noises which he may make, and these only. Train him to hold himself upright, to walk properly, and to look around him when crossing a thoroughfare. You may teach him a little written language before he goes to school. Holding the pen properly, write carefully his own name in large characters, and point to himself. Let him imitate the proceeding. Let his parents' names, and those of his brothers and sisters and all other members of the household be next taught. Parts of the body can also be taught simply by writing

and pointing. Names of articles of clothing may be written on slips of paper and pinned on the garments. Articles of furniture, toys, tools, and many other things are best taught by writing the name on the thing itself, if possible, though pictures are useful. It will be convenient at this stage to learn the manual alphabet and finger-spell the word, especially where you cannot write. Spell the word "come" before you take him to any place, and "go" before you dismiss him. By and by two words may be used together; for example: "my cap," "your apron," "come on," "go out."

## II.—How to help the Pupil when he is at Home during the Holidays.

Require him to repeat all he knew before. Do not leave everything new to the teacher. It will not do only to note and talk of the boy's progress. Assist it. At least in the training, if not in the tuition, of the deaf child, every parent should take part.

Between deaf pupils and others there are three recommended means of communication, which are speech, finger-spelling, and writing. If your child is taught to articulate, let him repeat to you, after the first year or so, the sounds and words which you will find in his written exercise book. Finger-spelling is adapted to all cases, and once instruction is commenced, it is far better than sign making. But writing has this advantage, that what is written remains, and may be correctly repeated at leisure by the pupil alone. Frequent repetition is most absolutely necessary for the deaf-mute learner.

Employ, therefore, one or another of the above means of communication. Tell the boy the names of all persons to whom he is introduced, all places whither he is taken, and, as far as possible, everything he sees. Converse with him. The more you talk to him, the more you help him and the more you will influence him throughout life. Suppose you have taught him the words "coal" and "father," the next step may be to spell short sentences to him, such as "Fetch some coal." "Father is coming." When he has been under instruction a year or two the sentences may be made a little longer, "Fetch some coal quickly." "Father is coming home from work." As the pupil advances make the sentences still more ample. "Make haste and fetch some coal, and put it on the fire." "Father is coming home from work at five o'clock; if you like you may go and meet him."

Appoint some daily work for him to do, and see that he does it thoroughly.

Charge him often and in various ways, to be watchful, when crossing the streets.

The following are graduated examples of directions for this purpose:—"See." "Look." "Watch." "Mind." "Look out." "Hold up." "Take care." "Mind yourself." "Watch the cars." "Mind the cars." "Beware of the vans." "Look around you." "Look behind you." "Use your eyes." "Look up and down." "Look on all sides." "Look on every side." "Look this way and that way." "Now, mind the vehicles." "Do not get run over." "Be sure to look around you when you are crossing." "Do not hang your head and mope." "Do not forget to pause and look around you before you venture upon the crossings." "Be circumspect." "Use circumspection." And so on.

Let him repeat a lesson out of his exercise book, or learn a new one which you will give him, daily.

When he has been four or five years at school encourage him to read a portion of holy scripture daily. Telling him to ask you the meaning of words and phrases when he does not understand. Remind him of the duty of prayer morning and evening.

On Sunday take him with you to your own place of worship. If he goes to church he can find the lessons for himself (and ought to do so beforehand) and follow the service; if elsewhere, you point out to him the chapters and hymns. Tell him by quiet finger-spelling the simplest portions of the sermon.

Do not be in a hurry to withdraw him from school. Seven or eight years are a term which is quite short enough for deaf-mute scholars.

## III.—How to guide the Youth after he leaves School.

Apprentice him to a suitable trade, or find some settled employment for him at once. In the case of the deaf and dumb especially, consequences the most unhappy follow idleness. It is most important that he should attend public worship regularly. The entire sermon is spelt to some deaf persons by their own friends. Converse with your son at every opportunity upon religious and other subjects. If you and he are removed from each other, correspond with him regularly. Encourage him to tell you everything that concerns himself.

Do not talk of him in his presence without telling him what is said. Take care that he is treated with strict justice, and explain everything to him so as to avoid any misunderstanding. In a case of great difficulty write to the Principal, who will gladly correspond with your son and will also see him if possible.

Warn him in time against forming any attachment to a born-deaf person of the opposite sex, and do not be persuaded that a union with "one like himself" is best for him.

Everything that has been said applies to deaf and dumb girls. Ignorant of the ways of the world when they leave school, the girls should, moreover, be taught by their own mothers and female friends to show that modest reserve and propriety of behaviour which the best of their sex exemplify.

B. II. P.

## ROYAL INSTITUTION FOR THE INSTRUCTION OF DEAF AND DUMB CHILDREN, EDBASTON, BIRMINGHAM.

The following Directions for Training and Teaching Deaf and Dumb Children at Home, before being brought to the Institution, are particularly recommended to be put in practice by the parents of Deaf-mute Children.

Much may and ought to be done by parents of deaf and dumb children from infancy, for their improvement, previous to their entrance to the Institution; indeed an intelligent parent might benefit his child materially by attending to the following simple instructions. Home education and training would prevent the mental faculties from sinking into the wretched state of ignorance, inactivity, and imbecility, from which it is so difficult to arouse many of them. It has been observed that where a child has received any instruction, if only to write mechanically, or to write his name and the names of his friends, or a few simple objects around him, his mental condition is generally far superior to that of ordinary deaf and dumb children. A proper moral training of deaf-mute children, which is almost universally neglected, would prevent the growth and development of their passions, which are often violent, sometimes difficult to repress, and always a certain source of misery to themselves and their friends.

Do not yield to a false and morbid sympathy and affection for your child; do not indulge its wayward passions. Such irregular affection and indulgence are a bane to the unfortunate child's welfare and happiness. Treat it as you do your other children, check and restrain its passions, correct its faults, and bring it up to habits of industry; teach and require it to help itself in every possible way.

As soon as it is old enough, teach it the manual alphabet, and make yourself familiar with its use. Give the child to write a fair and legible hand, first on a slate and then on paper. Present the objects around, and teach it to write their names on a slate, and spell them on the hand, until they are fixed in the memory. It is not necessary that the child should know anything of the sound of the letters of the alphabet, or of the words taught. There is no mystery nor any great difficulty, as is commonly supposed, in beginning the education of deaf-mutes, the difficulty lies in the after

progress. The first steps are simple and easy enough and within the ability of any person who will attempt to master them.

There is no more difficulty or mystery in a deaf-mute learning to distinguish the letter *a* from the letter *b* (teach the small letters first, the capitals they will learn of themselves) by the two positions of the hand made for these two letters, than for a speaking child to learn to distinguish them by their names or sounds. The mute child as readily learns the three written letters *h-a-t* (hat) represent, or are the name of the object hat, when the object is shown to him in connexion with the written name, as an ordinary child learns to associate the spoken name with the same object. The cases are precisely analogous, and the mystery or difficulty is no greater in the one than in the other. Continue to present the object and write its name, until the association becomes fixed and permanent. The object seen recalls to the mute the written name, and the written name recalls the object. That is all the spoken name does; neither more nor less. So of any other object.

Get picture books, and by them you can extend the child's knowledge of words from year to year.

The names of sensible actions are also easily taught, as for instance, to *walk*. Write the word *walk*, and at the same time make a movement with the hand, imitating the action of the feet. This movement of the hand becomes the significant and permanent sign for the word. All similar words can be as readily taught; as run, swim, eat, stand, lie, sleep, wake, &c. Sensible qualities may be communicated in the same manner: *hard*, for example, by striking the knuckles of the clenched fists against each other, with a suitable and natural expression of countenance accompanying the action; *soft*, by pressing the forefinger against the distended cheek. And so of many others, which any person who will watch the signs of the child may learn from him. As his age and intelligence increase he will invent gesticulations to express his ideas, or rather, use such as nature prompts. Observe and adopt these by which to instruct him; they are precisely those used in all institutions. The language of signs is the language of nature; in Institutions for the deaf and dumb it is extended and systematised upon natural and philosophical principles.

Enlarge his vocabulary of words from year to year. Your ability to teach will increase with the efforts made. Make it your business to teach and develop the mind of your child. Moral and religious ideas may be communicated within a limited, but very useful degree. Express abhorrence of wrong by an appropriate frown of the face, and a gesticulation of the hands, at the same time turning away with disapprobation.

At 10 years of age, a deaf-mute child thus taught and trained would enter the Institution with an immense advantage over those neglected children now brought to us. We entreat every parent into whose hands these directions may fall, if his or her child is under nine years of age, to commence following them immediately. But if the child has arrived at the age of nine, to send him (or her) at once to the Institution. The longer you delay the worse.

We would also suggest to the parents of deaf-mute children the advantage of sending them to the ordinary district school. They will there acquire habits of discipline, and a familiarity with school routine which will be useful to them when they enter the Institution.

After a pupil has finished his course at the Institution, whether he shall continue to make advancement in knowledge and the use of written language will depend very greatly upon the course his friends pursue towards him. He should be supplied with suitable books, simple and easy in style; and if illustrated with pictures, the better. His friends should communicate with him chiefly by writing, or by using the alphabet on the hand. His errors should be corrected, and it would often be easy, by signs or definitions, to make him understand words and phrases with which he may not be already acquainted. If such a course is patiently pursued, his farther progress, in a few years, will be considerable. In communicating with a mute by writing, it must be remembered that words erroneously spelled are no longer to the eye the same, however identical in sound. Deaf mutes often fail to understand a communication on this account. The fault is in the ignorance and bad spelling of their friends.

## Appendix 21.

## APPENDIX 21.

SYNOPSIS OF SUGGESTIONS FOR IMPROVED FORM OF THE CENSUS OF THE DEAF, BY  
DR. D. BUXTON. (Referred to in paras. 272, and 572-577 of Report.)

To obtain fuller and more accurate Returns, two forms should be issued, viz.:-

## No. I.—GENERAL.

and afterwards—

## No. II.—SPECIAL.

Note.—The above is the method adopted in Ireland. Thus the *Status of Disease* was compiled by Sir William Wilde: a "Special" inquiry being made through the agency of the Royal Irish Constabulary into all cases brought to light in the first "General" Census Return (1861).

## No. I.

## THE GENERAL PAPER.

(i.e., the paper issued to, and filled up by, every head of a family.)

This return will report of every individual the following particulars:—

Number (1, *et seq.*).  
Name.  
Sex (in proper column).  
Date of birth.  
Place of birth.  
If blind. (in proper column).  
If deaf and dumb (do. do.). (x)  
If at school (do. do.).

Note.—The return No. I., having thus given the reference number, name, sex, age, birthplace and abnormal condition of each individual, special inquiry, on a special form, No. II., should then be made into every case reported under (x)

## No. II.

The fact of deafness having been reported, special knowledge should be sought, as to each case, under the following heads:—

## THE SPECIAL PAPER.

## e Deafness:—

If congenital.  
If hearing lost after birth.\*  
If "yes," (a) from what cause?  
(b) at what age?

\* In cases of "hearing lost after birth" the nearest approach to perfect accuracy could no doubt be obtained on a medical certificate. For such purpose the most readily available authority would probably be the local vaccination officer. But in most cases it would merely be the mother's testimony recorded by him. Not all deaf children of poor people have been medically attended. The parents frequently remove from where their children were born or had the disease which destroyed hearing, and the "special" reply would be practically the *ipse dixit* of the parent.

But even this, if recorded by a medical man, would be rendered more accurately, and lend itself better to scientific classification, than if reported by an illiterate person.

Whether the deafness is partial or not?  
Whether (deafness apart) the general health is good?  
Is he (or she) deaf simply?  
Or " " deaf and blind?  
" " deaf and imbecile?  
" " deaf and insane?

## Deaf Children.

[Name, age, and sex may be repeated.]

How many children in family?  
" " boys " (and their ages).  
" " girls " "  
" " deaf children in family? (Sex and ages.)  
Are the parents (or a parent, and which) deaf?  
Are the grandparents (or one or more, and which) deaf?  
Are any other (and which) relations deaf?  
Whether deaf child under instruction or not?  
If "Yes."—Where?  
If "No."—Why not?  
If returned as "scholar," but not at school, inquire cause of absence.

## Re Parents of Deaf Children:

## State—

Occupation in life.  
If either or both deaf.  
If related before marriage. [If "yes," in what degree].  
If any and what other relations deaf.

## Adult Deaf.

[Name, age, and sex may be repeated.]

If educated or not.  
If "Yes."—Where?  
If married—  
To hearing person?  
To deaf person?

Number of children—  
Hearing? Age and sex.  
Deaf? Age and sex.

Was the deafness of the adult congenital?  
Were the parents or grandparents or any of them deaf?  
Were any other relations deaf?  
Occupation in life.

## APPENDIX 22.

## Appendix 22.

## MEMORANDUM BY MR. JAMES HOWARD AS TO THE CAREER OF PUPILS WHO HAVE BEEN TRAINED AT THE YORKSHIRE INSTITUTION FOR THE DEAF AND DUMB. (Referred to in para. 376 of the Report.)

Doncaster,  
7th April 1888.

MY LORD AND GENTLEMEN,  
In view of the proposal of the Royal Commission to visit this institution on the 4th of February last, I thought it might be interesting to the Commissioners to know how far the benefits of oral instruction appear to be permanent, and to what extent the ability to speak and read the lips is appreciated by the friends of the deaf pupils so taught. I therefore, on the 23rd January, dispatched copies of the annexed circular to the friends of 80 of my late pupils who had been taught by the "pure oral" system. Replies were received in 65 cases, 10 circulars were returned to me on account of change of address, and to five there is no response.

Letters also of a gratifying nature accompanied some of the replies received.

Of the 65 cases named, 32 are those of pupils born deaf, whilst the others became deaf from the following causes and at the ages named:—

From "scarlet fever," including  
"scarletina" - 1 at 6½ years.  
" " - 1 " 6½ " "  
" " - 1 " 5 " "  
" " - 1 " 4 " "  
" " - 1 " 3 " "  
" " - 1 " 20 months.  
" " - 1 " 18 " "  
" " - 1 " 15 " "  
" " - 1 " 11 " "  
From "cerebritis" - 1 " 5½ years.  
From "inflammation of the brain" - 1 " 5 " "  
From "brain fever" - 1 " 8 months.  
From "low fever" - 1 in infancy.  
From "typhoid fever" - 1 at 2½ years.  
From "fever" (not stated) - 1 " 3½ " "  
" " - 1 " 2 " "  
" " - 1 " 18 months.  
From "hydrocephalus" - 1 " 5 years.  
" " - 1 " 2 " "  
" " - 1 " 1 " "  
From "teething" - 1 " 22 months.  
" " - 1 " 15 " "  
" " - 1 " 9 " "  
From "meningitis" - 1 " 18 " "  
From "measles" - 1 " 4 years.  
" " - 1 " 2 " "  
From "fits" - 1 " 13 months.  
From "inflammation of the eyes" - 1 " 6 years.  
From "injury to the head" - 1 " 2 " "  
From "sunstroke" - 1 " 18 months.  
From "fall" - 1 " 2 years.  
From "no apparent cause" - 1 " 5 " "  
From "cause not known" - 1 " 2 " "

Total - 33

The age of admission of the pupils in question varied from 7 to 13, and they remained at school as follows:—

1 nine years, 4 eight years, 7 seven years, 1 six and a half years, 17 six years, 18 five years, 2 four and a half years, 8 four years, 1 three and a half years, 4 three years, and 2 two years. Fuller particulars will be found in Table I. of the attached papers.

I have transcribed the replies to the questions contained in the circular in a tabulated form, and most respectfully submit them in the hope that they may, in some measure, assist the Royal Commission in their consideration of the question of systems.

It will be observed that the best accounts are received from those who associate but little, or not at all, with the adult deaf and dumb.

It is much to be deplored that there exists no organisation for the continuance, after leaving school, of systematic instruction, and especially is this necessary with regard to orally taught pupils.

The missionaries to the adult deaf and dumb, as a rule, have no sympathy whatever with the "oral" system. This is very marked in Yorkshire. Were it otherwise, I have no doubt that even more satisfactory reports would be forthcoming than those I have the honour to submit.

I beg also to forward specimens of our ordinary examination papers, as illustrative of our work in standards.

Apologising for presuming to trouble the Royal Commission with the accompanying statistics,

I am,

My Lord and Gentlemen,

Your most obedient servant,

JAMES HOWARD,

Head Master.

To the Royal Commission on  
the Education of the Blind, &c.

## YORKSHIRE INSTITUTION FOR THE DEAF AND DUMB.

Doncaster,

23rd January 1888.

DEAR SIR,

I SHALL be much obliged if you will kindly answer the following questions for the information of "The Royal Commission on the Education of the Deaf and Dumb, &c.," and return them to me not later than Wednesday the 1st February.

Yours faithfully,

JAMES HOWARD.

1. Is your son employed?
2. How?
3. Does he give satisfaction?
4. Does he continue to use his speech?
5. Can he make himself generally understood by speech?
6. Does he read the lips of others speaking to him?
7. Do you value the amount of speech and lip reading which he possesses?
8. Does he associate with the adult deaf and dumb?

TABLE I.

NAMES, &c. OF PUPILS IN RESPECT OF WHOM INQUIRY WAS MADE BY ANNEXED CIRCULAR.

No.	Names.	Causes of Deafness.	Age of Admission.	Year of Admission.	Year of Leaving.	Time at School.
1	W. G.	Teething at 22 months	10	1874	1878	4 years.
2	A. E. M.	Teething at 9 months	8	1875	1879	4½ "
3	H. W.	Fever at 2 years	9	1875	1880	5 "
4	A. J.	Congenital	9	1875	1880	5 "
5	L. A.	Scarletina at 3 years	11½	1876	1881	5 "
6	L. F.	Scarlet fever at 5 years	11	1878	1881	3 "
7	H. B.	Scarlet fever at 6½ years	9	1877	1882	5 "
8	G. H.	Cerebritis at 5½ years	8½	1876	1882	6 "
9	T. G.	Congenital	12	1878	1882	4 "
10	H. R.	Do.	10	1876	1882	6 "
11	F. W.	Do.	10	1877	1882	5 "
12	C. A.	Scarlet fever, 15 months.	11	1877	1881	3½ "
13	B. A.	Congenital	9	1877	1882	5 "
14	E. J.	Do.	8	1877	1882	5 "
15	W. C.	Do.	8	1877	1883	6 "
16	T. F.	Deaf at 2 years. Cause unknown.	9	1878	1883	5 "
17	E. H.	Congenital	9	1879	1883	4 "
18	X. L.	Do.	9	1878	1883	5 "
19	H. P.	Do.	10	1877	1883	6 "
20	E. T.	Do.	7	1878	1883	5 "
21	F. E.	Scarlet fever at 4 years	7	1876	1884	8 "
22	T. H. R.	Supposed sunstroke, 18 months.	8	1878	1884	6 "
23	R. T.	Fever at 18 months	7	1878	1884	6 "

Appendix 22.

No.	Names.	Causes of Deafness.	Age of Admission.	Year of Admission.	Year of Leaving.	Time at School.
24	J. W.	Congenital	9	1877	1884	7 years.
25	H. W.	Water in the head, 2 years.	13	1881	1884	3 "
26	A. E. C.	Measles at 2 years	9	1879	1884	5 "
27	A. L.	Inflammation of brain, 5 years.	11	1879	1884	5 "
28	F. S.	Congenital	11	1879	1884	5 "
29	B. B.	Hydrocephalus, 5 years	11	1881	1886	5 "
30	D. B.	Measles, 4 years	10	1879	1885	6 "
31	H. D.	Scarlet fever, 6½ years	9	1880	1886	6 "
32	L. K.	Congenital	9	1876	1880	4 "
33	G. K.	Do.	7	1877	1885	8 "
34	G. L.	Do.	12	1882	1885	3 "
35	T. M.	Do.	9	1878	1885	7 "
36	H. W.	Injury to head, 2 years	7	1879	1885	6 "
37	E. M. C.	Congenital	7	1879	1885	6 "
38	J. D.	Do.	13	1881	1885	4 "
39	E. H.	"From no apparent cause at 5 years."	13	1883	1885	2 "
40	M. A. W.	Congenital	10	1882	1885	3 "
41	J. B.	Teething, 15 months	10	1879	1886	7 "
42	J. B.	Water in the head, 1 year.	8	1881	1886	5 "
43	D. C.	Congenital	7	1877	1886	9 "
44	C. D.	Fever at 3½	8	1880	1886	6 "
45	T. D.	Congenital	9	1880	1886	6 "
46	L. E.	Scarlatina, 18 months	10	1882	1886	4 "
47	G. S.	Congenital	11	1881	1886	5 "
48	P. W.	Scarlatina, 11 months	9	1879	1886	7 "
49	A. W.	Congenital	7	1877	1885	8 "
50	E. W.	Brain fever, 8 months	8	1880	1886	6½ "
51	E. C.	Congenital	12	1879	1886	7 "
52	C. D.	Do.	9	1882	1886	4 "
53	E. H.	Do.	8	1881	1886	5 "
54	L. M.	Inflammation of eyes, 6 years.	7	1883	1885	2 "
55	E. S.	Low fever in infancy	10	1882	1886	4 "
56	J. B.	Scarlatina, 20 months	8	1881	1887	6 "
57	M. D.	Typhoid fever, 2½ years	7	1880	1887	7 "
58	A. E. G.	Fall at 2 years	13	1881	1887	6 "
59	W. H.	Congenital	9	1879	1887	8 "
60	A. J.	Fits, 13 months	8	1880	1887	7 "
61	L. L.	Meningitis, 18 months	9	1881	1887	6 "
62	J. A. R.	Congenital	11	1881	1887	6 "
63	G. A. W.	Do.	12	1882	1887	4½ "
64	M. G.	Do.	8	1881	1887	6 "
65	A. P.	Do.	9	1882	1887	5 "

32, congenital; 33, required. The numbers in the following tables refer to the numbers as above.

TABLE II.

Replies to Question 1.—"Is your son (or daughter) employed?"

Note.—The numbers in each table refer to the initials bearing the corresponding number in Table I., and the replies are accurate transcripts of those returned, excepting the spelling, which in some cases is bad.—J. H.

No.	Reply.
1	"Yes."
2	"Yes."
3	"Yes."
4	"Yes."
5	"She is employed at home."

No.	Reply.
6	"My daughter is."
7	"Yes."
8	"Yes."
9	"Yes."
10	"Yes."
11	"Yes."
12	"Yes."
13	"Yes."
14	"Yes."
15	"Yes."
16	"Yes."
17	"Yes."
18	"Yes, in a factory."
19	"Yes, at home."
20	"Yes."
21	"Yes."
22	"Yes."
23	"Yes, with his father."
24	"Yes."
25	"Yes."
26	"Yes."
27	"Yes."
28	"Yes."
29	"Yes."
30	"Yes, sir."
31	"Yes."
32	"Yes." Brother and sister, return made on the same paper.—J. H.
33	"My son is out of employment at present, as work is very scarce here."
34	"Yes."
35	"Yes."
36	"Yes."
37*	"No."
38*	"No."
39	"Yes."
40	"Yes."
41	"Yes."
42	"Yes."
43	"Yes."
44	"Yes, I have plenty of my work." (See note to 44, Table V.)
45	"Yes."
46	"Yes, at co-operative society."
47†	"No."
48	"Yes."
49	"Yes."
50	"Yes."
51	"Yes."
52	"Yes."
53	"Yes."
54	"No." Note to 54.—This child became deaf at six years of age; came to school at seven. She rapidly regained her speech and acquired lip reading, and at the end of two years left to go to a ladies' speaking school, where she is doing well.—J. H.
55	"Yes."
56	"Yes."
57	"Yes."
58	"No, the trade is very bad, and he don't like it."
59	"No."
60	"Yes."
61	"Yes."
62	"Yes."
63	"Yes."
64	"Yes, sir."
65	"Yes."

\* Nos. 37 and 38 are cases of girls who are learning no business, but who assist at home.  
† 47 is a deformed boy not capable of doing much.—J. H.

TABLE III.

Replies to Question 2.—"How?" Is he (or she) employed.

No.	Reply.
1	"His employment is in a box-factory, making boxes."
2	"She is a milliner."
3	"Painter."
4	"In household duties."
5	"In domestic work, cooking and dressmaking, &c."
6	"As a weaver."
7	"Agriculture."
8	"He is serving his apprenticeship as a printer and compositor, and is in his last year."

No.	Reply.
9	"Fettler."
10	"Cabinet-case maker."
11	"Spring-knife cutler."
12	"She helps in the house to do all kinds of household work; she is very useful, and she is a capital worker, and does everything so thorough and well. She also copies invoices into the day book, and casts up accounts very accurately."
13	"Dressmaking at home."
14	"In domestic work."
15	"Finisher of cloth."
16	"Joiner and pattern maker."
17	"Weaving at Messrs. Richardson and Bycroft's, Barnsley."
18	"Cloth inker."
19	"Housemaid, and assists her mother to cook."
20	"In the finishing department of the worsted yarn business."
21	"Stone-mason's apprentice."
22	"Card-maker for weaving."
23	"As blacksmith."
24	"Tailor."
25	"On trial as joiner and builder."
26	"Dressmaking with her sister at home; she also assists in housework."
27	"Carpet designing department."
28	"Dressmaking and millinery."
29	"Apprentice to Messrs. Newsome, glass embosser, ticket writer, &c., Park Lane Leeds."
30	"French polisher."
31	"Apprentice to tailor."
32	"At home on the farm."
33	"At the colliery, corf repairing."
34	"Apprentice to printing."
35	"As dressmaker."
36	"Out-door farm work."
37	"In farming."
38	"Shoemaking."
39	"As an apprentice to Messrs. Walker and Hall, in the engraving room." (Electro-plate works.—J. H.)
40	"My work has got a cabinet case maker." (See note to 44, Table V.—J. H.)
41	"As a lithographer."
42	"Clogger."
43	"Cabinet maker."
44	"As apprentice to a wood carver."
45	"Brush making."
46	"As a burler in a mill."
47	"She is a dressmaker."
48	"At the worsted mill."
49	"(At a ladies' speaking school.)—J. H."
50	"A ruler in a mill."
51	"French polisher."
52	"Tailor."
53	"Compositor."
54	"A tailor."
55	"To boot and shoemaker."
56	"Lithographic artist."
57	"She is employed in the mills of Jonas Brook and Brothers, thread manufacturers."
58	"As a weaver."

TABLE IV.

Replies to Question 3.—"Does he (or she) give satisfaction?"

No.	Reply.
1	"Yes."
2	"Yes."
3	"I think so."
4	"Thorough."
5	"Very much, indeed."
6	"Yes; with her work."
7	"Yes. Three years present place."
8	"Yes; he is considered the best apprentice in the lot."
9	"Yes."
10	"Yes."

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No.	Reply.
11	"Yes; on the whole."
12	"Perfect."
13	"Yes."
14	"Yes; and makes herself generally useful."
15	"Yes."
16	"I believe no, as I have no complaints."
17	"Yes."
18	"Yes; they like her very much."
19	"Yes; with what she has learnt at school."
20	"Yes."
21	"Yes."
22	"Yes."
23	"Yes."
24	"Yes."
25	"His employer says he is doing very nicely."
26	"Yes."
27	"Yes."
28	"Yes."
29	"He is doing well."
30	"Yes, sir."
31	"Yes."
32	"Yes."
33	"Yes."
34	"Yes."
35	"Yes."
36	"Yes."
37	"We are perfectly satisfied."
38	"Yes."
39	"Yes; very good."
40	"Yes."
41	"Yes."
42	"Yes."
43	"Thorough, both as to perseverance, industry, and obedience."
44	"Yes, so much." (See note to 44, Table V.—J. H.)
45	"Yes."
46	"Yes, very much."
47	"No."
48	"Yes, on behalf of B. Pratt & Sons."—(Signed) W. H. B. Denison.
49	"Generally."
50	"Yes."
51	"Yes."
52	"Yes."
53	"Yes; very good satisfaction."
54	"Yes."
55	"Yes."
56	"Yes."
57	"Yes."
58	"He gives very great satisfaction."
59	"Yes."
60	"Yes."
61	"Yes, very good."
62	"Yes."
63	"Yes."
64	"Yes, sir."
65	"Yes, but is not properly learnt, the work being very complicated."

TABLE V.

Replies to Question 4.—"Does he (or she) continue to use his (or her) speech?"

No.	Reply.
1	"Yes, he constantly improves."
2	"Yes."
3	"Not much."
4	"Yes."
5	"I think more so."
6	"Very well."
7	"Yes."
8	"Yes, and talks to everybody."
9	"Yes."
10	"No."
11	"No."
12	"Yes."
13	"Yes."
14	"Yes, and has improved in it greatly."
15	"Yes."
16	"Yes, more than any other boy in the town."
17	"Yes."
18	"Yes, willingly."
19	"Yes, very much."



Appendix 22.

No.	Reply.	No.	Reply.
20	"Yes."	12	"Yes; in fact I don't myself even know the deaf and dumb alphabet, she makes me understand, so that I don't trouble to learn it."
21	"Yes."	13	"Yes."
22	"Yes."	14	"Yes, to a great extent."
23	"Yes."	15	"Yes."
24	"No, very little."	16	"My family and his shop companions do generally."
25	"He has not talked as well since he came to Doncaster." (As a matter of fact, this boy made good progress at school in both speech and lip reading.—J. H.) (See particulars, Table I.)	17	"She can understand us, and us her."
26	"Yes, seldom uses signs."	18	"Rather so."
27	"Yes."	19	"Yes, to her mother."
28	"A little."	20	"Yes."
29	"Yes."	21	"Yes."
30	"Yes, sir."	22	"Yes."
31	"Yes."	23	"Yes."
32	"Yes."	24	"No, very little."
33	"Yes."	25	"No."
34	"Yes."	26	"Yes, very well with those who are accustomed to her, and fairly well with strangers."
35	"Yes."	27	"Yes."
36	"Yes."	28	"Yes, to her mother."
37	"Yes."	29	"Yes."
38	"Yes."	30	"No, sir." Note to 30.—This can hardly be the case, as when the boy left school he spoke very distinctly indeed, and his hearing had received considerable training.—J. H.
39	"Yes."	31	"Yes."
40	"Yes."	32	"Lavinia can, George not so well." (Brother and sister.—J. H.)
41	"Yes."	33	"He cannot by the move of the lips."
42	"Not much."	34	"Yes."
43	"Yes."	35	"Yes."
44	"Yes, I always use my speech." Note to 44.—This boy has evidently filled up his paper himself. When he left school his composition was good. He, however, appears to have deteriorated since he left school, possibly owing to his association with the adult deaf and dumb. His mother wrote me also in October, 1887, "He does not talk often, but can do so very well if he likes. We all encourage him to speak, but the adult deaf and dumb tell him it is bad to talk."—J. H. This boy resides in Sheffield, as do also Nos. 10 and 11, both of whom spoke well at school.—J. H.	36	"Yes."
45	"Yes."	37	"We understand all she says, and others; she has improved."
46	"Yes."	38	"Yes."
47	"Yes."	39	"Yes, in most cases."
48	"Yes, constantly."	40	"Yes, she improves."
49	"Yes."	41	"Yes."
50	"Yes."	42	"Not much."
51	"No." Note to 51.—This girl ought to speak and read the lips. The circular was filled up by Mr. Moreton, the Leeds missionary to the adult deaf and dumb, who has a strong aversion to the "pure oral" system.—J. H.	43	"Yes."
52	"Yes, she keeps improving in speech."	44	"Yes, but I can make better myself." See note 44, Table V.—J. H.
53	"Yes."	45	"He does very well."
54	"Yes."	46	"Yes, he can."
55	"Yes."	47	"Yes."
56	"Yes, and has improved since he came home."	48	"Yes, very well."
57	"Yes."	49	"When he chooses to try, he can."
58	"Yes, and he improves very much."	50	"Yes, to a great extent."
59	"Yes."	51	"No." See note to 51, Table V.—J. H.
60	"Yes, but only with us at home."	52	"She always makes herself understood when we send her anywhere."
61	"Yes, very little signing is needed."	53	"Yes."
62	"Yes."	54	"Yes, very well indeed."
63	"Yes."	55	"Yes."
64	"Yes."	56	"To a great extent."
65	"Yes."	57	"Yes."
		58	"Yes, almost anybody can understand, and still improves."
		59	"Yes."
		60	"No." (This boy is a disappointment.—J. H.)
		61	"Yes."
		62	"Yes."
		63	"Yes."
		64	"Yes."
		65	"Yes, especially those who are most with her; any of the family can understand all she says."

TABLE VI.

Replies to Question 5.—"Can he (or she) make himself (or herself) generally understood by speech?"

No.	Reply.
1	"Will not as a general rule; he is blunt at times."
2	"Yes."
3	"No; more by writing."
4	"Yes, and signs."
5	"Yes."
6	"Yes, she can make the master she works for know all she says."
7	"Yes."
8	"Yes, generally to most."
9	"A little."
10	"No."
11	"No." See note to 44, Table V.—J. H.

TABLE VII.

Replies to Question 6.—"Does he (or she) read the lips of others speaking to him (or her)?"

No.	Reply.
1	"Yes, but not always."
2	"Yes."
3	"No."
4	"Partially."
5	"She does."
6	"She can tell nearly all we say by our lips."
7	"Yes."
8	"Yes, he is very quick at catching the meaning by the lips."
9	"No."
10	"No."
11	"No."
12	"Yes."

No.	Reply.	No.	Reply.
13	"Yes."	15	"Yes."
14	"Yes, and improves in that also."	16	"Yes; certainly."
15	"Yes."	17	"Yes."
16	"Moderately well."	18	"We value it very much."
17	"Yes."	19	"Yes; very much indeed."
18	"Yes, in a very good way."	20	"Very much."
19	"Yes, very many things."	21	"Yes."
20	"Yes."	22	"We do."
21	"Yes."	23	"Very much."
22	"Sometimes."	24	"Yes, the bit he knows."
23	"Sometimes."	25	"He did not learn lip-reading at Doncaster." See note, Table V.
24	"No, very little."	26	"Most decidedly; we and all who know her think she speaks and understands well."
25	"In very rare cases."	27	"Very much."
26	"Yes, easily."	28	"Yes."
27	"Yes."	29	"Yes, and he continues to improve therein."
28	"No."	30	"No, sir." See note, Table VI.—J. H.
29	"Yes."	31	"Yes."
30	"No, sir." See note to 30, Table VI.—J. H.	32	"Not much."
31	"Yes."	33	"Yes, he does."
32	"Not much."	34	"Yes."
33	"Yes, he does."	35	"Yes."
34	"Yes, he does."	36	"Yes."
35	"Yes."	37	"She understands all is said to her by the lips."
36	"Yes."	38	"Yes."
37	"She understands all is said to her by the lips."	39	"Yes, wonderfully."
38	"Yes."	40	"Yes; them she is used to."
39	"Yes, wonderfully."	41	"Yes."
40	"Yes; them she is used to."	42	"Not much."
41	"Yes."	43	"Not unless he has some idea of the subject on which you are talking."
42	"Not much."	44	"Yes, I always speak to many friends." See note, Table V.
43	"Not unless he has some idea of the subject on which you are talking."	45	"Not everybody."
44	"Yes, I always speak to many friends." See note, Table V.	46	"Yes, very well."
45	"Not everybody."	47	"I think so."
46	"Yes, very well."	48	"Yes, very well."
47	"I think so."	49	"Not well."
48	"Yes, very well."	50	"Mostly."
49	"Not well."	51	"Not much." See note, Table V.
50	"Mostly."	52	"She can read the lips very well, if they speak distinctly to her."
51	"Not much." See note, Table V.	53	"Yes, very often."
52	"She can read the lips very well, if they speak distinctly to her."	54	"Yes."
53	"Yes, very often."	55	"Yes."
54	"Yes."	56	"Yes, sir."
55	"Yes."	57	"Yes."
56	"Yes, sir."	58	"Yes, he can read the lips of others and improves daily."
57	"Yes."	59	"Yes."
58	"Yes, he can read the lips of others and improves daily."	60	"Not very often."
59	"Yes."	61	"Yes, at home and about home."
60	"Not very often."	62	"Yes."
61	"Yes, at home and about home."	63	"Yes."
62	"Yes."	64	"She does."
63	"Yes."	65	"Not very perfectly."
64	"She does."		
65	"Not very perfectly."		

TABLE VIII.

Replies to Question 7.—"Do you value the amount of speech and lip-reading which he (or she) possesses?"

No.	Reply.
1	"Of course, we value it very much."
2	"Yes."
3	"Yes, I like to hear what he can say."
4	"Yes."
5	"Yes, I do very much indeed."
6	"Dear sir, we are very thankful for what she has learnt."
7	"Very much."
8	"Yes; I consider it a great blessing to him and to all connected with him, and I heartily thank the institute for what they did, more especially in lip-reading."
9	"Yes."
10	"No."
11	"No."
12	"Very much; she can in most cases tell at once what we say, and she speaks back to us."
13	"Yes."
14	"We value it very much, I assure you."

TABLE IX.

Replies to Question 8.—"Does he (or she) associate with the adult deaf and dumb?"

No.	Reply.
1	"He is glad to see them, not so very often though."
2	"Yes."
3	"Yes."
4	"Only very seldom."
5	"Yes, with both classes."
6	
7	"I am too far away." (The boy's own answer.—J. H.)
8	"Yes, sometimes."
9	"Yes."
10	"Yes."
11	"Yes."
12	"There is no one near, but she has two or three who was at school with her that comes here sometimes for a few weeks."
13	"Yes."
14	"Yes, as often as possible."
15	"Yes."
16	"Chiefly."
17	"Yes, she has three associates."
18	"Yes, she associates with them."
19	"Yes, her and Miss Tyson" (a schoolfellow) "is great friends."

Appendix 22.

No.	Reply.	No.	Reply.
20	"No."	44	"Yes, I am with the adult deaf and dumb, Sheffield." <i>See note, Table V.</i>
21	"Very seldom."	45	"No, he is mostly with the boys" (his speaking brothers).
22	"Yes."	46	"No, not very much."
23	"None in the neighbourhood."	47	"Yes."
24	"Yes."	48	"Attends deaf and dumb services on Sundays and reading-room on Saturday nights."
25	"Not oft."	49	"Yes, especially with J. (an undesirable deaf and dumb companion)."
26	"Not very much; she attends their place of worship on Sunday evenings."	50	"At the mission on Sundays."
27	"Yes, a little."	51	"Yes."
28	"Not much, none here."	52	"She goes to the deaf and dumb place of worship."
29	"Yes, sir."	53	"No."
30	"Yes, sir."	54	"No."
31	"No."	55	"No."
32	"Very little, there are none near."	56	"Yes, sir."
33		57	"No."
34	"We have no deaf and dumb by (near) us; he does not go with anyone but ourselves."	58	"It is very seldom she is with other deaf and dumb."
35	"No."	59	"Yes."
36	"Very few."	60	"No."
37	"She attends the deaf and dumb meeting at Halifax occasionally."	61	"No, only George Proddham now and then." (A schoolfellow.—J. H.)
38	"Yes."	62	"No."
39	"Whenever she has the chance, but this is very rarely, and not encouraged by us."	63	"Sometimes."
40	"Only with her brother (deaf and dumb) at home."	64	"Yes."
41	"No."	65	"Very seldom."
42	"Yes."		
43	"No, only when at Bible class and church on Sundays."		

## APPENDIX 23.

## INTER-MARRIAGE OF DEAF MUTES.

In consequence of the importance of ascertaining to what extent inter-marriage of the deaf and dumb takes place on the Continent, the following letter was addressed to the directors of four of the principal Deaf and Dumb Institutions in Germany, four in Italy, and one in Switzerland.

6, Old Palace Yard, London, S.W.,  
November 1888.

DEAR SIR,  
COULD you kindly inform me whether, in your experience, the deaf mutes are in the habit of inter-marrying in Germany (or Italy or Switzerland)? The question is one of great importance, so as to enable us to see whether, in those countries where the oral method is practised, the inter-marriage of the deaf is as frequent as it is in those countries where the sign and manual method or finger alphabet prevails.

I have, &c.  
(Signed) C. E. D. BLACK,  
Secretary.

To the above communication the following replies were received:—

Cologne, November 13, 1888.

DEAR SIR,  
In reply to your inquiry of the 10th instant, I beg to say that in Germany deaf mutes do marry, though generally they remain single.

Two deaf mutes seldom marry each other. During my experience of 41 years I have only been acquainted with three such cases.

It happens more frequently that a male deaf mute marries a female who has hearing, or that a deaf woman marries a man who can hear. Although most of these marriages that have come under my notice have proved happy, we warn the deaf mutes against marriage, since the deaf mutes who marry cannot perform their duties as they should as regards the education of their children.

Yours respectfully,  
(Signed) N. WEISSWEILER.

Berlin, N., Elsassers St. 88,  
November 12, 1888.

SIR,  
In reply to your communication I beg to inform you that very many deaf mutes marry in Germany. In these marriages both parties (the man and the woman) are deaf mutes, or often only one party (the man) is a deaf mute. It more seldom happens that a man with his hearing marries a deaf mute woman.

Here, in Berlin, about 20 marriages between deaf mutes have taken place.

Yours respectfully,  
(Signed) E. WALTHER.

Schleswig, November 14, 1888.

DEAR SIR,  
In reply to your favour of the 10th inst., I have the pleasure to inform you that, according to my experience and observation, deaf mutes inter-marry in Germany now as formerly. In a small paper for deaf mutes "der Taubstummfreund" (the deaf mutes friend), two marriages and five betrothals among deaf mutes are, for instance, announced in 1888.

Many marriages, moreover, undoubtedly take place which are not published.

In my opinion, the system of speech used by the deaf mutes (whether oral, signs, or writing, together with the hand alphabet) has less influence on such marriages than other circumstances; for instance, the means of subsistence.

With us the relatives and teachers of the deaf mutes dissuade, rather than encourage, the latter from marrying, especially if both parties possess no means.

The deaf mutes naturally care little about the system of speech; in marriage, as otherwise, they act among themselves according to the dictates of convenience; they speak, write, or only make signs, they gesticulate and do not avoid the hand alphabet if they have happened to learn it in their intercourse with those who cannot speak or guess at meaning (such as strangers or very old people), or if they have been compelled to learn for the sake of a life partner.

Unless the deaf mutes have had intercourse with educated persons who have the sense of hearing, they seldom act on a principle leading them carefully to

avoid any obstacle to the development of a plan they have adopted.

For me then the question is quite indifferent whether the orally educated deaf man will adopt any other means of communication with his partner than the oral or the written, as for or against the oral system, but I think it only important to ascertain whether those who can hear can communicate more conveniently by the oral system with deaf mutes.

Yours respectfully,  
(Signed) A. ENGELKE.

Deaf and Dumb Institute, Brühl,  
November 12, 1888.

DEAR MR. BLACK,  
WHEN the census was taken in 1871, there were only 6 to 7 per cent. of the male deaf mutes in Prussia married, and only 3 to 4 per cent. of the female deaf mutes.

At the present time the percentage has perhaps increased to 10 and 6 per cent. respectively.

Marriages, however, between deaf mutes seldom occur. I estimate the number of deaf mutes at 4,000, and that of those about 20 years of age which have been educated in schools at 1,000. Amongst these I only know at present of three cases in which deaf mutes inter-married.

Yours respectfully,  
(Signed) FIEBH.

Turin, December 3, 1888.

DEAR SIR,  
OWING to my absence from Turin I have not been able to reply before to your favour of the 5th November.

In reply to your inquiry as to whether deaf mutes are in the habit of inter-marrying, I beg to say that as the oral method has only been in use a few years, it has not yet afforded proofs on which statistical opinions could be based, and, as far as I know, none of the pupils instructed by this method have entered into matrimony; but, on the other hand, there are several instances of those educated by means of signs marrying among themselves, and in some very rare instances with persons who could speak (the women being gifted with speech).

I have pleasure in placing my services at your disposal, and remain

Yours respectfully,  
(Signed) L. LAZZERI.

To the ROYAL COMMISSION ON THE BLIND, THE DEAF, AND DUMB, &c.

Milan, November 26, 1888.

In order to reply fully to the inquiry contained in the communication addressed to me on the 5th instant by the Commission, it would be requisite to have a statistical table showing the number of marriages that take place between deaf mutes who are instructed by the manual or finger or the oral system. Such a report has not yet been published in Italy, as the oral system has not been long introduced into Italian schools. Moreover, speaking technically, it cannot be asserted, and still less proved, that the oral system, when compared with the manual, is an influencing cause of the number of marriages between deaf mutes.

I beg to present you the compliments of the President of this Institute, and remain

Yours respectfully,  
(Signed) ANGELO RIFAMONTI.

Milan, November 17, 1888.

DEAR SIR,  
As far as my experience goes, marriages between deaf speaking people and those who have hearing are still rare, although somewhat more frequent than between deaf people deprived of speech. The unfortunate tendency is still for deaf men to marry deaf women, (which I consider not so much a physical danger for the children, who are generally born with the sense of hearing, but rather a moral danger from defective education and the bent of the disposition, which is never perfectly social and physiological among deaf people, although they may have the power of speech and be well educated), and this fact is due, not to special sympathy, but, unfortunately, to exclusion—ostracism on the part of those who can hear—as it is rarely the

case that a man who can hear consents to marry a deaf woman, or a woman with hearing to marry a deaf man.

The obstacle to marriage is, then, not so much the want of speech as that of hearing, and as this defect still exists with the deaf man, there is no conjugal affinity, except between those like themselves, as they certainly find comfort between themselves; but, to a certain extent, double the misfortune as regards society by forming a family from a doubly defective stock. Notwithstanding, then, the oral method, which so greatly improved the civil, moral, and financial condition of our deaf mutes, the marriages of deaf people in Italy do not reach 6 or 7 per cent., and this among the well-to-do class, while they are very rare and unfortunate among the poorer class. Among my pupils, three married persons who had hearing, and that according to my advice, while four others married deaf women. I do not think that the marriages increase in the other districts of Italy, for, I repeat, this cannot depend on the method of instruction, since the principal and radical obstacle, namely deafness, remains invincible.

I beg to present my compliments to you and the other members of the Commission, and remain

Yours respectfully,  
(Signed) GIULIO TARRA.

Siena, November 9, 1888.

DEAR SIR,  
In reply to your favour of the 5th instant, I have the honour to inform you that in Italy marriages take place between deaf mutes, and also between deaf mutes and persons who are gifted with speech; but it may be said that such marriages are not frequent, but, in fact, rare. During the last 20 years none of the male deaf mutes educated in this institute have contracted marriage, and during the same period only three of our deaf mute female pupils have married, and two of these married persons gifted with speech, while the third married a deaf mute. I am not, however, in a position to reply definitely to your question as to whether marriages are more frequent since the oral method has been introduced than before, for too little time has elapsed since deaf mutes have been instructed orally in Italy. The German institutes are in a better position to reply to this question.

Yours truly,  
(Signed) VITTORIO BANCHI,  
Director of the Pendola Institute.

Deaf and Dumb Institute,  
Riehen, near Basle,  
November 19, 1888.

DEAR SIR,  
Your inquiry of the 10th-13th instant respecting the frequency of marriages between deaf mutes in Germany or Switzerland requires you to be enabled to judge whether in the countries where the oral method prevails marriages take place as frequently among deaf mutes as in those countries where the sign and hand methods are used.

I unfortunately possess no sufficient statistical material for this purpose.

In order to meet your wishes I addressed myself to a colleague, Mr. W. Ranschert, of Metz, who for many years has devoted himself to the statistics of deaf mutes.

This gentleman also, however, has not hitherto brought the marriages of deaf mutes within the sphere of his researches, and referred me to the Prussian statistical office (Königl. preussische Statistical Bureau) in Berlin.

Since I may presume, however, that the Royal Commission would be treated with greater consideration by the Prussian office than a private person would be, I advise you to address your inquiry yourself to that office.

Here in Switzerland it would be scarcely possible to obtain information bearing on your inquiry, at any rate such as would lead to reliable results, since in Switzerland the education of deaf mutes is not considered as belonging to the public business of the country.

I sincerely regret that I can only meet your wishes to such a small extent, but beg you will entertain no doubt as to my goodwill in the matter; on the contrary, you will always find me ready to serve you to the best of my ability.

I remain yours truly,  
(Signed) A. FRESK.

INSTITUTIONS for the DEAF and

NAME OF INSTITUTION.	2. Institution, when founded.	3. What system in use? N.B.—If more than one System is used, state the Number of Pupils taught under each.					4. Is the Method of Teaching in a transition state? If so, what means (if any) are taken to ensure the perfect isolation of the pupils taught on separate systems?
		(a.) Sign and manual.	(b.) Manual only.	(c.) Combined.	(d.) Oral.*	(e.) Pure oral.	
1. Aberdeen, Institution for Deaf and Dumb.	1819	4	—	16	—	—	No.
2. Bath, Institution for Blind, and Deaf and Dumb.	1843	14	—	—	—	—	—
3. Belfast, Ulster Institution for the Deaf and Dumb, and the Blind.	1831	78	—	13	—	—	No. for a good many years both systems have been employed. No isolation out of school.
4. Birmingham, Royal Institution for the Instruction of Deaf and Dumb Children, Edgbaston.	1812	101	—	49 also some in lower classes learn articulation.	—	—	No.
5. Boston Spa, St. John of Beverley Institution for the Deaf and Dumb.	1870	—	—	23	—	101	No. (Some exceptional pupils are formed into distinct classes; with these the oral system is not rigidly adhered to.)
6. Brighton, Institution for the Instruction of Deaf and Dumb Children.	1842	64	—	—	—	—	No.
7. Bristol, Deaf and Dumb Institution	1841	43	—	—	—	—	No.
8. Derby, Midland Deaf and Dumb Institution.	1874	—	—	42	11	—	— (All taught speech and lip-reading.)
9. Doncaster, Yorkshire Institution for the Deaf and Dumb.	1829	—	—	—	—	110	No other system taught. 3 others are taught by writing, and 1 (who is blind as well as deaf) by Braille's type.
10. Dublin, St. Joseph's Roman Catholic Institution for Male Deaf and Dumb.	1849	178	—	—	—	—	The method is, and has been a fixed one.
11. Dublin, St. Mary's Roman Catholic Institution for Female Deaf and Dumb.	1846	192	—	—	—	—	No.
12. Dublin, National Institution for the Deaf and Dumb, Clarendon, Glasnevin.	1816	—	—	—	25	—	Only speech employed in Institution.
13. Dundee, Institution for the Deaf and Dumb.	1846	15	—	—	4	—	No.

\* i.e., where the manual alphabet is used or understood.

DUMB in the UNITED KINGDOM.

No.	5. Pupils.				
	(a.) Number of Males.	(b.) Number of Females.	(c.) Limits of Age of Admission.	(d.) Method of Election.	(e.) Average Time they remain.
1	12	8	No limits.	Admitted by directors.	4 years.
2	4	10	5 to 13 for girls. 5 to 10 for boys.	By payment, 12l. per annum.	5 to 7 or more years; boys not retained after 14th year.
3	69	32	8 to 13 years exceptions made in special cases.	By Committee.	6 years.
4	82	68	7 or 8 to 13 years.	By Governors' votes.	5 "
5	63	62	Boys, 6 to 12 years. Girls, no limit.	By payment.	6 "
6	50	34	7 to 12 years. (in special cases over 12.)	By Committee.	5 "
7	27	16	7 to 12 "	"	5 "
8	3	23	6 to 10 " (up to 30 in exceptional cases)	Committee admit in order of application.	4½ years; hope to extend the time as funds increase.
9	60	54	7 to 14 years.	All eligible candidates have been received.	5 years.
10	178	—	8 to 14 "	All who are considered fit subjects are admitted.	6 years, longer time considered desirable.
11	—	192	8 to 14 " but pupils are not refused at any age.	—	6 years. 8 years would be desirable so as to give an opportunity for further instruction in industrial pursuits.
12	13	13	6 to 12 "	By Committee.	8 years.
13	14	5	6 to 1 "	By Directors	Up to 15 years of age.



Appendix 24.

	6. Annual Amount charged for Education and Maintenance.	7. State here the Number of Pupils wholly or partly paid for by Guardians of the Poor or Parochial Boards, giving Amount so paid for each Pupil.	8. Are industrial Occupations, or domestic Work in House or Garden, taught? If not, please state why.	9. If the former, state—		
				(a.) At what Period.	(b.) What Trades or Occupations.	(c.) At the Institution or in Workshops.
1. Aberdeen	16 <i>l.</i> ; but any child for whom the half of that amount is paid is admitted.	4; 2 were paid for by parochial boards at 16 <i>l.</i> a year, and 2 at 8 <i>l.</i>	No.	—	—	—
2. Bath	12 <i>l.</i>	6; 5 wholly paid for by guardians, 12 <i>l.</i> per annum; 1 partly paid for by guardians, 6 <i>l.</i> 10 <i>s.</i> per annum.	Girls do a little house work. Boys do a little basket work.	—	—	—
3. Belfast	No fixed sum; from 1 <i>l.</i> to 12 <i>l.</i> , according to ability to pay; average for 32 pupils about 5 <i>l.</i> each.	For 3 pupils, each 12 <i>l.</i> ; for 64 pupils, each 15 <i>l.</i> , including blind and deaf and dumb, and 19 from 1 <i>l.</i> to 10 <i>l.</i>	—	Systematic industrial employments not suitable for pupils during school period; but they do some garden and domestic work out of school hours. Deaf and dumb boys occasionally help in the printing office. Pupils apprenticed on leaving school.		
4. Birmingham	From 10 <i>l.</i> to 25 <i>l.</i> , except children elected prior to January 1886, who pay 6 <i>l.</i>	43 at 20 <i>l.</i> each per annum.	Yes.	The Committee approve of girls learning domestic work, and boys garden work, and otherwise. Not sufficient funds or time for industrial teaching.		
5. Boston Spa	20 <i>l.</i>	83; ordinary amount 15 <i>l.</i> each; but it varies from 5 <i>l.</i> to 15 <i>l.</i>	Yes.	After 3 or 4 years at the institution.	Boys: tailoring, shoemaking, bookbinding, farm work. Girls: dressmaking, machine, lace, laundry, house work.	At the institution.
6. Brighton	Pupils under 12 pay 12 <i>l.</i> 10 <i>s.</i> , over 12 pay 15 <i>l.</i> ; intermediate pupils pay 20 <i>l.</i> to 25 <i>l.</i> ; those of the higher class 40 <i>l.</i> and upwards.	30; 10 <i>l.</i> to 15 <i>l.</i> per annum.	—	Girls taught sewing, knitting, house, and laundry work. Boys taught garden work, and clean knives and shoes. Pupils are not taught any trade in the institution.		
7. Bristol	16 <i>l.</i>	30, wholly paid for by guardians, 15 <i>l.</i> ; 3 partially paid for by guardians: 1 at 13 <i>l.</i> ; 2 at 7 <i>l.</i> 10 <i>s.</i> . Poor cases—3 at 10 <i>l.</i> ; 1 at 12 <i>l.</i>	No, as all time is taken up in study; but pupils do a little domestic work out of school hours.	—	—	—
8. Derby	No fixed amount; from 7 <i>l.</i> to 20 <i>l.</i>	40; average payment 7 <i>l.</i> 6 <i>s.</i> 6 <i>d.</i> each.	Yes.	Boys learn garden and house work, plain sewing, &c.; girls, sewing, house work, &c.		
9. Doncaster	9 <i>l.</i> , 12 <i>l.</i> , 24 <i>l.</i> , and 30 <i>l.</i>	32; boards pay 12 <i>l.</i> per annum for each child. All boards who send pupils subscribe 3 <i>l.</i> 3 <i>s.</i> per annum.	Yes.	From 10 years of age.	Boys no special trade, but technical instruction in the use of tools at the institution; girls, sewing, knitting, laundry work, cooking, and housework generally.	
10. Dublin, St. Joseph's Roman Catholic Institution.	15 <i>l.</i> per annum; committee add 10 <i>l.</i> , making average cost 25 <i>l.</i>	165 at 15 <i>l.</i> and 11 at 13 <i>l.</i> per annum.	Yes.	Varies with aptness or health and pupil. Tailoring, shoemaking, baking, harness-making, carpentry, &c. Competent tradesmen attend daily in workshops from 9 a.m. to 7.30 p.m.		
11. Dublin, St. Mary's Roman Catholic Institution.	"	175 at 15 <i>l.</i> and 8 at 13 <i>l.</i> per annum.	Yes.	Plain cooking and all kinds of domestic work, &c. Laundry work, machine sewing, plain dressmaking, needlework in all its branches, knitting, and lacemaking.		
12. Dublin National Institution.	4 <i>l.</i> to 24 <i>l.</i> ; 3 pupils are free.	8 at 15 <i>l.</i> , 1 at 11 <i>l.</i> , and 1 at 10 <i>l.</i> per annum.	Yes.	Domestic work for girls and carpentry for boys.		
13. Dundee	12 <i>l.</i> for each pupil.	None.	Boys learn garden work; girls, domestic work.	—	—	—

Appendix 24.

No.	10. How many Teachers, including Head Master?				11. Expenditure under the following Heads.		
	(a.) Hearing.		(b.) Deaf.		I. Amount paid in Salaries.		II. Amount of Wages.
	Male.	Female.	Male.	Female.	(a.) Educational.	(b.) Other.	
1	1	—	—	—	£ s. d. 90 0 0	£ s. d. 85 16 10	£ s. d. —
2	—	2	—	1	37 1 0	50 0 8	17 4 8 (The moiety after deducting for the blind in the institution).
3	4	1	1	—	426 0 0	325 0 0	213 9 3
4	5	5	—	2	610 12 8	175 0 0	250 0 0
5	—	15	—	1	128 0 0	104 0 0	224 0 0
6	2	—	1	1	407 10 8	—	107 13 6
7	1	2	1	—	215 0 0	35 0 0	42 0 0
8	3 (Three others in training).	1	—	—	276 2 10	80 0 0	36 0 0
9	6	5	—	—	647 5 0	125 0 0	238 18 5
10	9	—	4	—	9 of the teachers' services are gratuitous.	Tradesmen are paid for teaching trades, besides several labourers, night watch, and nurse.	About 62 <i>l.</i>
11	—	10	—	6	Teachers' services are gratuitous; but 50 <i>l.</i> is paid to six deaf mute monitresses.	—	—
12	3	1	—	—	361 0 0	150 0 0	107 12 0
13	None.	None.	1	None.	Fees in lieu of salary.	10 10 0 40 <i>l.</i> to the matron out of the fees.	28 <i>l.</i> to the two maid-servants out of the fees.

Appendix 24.

	12. How many Classes in the School and how many Pupils in each Class.			13. What Number—					14. Send
	(a.) No of Classes.	(b.) No. of Pupils in each Class.	(c.) Total No. of Pupils.	(a.) Were born Deaf.	(b.) Were born partially Deaf.	(c.) Had Speech before Loss of Hearing.	(d.) Have defective Sight.	(e.) Have other Physical Infirmities which impede the use of Speech.	(a.) Medical Inspection on Entry.
1. Aberdeen	5	2, 3, 5, 4, and 6.	29	14	1 (4 became deaf within 1 year after birth.)	—	4	2	Inspected by family doctor before being received.
2. Bath	3	About 5 in each class.	14	10	—	1	1 and 1 quite blind.	—	—
3. Belfast	5	12, 16, 19, 21, and 23.	91	81	1	10	7	—	Yes.
4. Birmingham	10	Sign and manual classes: 16, 15, 16, 16, 16, and 22. Combined classes: 14, 5, 13, and 14.	150	84	6	8 could speak a little on entering the Institution.	24	None, so far as has been observed; there are, however, other than physical causes to account for the born deaf being unable to acquire speech.	Yes.
5. Boston Spa	14	An average of from 8 to 9 pupils in each class.	124	62	Testimony of parents cannot be relied on.	9	8	1	None.
					(Out of 108 cases of which there is a record.)				
6. Brighton	7	14, 12, 10, 10, 12, 10, and 16.	84	57	23*	4	10	—	None.
					* These can perceive the sound of a bell or whistle, but cannot distinguish a spoken word.				
7. Bristol	4	9, 12, 12, and 10.	43	33	2	8†	9	Several only slightly defective.	None other than that of the medical man who fills up the "Admission Paper" for the parents.
					† Classed under this head, because not actually born deaf, though 7 of them became deaf in early childhood from 7 months to 2½ years of age.				
8. Derby	5	13, 11, 9, 10, 10.	53	28	—	2	3	—	Yes.
9. Doncaster	10	14, 10, 12, 11, 10, 13, 11, 11, 11, 11.	114	73	26 deaf before two years of age.	14	6, of whom 1 is blind and 1 has lost an eye.	3 imbeciles.	None; medical certificate accompanies each child on admission.
10. Dublin, St. Joseph's Roman Catholic Institution.	12	An average of 15 pupils in each class.	178	No statistics kept.			3	None.	Yes.
11. Dublin, St. Mary's Roman Catholic Institution.	16	An average of 12 in each class.	192	No statistics kept.			26	1	—
12. Dublin National Institution.	3	10, 8, and 7.	25	21	None.	4	1	None.	Before election.
13. Dundee	2	{ 4 and 15.	19	12	—	1	—	—	Examined as to present and general health, and physical infirmities only in cases of sickness.

Appendix 24

No.	Form of Admission and state what—		13. State how many of your Pupils are the Offspring of—			16. Are any Statistics on the above Points kept at your Institute?	17. If there be any difficulty in obtaining accurate Information, state Causes, whether from—	
	(b.) Periodical Medical Inspection.	(c.) What Appliances and Treatment are used to assist defective Organs of Sight, Speech, and Hearing.	(a.) Blood Relations and in what Degree.	(b.) One or both Parents Deaf and Dumb	(c.) Parents having Deaf Relatives.		(a.) Unwillingness of Parents or Guardians.	(b.) Other Causes.
1	Monthly.	Children sent occasionally by medical man to oculist.	Of second cousins, 3.	None.	—	Yes.	—	—
2	—	—	—	—	—	—	—	—
3	Physician visits alternate days, and daily, or oftener if necessary.	Spectacles when required. No appliance at present to assist speech or hearing.	Of first cousins, 9; of second cousins, 8.	3	9	Yes. Query sheets are kept.	Yes; sometimes.	Ignorance of the causes.
4	None.	" "	Of first cousins, 6; whose grandparents were first cousins, 1.	2 (mother deaf and dumb only).	No satisfactory data.	Yes. A record of consanguineous marriages kept.	The difficulty arises from want of observation, and from ignorance of parents.	—
5	None.	" only.	Of first cousins, 1.	None, so far as is known.	3	Yes.	No.	From want of observation of parents.
6	When required.	None; when children require special treatment, they are returned to their parents or guardians.	Cannot say.	1, mother.	Cannot say.	No.	Parents are unwilling to give this information.	None.
7	None.	Spectacles in 3 cases.	Of first cousins, 5, (2 in same family); of second cousins, 1.	4 (2 in same family).	11 (2 in same family in two instances).	Yes.	No difficulty in obtaining information, except from ignorance.	—
			(Some of these cases come under two, and some under all three heads; the total number of children concerned being 13.)					
8	Yes.	—	Of second cousins, 3 sisters.	2, a brother and sister. (In this case, besides the parents, all the brothers and sisters, maternal aunts and uncles (now dead), and grandfather and grandmother, were deaf and dumb.)	2	Yes.	—	—
9	None; medical officer attends when required.	Spectacles when recommended, and hearing trumpets.	Of first cousins, 3; of second cousins, 2.	—	—	Simply in the register.	—	Ignorance.
10	Medical officer attends once a week, and when required.	Cases sent to Ophthalmic Hospital when necessary.	No statistics kept.			—	—	—
11	Medical officer attends when required.	Any which may be recommended by the medical officers of the Ophthalmic Hospital, Dublin.	No statistics kept.			—	—	—
12	Medical officer attends when required.	Spectacles when required.	Of first cousins, 4.	None.	—	Yes.	No unwillingness is shown.	—
13	—	—	None.	2	—	Kept since 1880.	—	—

Appendix 24.

	18. Is your Teaching Staff sufficient?	19. If not, state Causes, whether from—			20. How many of your Teachers hold Certificates from—		
		(a.) Want of Funds.	(b.) Scarcity of efficient Teachers.	(c.) Want of Teachers possessing adequate knowledge of specific subjects, such as Drawing, Oral Teaching, &c.	(a.) Training Colleges for Teachers for the Deaf.	(b.) Government Training Colleges.	(c.) Other Examining Bodies.
1. Aberdeen	Yes, as far as present number of children goes; but the teacher cannot teach drawing.				No certificate is held.		
2. Bath	—	—	—	—	—	—	—
3. Belfast	Yes.	—	We have generally had to train our teachers.	—	The principal, head-master, and head assistant-master hold diplomas from the College of Teachers of Deaf and Dumb, London.	—	—
4. Birmingham	No; from want of funds and want of accommodation.	—	—	—	The head-master holds the diploma of the College of Teachers of Deaf and Dumb, and full second grade drawing certificate; some of the teachers have certificates from South Kensington in one or more branches of drawing.	—	—
6. Boston Spa	Yes.	—	—	—	None.	None.	None.
6. Brighton	Yes.	—	—	—	The head-master and two assistant-masters hold diplomas from College of Teachers of Deaf and Dumb.	—	—
7. Bristol	Yes.	—	—	—	The head-master holds the diploma of College of Teachers for Deaf and Dumb.	1 female teacher.	—
8. Derby	Yes, at present.	—	Would have more experienced teachers if funds allowed.	—	1, others are preparing for examinations.	—	All hold drawing certificates.
9. Doncaster	Yes.	—	—	—	—	5 hold "D" drawing certificates.	7 from College of Teachers of the Deaf and Dumb, London.
10. Dublin, St. Joseph's Roman Catholic Institution.	Considered sufficient, but if funds allowed we should lessen the number of pupils to each teacher.	—	—	—	—	—	8
11. Dublin, St. Mary's Roman Catholic Institution.	Yes.	—	—	—	None	None.	None.
12. Dublin, National Institution.	Yes.	—	—	—	The head master is a member of the College of Teachers for Deaf and Dumb.	—	None.
13. Dundee	Yes.	—	—	—	—	None.	—

Appendix 24.

No.	21. During the past Financial Year, what were the—			22. What is the value of the property of the Institution—		23. Give number of hours devoted weekly to principal branches of study (including Sundays).	24. Please furnish your last Report and Balance Sheet.	25. Are the Accounts audited by a Chartered Accountant.
	(a.) Subscriptions.	(b.) Donations.	(c.) Legacies.	(a.) Invested.	(b.) Site, Land, and Buildings, Leasehold or Freehold, (stating which).			
1	£ s. d. 174 14 5	£ s. d. 9 3 0	£ s. d. —	£ s. d. 66 7 8	£ s. d. About 1,500 0 0	32	Supplied	Yes.
2	133 2 0	4 18 5	29 12 2	117 1 6	1,519 2 0	—	"	—
3	1,215 5 5	20 0 0	7 10 0	22,052 0 0	Held by lease poor law valuation 460l.	35½	"	Yes.
4	492 5 6	33 5 5	435 0 0	12,670 0 0	15,000 0 0 leasehold.	23 exclusive of evening preparation of lessons.	"	The books are kept by the secretary, who is a chartered accountant, and the accounts are audited by two chartered accountants.
5	578 4 0	295 16 6	15 0 0	225 0 0	14,000 0 0	30	"	Yes.
6	219 17 0	3 19 0	60 0 0	3,600 0 0 investment	5,758 0 0 freehold	36	"	No, by a member of the committee.
7	211 10 0	1 17 2	20 0 0	7,050 0 0	6,500 0 0 freehold	Scripture, 4 hours; Arithmetic, 4 hours; Language, 13 hours; Geography, 2 hours; General knowledge, 2 hours. Total, 26 hours. This does not include evening preparation.	"	Yes.
8	383 11 11	£2 3 5	—	42 10 0	4,234 17 4 freehold	30½ Additional 5 hours sewing, knitting, &c. per week.	"	Yes.
9	629 2 5	7 0 0	115 0 0	14,639 1 4	8,000l. market value, about 4,500l. freehold buildings and land attached.	Winter, 26½; Summer, 29½. Exclusive of an hour each evening for preparation.	"	By a professional accountant.
10	4,148 2 1	22 0 0	1,397 18 5	1,359 1 6	About 30,000 0 0	Christian doctrine, 5 hours; History, 4 hours; Arithmetic, 3 hours; Language lessons, 20 hours; Geography, 3 hours; Drawing, 1 hour.	"	Yes.
11	(See male branch; under one committee).				18,838 16 0	5½ hours given daily (Saturdays and Sundays excepted) to school duties. The number of hours to various branches differs in each of the classes. 3½ hours are given to school duties on Saturday and Sunday, on the latter day these duties are of a religious character.	"	Yes.
12	624 18 1	—	812 19 8	12,413 1 5	1,500 0 0 freehold	31	"	By Local Government Board for Ireland.
13	19 2 6	4 1 0	92 15 7	207 16 7	4,162 12 4	21	"	Yes.



Appendix 24.

NAME OF INSTITUTION.	2. Institution, when founded.	3. What system in use? N.B.—If more than one System is used, state the Number of Pupils taught under each.					4. Is the Method of Teaching in a transition state? If so, what means (if any) are taken to ensure the perfect isolation of the pupils taught on separate systems?
		(a.) Sign and manual.	(b.) Manual only.	(c.) Combined.	(d.) Oral.*	(e.) Pure oral.	
14. Edinburgh, Deaf and Dumb Institution, Henderson's Row.	1810	24	—	—	22	8	Yes; no convenience for isolating pupils taught on separate systems.
15. Edinburgh, Donaldson's Hospital	1850	15 12 of slow capacity; 2 physically defective.	—	81	12	—	—
16. Exeter, West of England Institution for the Deaf and Dumb.	1826	—	—	—	49	—	No.
17. Glasgow, Institution for the Deaf and Dumb, Langside.	1819	—	—	73	—	48	No.
18. Hull, East Yorkshire and Lincolnshire Institution for the Deaf and Dumb.	1871	5	—	21 The articulation and lip-reading system is also used with all pupils who, after a thorough trial, give evidence that it would be beneficial to them to pursue this mode of tuition.	—	—	No.
19. Lanark, Smyllum Orphanage	1872	—	—	24	—	—	No.
20. Liverpool, School for the Deaf and Dumb.	1824	46	—	—	84	—	No.
21. Llandaff, School for the Deaf and Dumb.	1868	—	—	23	—	—	No.
22. London, Clapton, British Asylum for Deaf and Dumb Females.	1851	11	7	10	6	—	No.
23. London, Ealing, Training College for Teachers of the Deaf.	1878	—	—	—	—	18 The "German" or "Pure oral" only.	No.
24. London, Fitzroy Square, Association for the Oral Instruction of the Deaf and Dumb.	1871	—	—	—	—	53	No.
25. London, Notting Hill, Jews' Deaf and Dumb Home.	1864	—	—	—	—	27	No.
26. Manchester, Old Trafford Schools for the Deaf and Dumb.	1823	50	—	—	151	—	No. The pupils taught by the sign manual system are located in an attached building, which affords separate accommodation for them in every respect.
27. Old Kent Road, S.E., Branch of Margate Asylum for the Deaf and Dumb.	1792	—	—	—	—	44	No.
28. Margate, Asylum for the Deaf and Dumb.	1862	45	—	47	—	207	By class-rooms in separate buildings. Isolation only during lessons.
29. Newcastle-on-Tyne, Northern Counties Institution for the Deaf and Dumb.	1833	77	—	36	—	—	No.
30. Swansea, Cambrian Institution for Deaf and Dumb	1847	15	—	33	—	—	Yes; none.
Summary.—The dates of foundation of above 30 schools and institutions are:—		297	7	497	364	616	
1792 1823 1841 1849 1870		5 institutions teach their pupils on the sign and manual system only.					In 24 institutions the method of teaching is not in a transition state. In 3 institutions it is, and in one only of these 3 are the pupils isolated, and that merely during lessons.
1810 1824 1842 1850 1871		1 " " " " " " combined system only.					
1812 1826 1843 1851 1871		2 " " " " " " oral system only.					
1816 1829 1846 1862 1872		7 " " " " " " pure oral (or German) system only.					
1819 1831 1846 1862 1874		2 " " " " " " sign and manual and also combined.					
1819 1838 1847 1864 1878		4 " " " " " " sign and manual and also the oral.					
		1 " teaches its " " manual only and also the oral.					
		1 " " " " " " manual only and also pure oral.					
		2 " teach their " " combined, manual, and also the oral.					
		1 " teaches its " " combined, manual, and also pure oral.					
		2 " teach their " " sign and manual, the combined and the oral.					
		1 " teaches its " " sign and manual, the combined, and the pure oral.					

\* i.e., When the manual alphabet is used or understood.

Appendix 24.

No.	5. Pupils.				
	(a.) Number of Males.	(b.) Number of Females.	(c.) Limits of Age of Admission.	(d.) Method of Election.	(e.) Average Time they remain.
11	36	18	7 to 13 years.	By Directors.	5 years. The reason they do not remain for a longer period is entirely the fault of the parents or guardians
15	51	60	7 to 9 "	"	3½ years.
16	30	19	7 to 12 "	By the Governors.	5 "
17	71	50	7 to 14 "	"	4 "
18	14	15	5 to 12 "	By vote of Com ittee.	4½ "
19	15	9	No limits.	—	8 "
20	76	54	7 to 14 years.	By the Committee.	4½ "
21	14	9	7 to 17 "	On payment by the parish, or some responsible person.	5 "
22	—	34	Above the age of 10 years.	By subscribers' votes.	3 years, subject to restriction for 3 years.
23	11	7	About 5½ to 10 years.	By payment.	Not less than 8 years.
24	34	19	From 6 years of age.	By Committee.	4½ years; 8 years required for full course.
25	15	12	Up to 12 years.	Without election when a bed is vacant.	8 years.
26	123	76	7 to 12 "	By subscribers' votes, annually.	5 "
27	25	19	—	—	—
28	166	132	7 to 10 years.	Subscribers' votes.	5½ to 6 years, but increasing on account of being taken in younger than formerly.
29	65	48	7 to 12 years, exceptions made in special cases.	By Committee, no voting.	4½ years, average.
30	30	18	Over 7 years.	By Committee.	4½ years. 7 or 8 years is considered should be the minimum.
	1268	1117	From 6½ to 12½ years is the average age of admission for 25 institutions.	Pupils are, in nearly every case, admitted at the discretion of the institution's Committee.	The average time they remain is 5½ years.
	*Total number of pupils, 2,485.				

\* In a tabular statement prepared by the Principal of Ealing College for teachers of the deaf and dumb (the late Mr. Arthur Kinsey), the number of pupils under private tuition is stated to be 78. The total number under instruction in the United Kingdom would, therefore, be 3,138, viz.:—In institutions - 2,485  
In school board classes - 577  
In private schools - 76  
3,138

Appendix 24.

	6. Annual Amount charged for Education and Maintenance.	7. State here the number of Pupils wholly or partly paid for by Guardians of the Poor or Parochial Boards, giving Amount so paid for each Pupil.	8. Are Industrial Occupations, or domestic Work in House or Garden, taught; If not, please state why.	9. If the former, state—		
				(a.) At what Period.	(b.) What Trades or Occupation.	(c.) At the Institution or in Workshops
14. Edinburgh, Henderson's Row.	10l. to 20l.	15 at 10l. each.	Yes. Boys learn garden work, girls domestic work.	Last 2 or 3 years at school.	Tailoring.	At the institution.
15. Edinburgh, Donaldson's Hospital.	Free.	—	—	but not trades, with exception to a little tailoring. Domestic work in house and garden only.		
16. Exeter	Children on foundation 7l. 16s.; children not on foundation 20l.; private pupils pay 50l.	14 at 20l. per annum.	Industrial occupations are not taught, but domestic and garden work is.	After leaving the institution.		
17. Glasgow	6l. to 10l.; 22 free pupils.	10 at 10l., usual charge to working men 6l. per annum.	Yes. Domestic and garden work.	"	"	"
18. Hull	13l. to 20l.	4 boards of guardians pay 13l. per annum in 9 cases.	Yes.	Domestic work, gardening, &c., &c., after school hours.		
19. Lanark	12l.	13; 10l. for some and 11l. for others.	Yes.	When educated.	Tailoring, shoemaking, carpentry, gardening.	At institution.
20. Liverpool	10l. to 14l., according to age.	77 at 10l. to 14l. per annum.	Yes.	Domestic work and cookery.		
21. Llandaff	10l. a year for education, &c.; nothing for maintenance.	19 at 4l. to 15l. per annum; 1 at 14l.; 1 at 12l. 12s.; 17 at 10l.; 1 at 7l. 16s.	Yes.	Tailoring, with house and garden work.		
22. London, Clapton	22l.	11.	Yes.	For females, domestic service, laundry work, millinery, &c.		
23. London, Ealing	20l. to 120l. Out pupils from 20l. to 50l., in pupils from 20l. to 120l.	None.	Yes.	But not to interfere with school work.		
24. London, Fitzroy Square.	—	—	No.	This being a day school.		
25. London, Notting Hill.	—	None.	Yes.	When fit and sufficiently advanced in language.	Any not requiring hearing, nor taxing sight much.	Institution being preferable, either will do.
26. Manchester	9l. to 20l. 5s.	70 at 20l. each per annum; 6 at 6l. 10s. to 15l. each per annum.	Work in house and garden taught, but not trades.	Between the ages of 14 and 16 years.	If pupils could remain longer in the schools, carpentry and like trades.	At the institution in attached workshops.
27. Old Kent Road, S.E.	25l.	6 at 25l. each per annum.	—	Domestic work in house and garden.		
28. Margate						
29. Newcastle-on-Tyne	13l. Clothing included, 16l. Reduced in special cases.	21 at 16l. per annum; 27 at 13l.; 9 at 10l.; 9 at 8l.; 8 at 6l. 10s.	—	Girls—sewing, knitting, and household work. Boys—gardening, farm work, &c.		
30. Swansea	From 2l. 10s. per annum to 20l. 16s. per annum.	1 at 20l. 16s. per annum; 1 at 20l.; 20 at 18l. 4s.; 3 at 14l. 6s.; 2 at 13l.; 1 at 10l. 8s.; 2 at 9l. 2s.; 1 at 7l. 16s.; 1 at 5l. 10s.	Yes.	From entrance.	Domestic work taught to all pupils. Use of tools recommended.	Institution.
Summary	From 1l. to 20l., and 120l. (Ealing). Average sum for all above institutions, 20l.	From 1l. to 25l. per annum each paid for 1,156 pupils; average amount paid being 13l. each pupil.	"Yes." in 21 institutions.	Some reply, "after school hours," others, "last 2 or 3 years at school," "from 10 years of age," "between the ages of 14 and 16 years," "after 3 or 4 years in the institution," &c., &c.	Boys. Baking. Bookbinding. Carpentry. Farm work. Gardening. Harness making. House work. Printing. Sewing. Shoemaking. Tailoring. Girls. Cooking. Domestic work. Dressmaking. Knitting. Lace making. Laundry work. Millinery. Sewing.	"At the institution" in nearly every case.

Appendix 24.

No.	10. How many Teachers, including Head Master?				11. Expenditure under the following Heads.		
	(a.) Hearing.		(b.) Deaf.		I. Amount paid in Salaries.		II. Amount of Wages.
	Male.	Female.	Male.	Female.	(a.) Educational.	(b.) Other.	
14	4	—	—	1	£ s. d. 325 0 0	£ s. d. 73 0 0	£ s. d. 194 0 0
15	6	2	1	—	740 0 0	40 0 0	900 8 9
16	3	1	—	—	229 5 0	70 0 0	104 5 10
17	4	6	—	—	938 0 0	—	250 0 0
18	1 And 1 pupil teacher.	1	—	—	185 0 0	—	—
19	—	4	—	—	—	—	—
20	8	8	—	1	680 0 0	—	147 0 0
21	1	2	1	1	69 0 0	—	64 9 8
22	1 Head Master, B.A.	8	—	—	160 0 0	170 0 0	25 0 0
23	1	1	None. Employment of deaf teachers totally disapproved.		450 0 0	—	149 8 5
24	2	5	—	—	1,124 12 4	40 0 0	32 10 0
25	2	1	—	—	281 0 0	28 0 0	58 17 1
26	11	7	1	—	1,228 12 11	250 0 0	450 0 6
27	—	8 (2 pupil teachers).	—	1	2,036 7 7	851 6 6	751 4 1
28	13						
29	6	1	—	—	536 11 6	45 0 0	58 15 0
30	1	1	1	—	170 0 0	76 10 0	33 3 10
	98	91	12	15	12,454 2 3	2,622 4 0	5,103 0 0

The average salary of teachers for the whole of the schools is 69l.

Appendix 24.

	12. How many Classes in the School and how many Pupils in each Class.			13. What Number—					14. Send
	(a.) No. of Classes.	(b.) No. of Pupils in each Class.	(c.) Total No. of Pupils.	(a.) Were born Deaf.	(b.) Were born partially Deaf.	(c.) Had Speech before Loss of Hearing.	(d.) Have defective Sight.	(e.) Have other Physical Infirmities which impede the use of Speech.	
14. Edinburgh, Henderson's Row.	5	12, 10, 12, 8, and 12	54	40	1 (9 became deaf in infancy.)	4	2	2	Yes.
15. Edinburgh, Donaldson's Hospital	9	An average of 13 in each class	111	73	38	6	7	2	Yes.
16. Exeter	4	13, 13, 13, and 10	49	11	14	4	13	3	Yes.
17. Glasgow	10	25, 14, 12, 11, 11, 11, 9, 9, and 8.	121	83	—	25	11	8	Children are examined before entering the institution by their family doctor.
18. Hull	4	7, 8, 5, and 9	29	15	4	10	1	1 has a cleft palate.	Yes.
19. Lanark	4	9, 6, 5, and 4	24	12	—	7	4	—	If found necessary.
20. Liverpool	11	An average of 12 in each class	130	63	—	1	33	16	Yes.
21. Llandaff	5	3, 6, 5, 4, and 5	23	9	2	6	2	2	Yes.
22. London, Clapton	7	An average of 5 in each class	34	20	3	11	5, and 2 totally blind.	—	Yes.
23. London, Ealing	6	1, 4, 4, 4, 2, and	18	6	4	1	None.	3	Medical certificate when necessary, and a clean bill of health from parents.
24. London, Fitzroy Square	10	An average of 5 in each class.	53	47	4	4	5	7	Yes.
25. London, Notting Hill.	4	An average of 7 in each class	27	17	2	10	5	None	Yes.
26. Manchester	19	Sign and manual, 4 classes with 12 in each class. Oral, 15 classes with 10 in each class.	201	126	23	25	23	3	By local doctor knowing the child.
27. Old Kent Road, S.E.	4	An average of 11 pupils in each class.	44	23	Not known.	—	—	—	—
28. Margate	23	An average of 13 in each class	299	212	—	6	About 20	2, facial paralysis.	Thorough, by full medical board.
29. Newcastle-on-Tyne	7	15, 17, 13, 14, 13, 20, and 16	113	61	2	5	1	—	Inspected by family doctor before being sent.
30. Swansea	4	15, 11, 13, and 9	48	28	—	—	7, and 1 totally blind.	None.	Previous to admission.
Summary	Average from 7 to 8 classes in each institution.	The average No. of pupils in a class is 10.	2,485	1,336	156	184	244	56	In 17 institutions pupils are medically examined on entry; in 7 institutions they are previously examined by their own doctor; in 3 institutions no examination apparently takes place.

Appendix 24.

No.	Form of Admission and state what—		15. State how many of your Pupils are the Offspring of—			16. Are any Statistics on the above Points kept at your Institute?	17. If there be any difficulty in obtaining accurate information, state Causes, whether from—	
	(b) Periodical Medical Inspection.	(c) What Appliances and Treatment are used to assist defective Organs of Sight, Speech, and Hearing.	(a.) Blood Relations, and in what Degree.	(b.) One or both Parents Deaf and Dumb.	(c.) Parents having Deaf Relatives.		(a.) Unwillingness of Parents or Guardians.	(b.) Other Causes.
14	When required.	Spectacles; and special instrument for development of hearing, manufactured by the master.	Of first cousins, 1.	1	—	Yes (only what are copied from admission forms).	—	—
15	Yes.	Spectacles, mirrors, spatula.	Of cousins, 1.	5	2	No difficulty experienced in obtaining statistics.	—	—
16	About once a week.	Spectacles only.	Cannot be satisfactorily answered at this date.	None.	—	No.	—	—
17	When required.	Specialists (for sight), speaking trumpet, audiphone, &c. (hearing), reflector, mirror, &c. (speech).	Of first cousins, 3.	4	6	Yes.	No difficulty in obtaining information	—
18	Monthly.	Spectacles and ear trumpets (when necessary).	Of first cousins, 1	None.	None.	Yes.	—	—
19	Every week.	—	—	1	—	—	—	—
20	After each vacation.	Spectacles and binaural tube.	Of first and second cousins, about 11.	None.	5 all distant relations.	Yes.	Parents sometimes reluctant.	—
21	Medical officer attends when required.	Ear trumpet, spectacles, syringing, medicine, &c.	—	None.	—	No.	Parents and others unwilling to supply information.	—
22	Periodically, and when required.	Spectacles, gymnastic exercise suitable for women, and regular exercise.	—	None.	7 have deaf and dumb near relations.	Yes.	Parents unwilling or unable to give information.	—
23	General and constant inspection.	None (speech); periodical test (sight and hearing).	Of cousins, 1, so far as we know.	None.	Have no certain information.	Yes (unless in cases of private pupils).	Yes.	—
24	Yes.	Spectacles and hearing trumpets.	Of first cousins, 6; of second cousins, 2.	None.	1, on mother's side.	Yes.	No unwillingness of parents	Inability of parents to give accurate information.
25	Annually.	Spectacles.	Of first cousins, 4.	3	—	Yes.	—	Unreliability of parents' or relatives' statements.
26	Weekly, or oftener, by paid doctor.	Pupils sent to hospitals.	Of cousins, 2, and 1 distantly related.	1 (both parents), and 1 (father only)	14 (out of 200 cases inquired into).	Questions upon this subject appear in the application forms, but the information is often unsatisfactory owing to ignorance of parents.	—	—
27	—	—	Of cousins, 3.	2	—	Particulars are always entered against each name in Asylum Register.	—	None.
28	Medical visit daily and when necessary for special cases.	Spectacles and special instrument to assist hearing.	" " 19.	6	—	—	—	—
29	Medical officers attend when required.	Occasionally spectacles.	None, so far as known.	3	12	Yes.	—	—
30	None.	Spectacles used by 6 pupils.	None.	1	—	Yes.	Unwillingness of parents.	Indifference or misunderstanding.
—	In 14 institutions there is periodical medical inspection; in 9 cases "when required," and in 3 cases there appears to be none at all.	In 9 cases spectacles only are provided, but in 10 cases some of the following are used: audiphone, binaural tube, ear trumpet, hearing reflector, mirrors, spatula.	Of cousins and 1st cousins - 80 " 2nd " - 19 " other relatives 2 101	42	72	"Yes," in 22 institutions.	6 institutions have experienced difficulty in obtaining information from this cause.	7 institutions through ignorance, indifference, &c. of parents.



	18. Is your Teaching Staff sufficient?	19. If not, state Causes, whether from—			20. How many of your Teachers hold Certificates from—		
		(a.) Want of Funds.	(b.) Scarcity of efficient Teachers.	(c.) Want of Teachers possessing adequate knowledge of special subjects, such as Drawing, Oral Teaching, &c.	(a.) Training Colleges for Teachers for the Deaf.	(b.) Government Training Colleges.	(c.) Other examining Bodies.
14. Edinburgh, Henderson's Row.	Yes.	—	—	—	—	—	2 hold diplomas from College of Teachers of Deaf and Dumb).
15. Edinburgh, Donaldson's Hospital.	Yes.	—	—	—	Head-master, 1st, 2nd and 3rd male, and 1st female teachers hold diplomas from College of Teachers of Deaf and Dumb.	—	2nd male teacher holds 2nd class advanced certificate for physiology (S. & A. Dept.) mathematics physiology (Heriot Watt College) 3rd male teacher holds certificate for geometry.
16. Exeter	Yes.	—	—	—	2	None.	1 (certificate from College of Preceptors, &c.).
17. Glasgow	Quite sufficient and efficient.			—	7 (College for Teachers of Deaf and Dumb).	—	6 (Science and Art Department).
18. Hull	Yes.	—	—	—	Master holds diploma from College for Teachers of Deaf and Dumb.	—	1 (passed examination as pupil-teacher).
19. Lanark	Yes.	—	—	—	None.	—	—
20. Liverpool	Yes.	—	—	—	None.	None.	4 (diploma, College of Teachers of Deaf and Dumb). 1 (College of Preceptors and Senior Cambridge).
21. Llandaff	No.	Want of funds.	Yes.	—	None.	None.	None.
22. London, Clapton	Yes.	—	—	—	Head-master, B.A.	—	—
23. London, Ealing	Yes, at present, with the assistance of advanced students.	—	—	—	2 (Ealing and Osnastrück).	None.	1 (B.A., Cambridge).
24. London, Fitzroy Square.	No more male teachers required.	Yes.	—	—	All from the Association's Training College.	None.	4 (Science and Art Department, College of Preceptors, &c.). 1 G.C.T.
25. London, Notting Hill.	Yes, but efficient teachers are difficult to obtain.	—	—	—	—	—	2
26. Manchester	Yes, in number, but not in efficiency.	Yes, if funds allowed, would have higher grade teachers.	Yes, this cause is severely felt.	Scarcity of male oral teachers, and want of female teachers with knowledge of drawing.	2 (diploma, College of Teachers of Deaf and Dumb, London).	None.	—
27. Old Kent Road, S.E.	Yes.	—	—	—	1	1	—
28. Margate	Yes.	—	—	—	1	—	College of Teachers incorporated 13, and head-master; 14 in all.
29. Newcastle-on-Tyne	Yes.	—	—	—	2 from College of Teachers of Deaf and Dumb.	—	—
30. Swansea	No, owing to want of funds, and scarcity of efficient teachers.			—	None.	None.	3
Summary	Only 4 institutions state that their teaching staff is insufficient, and mention causes (a) and (b).				53 teachers hold diplomas from the College of Teachers for Deaf and Dumb. About 50 have received "D" drawing certificates from Science and Art Department, South Kensington. 1 B.A. Camb.		

No.	21. During the past Financial Year, what were the—			22. What is the value of the property of the Institution—		23. Give number of hours devoted weekly to principal branches of study (including Sundays).	24. Please furnish your last Report and Balance Sheet.	25. Are the Accounts audited by Chartered Accountant.
	(a.) Subscriptions.	(b.) Donations.	(c.) Legacies.	(a.) Invested.	(b.) Site, Land, and Buildings, Leasehold or Freehold, (stating which).			
14	£ s. d. 576 16 7	—	£ s. d. 132 7 11	£ s. d. 203 14 10	£ s. d. 6,780 0 0	30	Supplied	By professional man.
15	—	—	—	9,956 2 4	256,529 4 2	37½	"	Yes.
16	279 2 6	77 11 7	26 14 10	11,442 16 2	About 3,000 0 0 freehold.	35	"	No, by two governors.
17	680 17 0	30 17 5	1,599 10 0	1,038 3 9	45,677 5 11	44 Including 5 hours sewing, and 2 hours gymnastics.	"	Yes.
18	96 0 0	10 0 0	68 0 0	7 0 0	1,150 0 0	24	"	No, by gentleman of good standing in the town, elected at the annual public meeting.
19	—	—	1,000 0 0	—	—	31	"	No.
20	506 6 0	131 13 2	714 17 11	637 1 4	About 12,000 0 0	23	"	No; auditors chosen from the committee.
21	31 18 0	101 13 5	—	20 3 2	1,400 0 0 freehold.	35	"	Yes.
22	240 12 6	250 2 6	3,080 0 0	312 0 8	Cannot say.	35	"	By member of finance committee, and two auditors.
23	214 10 0	195 10 10	None.	None.	4,200 0 0	—	"	—
24	212 8 6	237 13 0	—	5,083 17 6	Premises rented.	30 for speech, lip-reading, language, and arithmetic, 2 hours painting and drawing, 2 hours needlework.	"	No, by a member of the committee.
25	331 9 0	520 5 0 (special appeal was made).	165 0 0	514 6 8	7,416 19 6	33	"	By two gentlemen, elected at annual general court.
26	539 18 0	85 0 0	1,300 0 0	38,777 5 10	About 60,000 0 0 freehold.	27 Religious instruction, 4 hours; arithmetic, 4 hours; grammar, 2 hours; kindergarten, 2 hours; sewing, 4 hours; language, 18 hours; writing, 1 hour; geography, history, &c., 3 hours; drawing, 4 hours; drill, 5 hours.	"	Yes.
27	2,176 8 7	1,999 7 11	1,275 2 0	6,031 12 3	140,637 9 11	24	"	Yes.
28	—	—	—	—	—	32	"	—
29	330 10 3	44 0 4	370 5 3	12,995 10 8 (Dividend therefrom, 465 9 10)	7,000 0 0 leasehold.	35	"	No, by two of the committee bi-monthly.
30	367 1 10	61 7 0	90 0 0	Nil.	7,000 0 0 leasehold.	23	"	No, by manager of bank.
—	15,234 4 1	4,259 15 1	12,757 13 7	101,691 14 0	87,192 17 4 freehold.	Average number of hours devoted to study per week, 32½.		In 15 institutions the accounts are audited by chartered accountants; in 6 by professional men; and in 6 by members of the institutions' committees.

APPEN

LIST OF ASSOCIATIONS AND MISSIONS,

1. Name of Association or Mission, and when founded.	2. Area of operations.	3. Estimated total population therein.	4. Estimated number of deaf and dumb therein.	5. Number uneducated.	
				(a) Of school age.	(b) Over school age.
ENGLAND.					
1. Birmingham, Adult Deaf and Dumb Mission	Birmingham and suburbs	500,000	300	40	70
2. Bradford, Adult Deaf and Dumb Association, 1863	Bradford and district	311,000	104	15	19
3. Derby, Midland Deaf and Dumb Institution Mission, 1873.	Derbyshire, Notts, Lincoln, Leicester, Rutland and Stafford.	2,633,370	1,186	53	100
4. Hull, East Yorkshire and Lincolnshire Institution for Deaf and Dumb, 1870.	Town of Hull	240,000	140	9	13
5. Leeds, Dewsbury, Batley and District Mission to Deaf and Dumb, 1833.	Fifteen miles round Leeds	700,000	427	19	36
6. Leicester, Society in Aid of Deaf Mutes, 1833	The borough of Leicester	122,376	85	24	16
7. Liverpool, Adult Deaf and Dumb Benevolent Society, 1864.	Liverpool, Birkenhead, Widnes, Runcorn, Warrington.	746,000	650	—	—
8. London, Morley Hall Mission to the Deaf and Dumb, Hackney, 1832.	Hackney and part of Tower Hamlets	100,000	200	7	30
9. London, Royal Association in Aid of the Deaf and Dumb, 1840.	The Metropolis	5,000,000	2,000	—	—
10. Manchester, Society for Promoting the Spiritual and Temporal Welfare of the Adult Deaf and Dumb, 1850.	Manchester and surrounding districts	1,391,898	1,000	—	—
11. Nottingham, Voluntary Mission to Deaf and Dumb, 1833.	Nottingham town	200,000	120	12	20
12. Oldham, Deaf and Dumb Society, 1869	The towns of Oldham, Ashton-under-Lyne, Stalybridge and surrounding districts.	860,000	200	12	36
13. Reading, Mr. Salmon's Mission to Deaf and Dumb, 1873.	Reading, and 20 miles round; Oxford, and 20 miles round.	90,000	—	—	—
14. Sheffield, Association in Aid of the Deaf and Dumb, 1871.	Sheffield, Rotherham, and district	400,000	250	15	35
15. Stockton-on-Tees, South Durham, and Cleveland Mission to the Deaf and Dumb, 1873.	(a) South Division of the County of Durham, (b) North borders of Yorkshire.	530,000	250	40	25
16. Stoke-on-Trent, North Staffordshire Society for Promoting the Spiritual and Temporal Welfare of the Adult Deaf and Dumb, and of the Blind, 1873.	North Staffordshire	300,000	200	—	30
17. Winchester, Diocesan Mission to Deaf and Dumb, 1879.	Hampshire and Isle of Wight	575,096	318	6	39
18. Wolverhampton, Church Mission to the Deaf and Dumb in South Staffordshire and Shropshire, 1830.	South Staffordshire	200,000	200	12	29
19. Cardiff, East Glamorgan, and Newport Missions to Deaf and Dumb, 1869.	Cardiff and Newport	160,000	50	1	2
SCOTLAND.					
20. Aberdeen Deaf Mute Mutual Improvement Association, 1879.		120,000	63	3	None
21. Ayrshire, Mission to Deaf and Dumb, 1881	Ayrshire, part of Dumfriesshire, Kirkcudbrightshire, Wigtonshire, and Arran.	400,000	301	—	25
22. Dundee		—	—	—	—
23. Edinburgh, Deaf and Dumb Benevolent Society, 1835.	Edinburgh and neighbourhood	—	200	—	—
24. Glasgow, Mission to Deaf and Dumb, 1822	Glasgow and the West of Scotland	—	300	—	—
25. Greenock, Deaf and Dumb Christian Association, 1869.	Port Glasgow, Greenock, and Gourock	60,229	50	2	3
IRELAND.					
26. Cork, Missions to Adult Deaf and Dumb of Ireland, 1872.	All Ireland except City of Dublin	4,000,000	4,500	—	20
27. Dublin, Deaf and Dumb Association (Protestant), 1863.	Dublin, and provinces of Ireland occasionally.	—	—	—	—
TOTALS -				270	547
Within the areas mentioned (so far as the associations are aware.)					

DIX 25.

&c., &c. TO THE DEAF AND DUMB.

No.	6. Number of deaf and dumb belonging to the Association, or visited by its Agents.	Number of visits made last year.	7. General description of work and objects of Association.	Religious service?	By whom conducted	8. Income for last financial year.
						£ s. d.
1	500	300	Visiting, relief, conducting classes for uneducated, &c.	Yes.	Missionary	£ 30 3 6
2	135	252	Education, religious instruction, classes, &c., and general care and supervision in after life.	Yes.	Missionary	223 3 6
3	400	430	To promote the temporal and spiritual welfare of the deaf and dumb in every way we can.	Yes.	By missionary and 2 honorary workers whose expenses are paid.	1,349 14 3
4	110	295	Visiting, education of the young Deaf and Dumb, and promotion of spiritual and temporal welfare of the adults.	Yes.	By the master of the Hull Deaf and Dumb Institution, and others.	514 12 7
5	427	2,161	Visiting, instruction (secular and religious), assistance in finding work, &c.	Yes.	By a hearing superintendent and assistants.	306 0 0
6	39	201	Visiting, and the promotion of the general welfare of the deaf and dumb.	Yes.	By the missionary	62 15 10
7	300	830	Visiting, lecturing, obtaining employment, and distributing pecuniary help.	Yes.	By the honorary secretary	294 15 8
8	30	200	Visiting, obtaining employment, rendering assistance, and giving religious instruction.	Yes.	By missionary (who gives her services free).	30 0 0
9	—	3,636	Visiting, instruction (secular and religious), assistance in finding work, relief by loans, gifts, &c.	Yes.	Chaplains and lay-missionaries connected with the association.	2,300 13 11
10	—	1,596	Visiting, lectures given, &c.	Yes.	By 4 missionaries and lay assistants.	732 1 8
11	40	—	Visiting, &c.	Yes; in sign and manual.	By the founder of the mission	No funds; room &c. found by Y.M.C.A.
12	153	697	Visiting, instruction (secular and religious), assistance in finding work, relief, &c.	Yes.	By missionary and assistants	144 6 7
13	80	—	—	—	—	—
14	176	699	Visiting, instruction (secular and religious), assistance in finding work, &c.	Yes.	By missionary	161 10 1
15	120	—	Visiting, instruction (secular and religious), assistance in finding work, &c.	Yes.	By the lay missionary	115 2 10
16	200	800	Visiting, instruction (secular and religious), assistance in finding work, &c.	Yes.	By missionary	235 5 2
17	300	The missionary spends all his time in visiting.	Visiting, instruction (secular and religious), assistance in finding work, &c.	Yes.	By missionary	264 0 0
18	182	—	Visiting, instruction (secular and religious), assistance in finding work, &c.	Yes.	By the missionaries	61 2 7
19	45	(Cannot say).	Visiting, relief, assistance in finding work, lectures and Bible meetings, &c.	Yes.	By the missionary	294 5 3
20	31	No record	Visiting, religious and secular instruction, assistance and general relief.	Yes.	By Superintendent of Institution.	5 6 2
21	186	226	Visiting, instruction (secular and religious), relief for disabled deaf and dumb.	Yes.	By missionary	334 8 0
22	—	—	—	—	—	—
23	200	—	Relief in distress, support in old age or infirmity, religious instruction. The Society is unsectarian, and includes among its members both episcopalian and presbyterian deaf-mutes.	Yes.	By missionary	1,021 19 2
24	300	778	Visiting, granting relief, providing instruction, and general help.	Yes.	By missionary	463 2 7½
25	21	(No record kept).	Religious instruction, visiting, mutual improvement society, &c.	Yes.	By missionary, who gives his services free.	8 0 0
26	400	224	Visiting, instruction (religious), assistance in finding work.	Yes.	By missionary	273 11 6½
27	52	—	Visiting, instruction (religious and secular), assistance in finding work, pecuniary relief.	—	—	228 2 8
	4,717	—	Visiting, religious and secular instruction, assistance in obtaining work, and general relief.	In every case.	By the missionary.	9,462 3 6

LIST OF SCHOOL BOARD CLASSES IN ENGLAND AND SCOTLAND FOR THE

1. Name of class, and when founded.	2. Number of deaf and dumb in area of School Board class.				3. What systems in use, and what is the number of pupils taught under each.				
	(a) Number at school.	(b) Number sent for instruction elsewhere.	(c) Number who have left school.	(d) Uneducated.	(a) Sign and Manual.	(b) Manual only.	(c) Combined.	(d) Oral, i.e., where the manual alphabet is used or understood.	(e) Pure oral.
1. Bradford School Board Class for the Deaf, 1885.	20	—	10	6 (including 3 not of school age).	—	—	—	—	20
2. Bristol Deaf Class, 1885.	19	6	1	—	—	—	—	—	19
3. Leeds Deaf and Dumb Department, Leeds School Board, 1881.	38	4	37	3	—	22	16	—	—
4. Leicester, Elbow Lane Board School, 1886.	12	—	1	3 Leicester children are being educated at Birmingham and 1 at Manchester.	—	—	—	—	12
Leicester, Milton Street Board School, 1886.	12	—	—	1	—	—	—	—	12
5. London (14 classes in various parts of London. See Appendix A.), 1874.	373	—	782	No means of ascertaining.	—	—	—	—	373
6. Nottingham Deaf Mute Class, 1883	26	3	6	12	—	—	—	—	26
7. Sheffield School Board's Deaf and Dumb School, 1879.	32	7	48	3	—	—	32	—	—
8. Dundee Oral School for the Deaf and Dumb, 1885.	14	16	3	None.	—	—	—	—	14
9. Govan Parish, Glasgow, Deaf Mute Class, 1886.	15	9	—	18	—	—	—	—	15
10. Greenock Oral Class for Deaf Mutes, 1883.	16	2	7	—	—	—	—	—	16
Summary:— Dates when above classes were commenced— 1874 1881 1885 (3) 1879 1883 (2) 1886 (2)	577	47	895	47	—	22	48	—	507

DIX 26.

DEAF AND DUMB.—(Referred to in paragraphs 330 and 344 of Report.)

4. Is the method of teaching in a transition state? If so, what means (if any) are taken to insure the perfect isolation of the pupils taught on separate systems?	5. Pupils.				6. Is the attendance regular? If not, state causes.
	(a) Number of males.	(b) Number of females.	(c) Limits of age of admission.	(d) Average time they remain.	
—	15	5	No set limit.	Cannot say at present.	Very regular.
No.	13	6	No rule made.	—	Is improving.
One room divided by moveable partition. Children meet and use signs out of school.	20	18	Practically none, but children under 5 years of age are not urged to attend.	4 years.	Very good. Above the average of board schools.
No	—	6	No limit.	The classes have not been established sufficiently long to give an answer to this question.	No. From pupil's delicate health.
No.	10	2	No limit.	"	" " "
Not in a transition state, all teachers being oral teachers.	214	159	4 to 14 years.	3 years.	Regular, when children live near. Children coming from a distance are irregular.
No.	17	9	None.	7½ years.	Yes.
No.	20	12	5 to 12 years.	5 years.	Yes.
No.	8	6	12 years.	—	Yes.
No.	7	8	7 to 12 years.	—	Yes.
No.	8	8	None.	Cannot give an average. Class only opened in 1883. Only 1 child left with a finished education. 2 were sent to an orphanage.	Very regular, except in 3 cases, where the children receive no encouragement from home.
In only one case is the method of teaching in a transition state.	338	239	In 6 cases there are no fixed limits; for 3 classes the average age limit is 5 to 13 years.	Average time for 4 classes 5 years.	The attendance is regular with the exception of 2 classes, where the causes of irregularity are, the delicate health of pupils, and the long distance they have to come to school.



Appendix 26.

Name of Class.	7. Amount charged for Education.	Also give Cost per Head.	8. How many teachers			
			Hearing.			
			Males.		Females.	
			Number of Teachers.	Salaries.	Number of Teachers.	Salaries.
1. Bradford School Board Deaf Class.	3d. per week per scholar.	6l. 4s. 6d.	—	—	1 trained and 1 untrained.	110l. 15l., increasing yearly.
2. Bristol Deaf Class	2d. per week; or 7s. 6d. annually.	7l. 12s. 6d. a year.	—	—	2	100l. 20l.
3. Leeds, Deaf and Dumb Department, Leeds School Board.	11s. 6d.	Last completed school year, gross cost, 6l. 3s. 8½d.; net cost to rates, 4l. 12s. 0½d.	—	—	1	65l.
4. { Leicester, Elbow Lane Board School. Leicester, Milton Street Board School.	8s.	12l.	—	—	2	100l. 12l. 10s.
	8s.	12l.	—	—	2	110l. 12l. 10s.
5. London (14 classes in various parts of London).	2d. per week per child, or 7s. 6d. per annum.	8l. 3s. 6½d.	Assistant instructors. 8	80l. by 10l. to 120l.	5 Pupil-teachers. 8 Ex-pupil-teachers. 16 Assistant instructors.	25l., rising by 5l. to 40l. 50l. and 60l. 70l. by 5l. to 90l.
6. Nottingham Deaf Mute Class.	11s. 3d.	7l. 10s.	1	120l.	2	15l. 12l. 10s.
7. Sheffield School Board's Deaf and Dumb School.	No fees charged.	3l. 16s. per head.	1	100l.	—	—
8. Dundee Oral School for the Deaf and Dumb.	From 1l. to 15l. (average charge is 4l. 12s. 1d.)	10l. 1s. 3d.	—	—	1	110l.
9. Govan Parish, Glasgow, Deaf Mute Class.	From 30s. to 8l. per annum.	8l. per annum.	—	—	2	1 at 90l. 1 at 12l.
10. Greenock Glebe Public School Oral Class for Deaf Mutes.	2s. 6d. per week for children of ratepayers, and 25s. per quarter for children whose parents reside outside the burgh.	For year ended 15th May 1888, total cost, 6l. 3s. 5½d., of which parish contributes 1l. 16s. 0½d., county, 4l. 7s. 5d.	—	—	2	70l., head mistress; 21l., assistant.
Summary	English classes 2d. and 3d. per week (7s. 6d. to 12s. per annum); Scotch classes from 5d. to 6s. a week (from 1l. to 15l. a year).	Average cost for above classes, 7l. 19s. 6d.	10	80l. to 120l.	45	12l. to 110l.

Appendix 26.

and what are their salaries?				10. (a) Is the education, in your opinion, sufficient to start them in life, and give them the means of communicating with the world at large? (b) Is industrial or technical teaching provided or contemplated?	11. Is the day-school principle in your opinion favourable to the education of the deaf and dumb? Give reasons for your answer.
Deaf.					
Males.		Females.			
Number of Teachers.	Salaries.	Number of Teachers.	Salaries.		
—	—	—	—	(a) Fairly so. (b) No.	The day-school system is the only one the Board has power to provide, and it is fairly satisfactory.
—	—	—	—	(a) Yes. (b) No.	Yes; the pupils mix with hearing people out of school hours, and there is therefore less likelihood of their marrying persons similarly afflicted than if they were in an institution for deaf and dumb.
1 (not dumb.)	120l.	—	—	(a) Yes. (b) Girls taught needlework and cookery by competent teachers. Boys apprenticed to trades early, thus making training unnecessary.	Yes; if children sent regularly, good educational results ensue. Costs to parents very little. Parents prefer sending children to a local school rather than to a boarding school.
—	—	—	—	(a) Yes, if the system here is continued long enough. (b) Not yet considered.	No. System of signs used at home is in opposition to pure oral method.
—	—	—	—	(a) Yes. (b) Not yet considered.	No. " " " "
—	—	—	—	(a) Not in all cases, owing to short stay at school and irregular attendance. (b) No.	No. Both sexes of any age from 4 to 14 and of various mental capacities are admitted to the Centres, so classification of qualifications of scholars is impossible. The numbers attending Centres being small, the instruction amounts almost to individual teaching. Attendance of scholars is very irregular, on account of distance from Centres, bad weather, want of boots and clothing, illness, &c. Many only remain at school a comparatively short time. The houses and surroundings of the scholars do not, as a rule, further the cause of the education of this unfortunate class of children.
—	—	—	—	(a) Yes. (b) No.	Yes; children far less clannish, and are assisted in lessons by brothers and sisters at home. Speech and lip-reading encouraged by mixing with hearing-people. Also more self-reliant.
—	—	—	—	(a) Yes. (b) No.	Yes.
—	—	—	—	(a) Yes. (b) Industrial or technical education is neither provided nor contemplated at present.	Yes; because children more readily acquire language when living with people who have all their faculties, and who constantly speak to them.
—	—	—	—	(a) Yes. (b) No.	Yes; the "family" system is kept up in a day-school. The children get home daily, associate with hearing-children in the play-ground, and often take part in their games.
—	—	—	—	(a) Yes, provided they remain about six or eight years at school. (b) Industrial teaching is provided.	The Board have not had sufficient experience, of the teaching of deaf mutes, to give an opinion, but the teacher is of opinion that separate boarding schools would be preferable to day schools, because (1) the children of the poor classes are often neglected physically, and (2) in nearly all cases the instruction communicated in the day school is counteracted by the use of natural signs at home.
1	120l.	—	—	(a) 8 classes answer "Yes" to this question. (b) In only 2 classes is industrial training provided.	7 classes answer "Yes" to this question, and 3 "No," for reasons as above stated.

Appendix 26.

Name of Class.	12. Do you find that the teaching and moral training which the children get at their own homes are, on the whole, fitted to supplement the teaching which they get at the day-schools?	13. What number—				
		(a) Were born deaf?	(b) Were born partially deaf?	(c) Had speech before loss of hearing?	(d) Have defective sight?	(e) Have other physical infirmities which impede the use of speech.
1. Bradford School Board Class for the Deaf.	In the majority of cases.	6	6	1	2	2
2. Bristol Deaf Class.	Yes, in most cases.	16	—	3	1	—
3. Leeds Deaf and Dumb Department, Leeds School Board.	Yes; arrangement would be made to have a child boarded out, if the parent was unworthy of its home training. No such case has occurred during the last 5 years.	11	5	10	9	3 1 Paralysed and 2 of weak intellect.
4. Leicester Elbow Lane Board School.	No.	None.	None.	7	2 One child has been sent to the Birmingham Institution.	3 Two have relaxed throats, 1 has not full control over the tongue, and hence fails to get labial sounds.
Leicester Milton Street Board School.	No.	None.	None.	7	None.	5 Two have relaxed throats, 2 are very weak in breathing power, 1 suffers from mental weakness.
5. London. (14 Classes in various parts of London. See list appended.)	No.	No statistics.				
6. Nottingham Deaf Mute Class.	Yes.	14	3	3 (12 lost hearing before having speech.)	1	None.
7. Sheffield School Board's Deaf and Dumb School.	Yes, in most cases. Some are bad, and others doubtful.	21	2	9	3	3
8. Dundee Oral School for the Deaf and Dumb.	Yes.	10	2	2	2	None.
9. Govan Parish, Glasgow, Deaf Mute Class.	Yes.	10	3	2	2	2
10. Greenock Oral Class for Deaf Mutes.	No; for the reasons just stated.	14	None.	2	1	3 One from paralysis, another from a fissure in roof of mouth, and another from defective brain power. Note.—Four became deaf from fevers before speech had been acquired.
Summary	7 classes answer "Yes" to this question, 3 answer "No."	102	21	45	23	21

Appendix 26.

14. Send form of Admission, and state what—			15. State how many of your pupils are the offspring of—		
(a) Medical inspection on entry is given.	(b) Periodical medical inspection is given.	(c) What appliances and treatment are used to assist the defective organs of sight, speech, and hearing.	(a) Blood relations, and in what degree.	(b) One or both parents deaf and dumb.	(c) Parents having deaf relatives.
None. Parents of new pupils are recommended to have their children examined at the Eye and Ear Hospital, Bradford.	No arrangements have yet been made. (Most of the pupils now attending have been medically examined once.)	None	—	1	—
None.	None.	—	1st cousins, 1	—	—
Parents may have their children examined at the Leeds Infirmary by the aural surgeon.	—	Spectacles only.	None.	In 2 cases both parents deaf and dumb.	In 6 cases parents have deaf and dumb relatives.
None hitherto.	Yes.	"Bladder exercises" are used to increase defective breathing of some pupils.	None.	None.	—
None hitherto.	Yes.	" "	None.	None.	—
None.	None.	None.	No statistics.		
None.	None.	None.	Of 1st cousins, 1	3 (1 family).	—
None.	None.	None.	Of 1st cousins, 1	1	—
Yes; when a child has not certificate of deafness, is examined by doctor to see if deafness is incurable.	None.	Spectacles.	None.	None.	—
—	—	—	Of 1st cousins, 3	2	1 pupil has a deaf grand-aunt.
None except what is provided by the parents.	None.	—	None.	None, but 3 have parents hard of hearing.	1 has deaf relations on both sides of the family.
In only 1 case is there medical inspection on entry.	In only one case is there periodical medical inspection.	In 2 classes spectacles are provided, and in 1 case "bladder exercises" are used to increase the breathing power of pupils.	Of 1st cousins, 6.	9	8

Appendix 26.

Name of Class.	16. Are careful statistics kept on the above points (viz., questions 13, 14, and 15? If not, why not?)	17. Is your teaching staff sufficient? If not, state causes.	18. How many of your teachers hold certificates from—		
			(a) Training colleges for teachers for the deaf.	(b) Government training colleges.	(c) Other examining bodies.
1. Bradford School Board Class for the Deaf.	A "Case Book" is kept by the head teacher.	Head teacher thinks it is not quite sufficient.	1 (the head teacher).	—	(Science and Art Department—Freehand, 2nd grade Model, 2nd " )
2. Bristol Deaf Class	No; careful enquiries are made in each case before admission to the school.	Yes.	1 head mistress (Ealing).	—	—
3. Leeds, Deaf and Dumb Department, Leeds School Board.	Yes, in a special register prepared for the purpose.	Yes.	—	—	1 diploma from College of Teachers of Deaf and Dumb.
4. { Leicester, Elbow Lane Board School. Leicester, Milton Street Board School.	The classes are only tentative.	—	1 (Ealing).	—	1 Stainer House College for Teachers of the Deaf.
	" " "	—	1 (Ealing).	—	1 do.
5. London (14 classes in various parts of London. See Appendix A.)	Treated as ordinary day scholars and the same registers are kept.	Yes.	23	—	12
6. Nottingham Deaf Mute Class.	Yes, (Questions 13 and 15), no power to incur expenditure from rates on Question No. 14.	No. Cost per head already very high.	—	—	—
7. Sheffield School Board's Deaf and Dumb School.	Yes.	No.	None.	—	—
8. Dundee Oral School for the Deaf and Dumb.	Yes.	Yes.	1	—	—
9. Govan Parish, Glasgow, Deaf Mute Class.	No. The Board as yet have not kept statistics in regard to 13, 14, and 15, as they consider this is a class for tuition only, not an institution.	Yes.	—	—	One holding certificate of the College of Teachers of the Deaf and Dumb, London.
10. Greenock Oral Class for Deaf Mutes.	Yes. No official record, but a book of statistics for private satisfaction.	Yes.	1 (the head mistress).	—	—
Summary	"Yes" in 6 cases.	"Yes" in 6 cases.	29	—	17

Appendix 26.

19. Give number of hours devoted per week to principal branches of study (including Sundays).	20. Please furnish the last Report on the class or classes.	21. General Remarks.																																																																	
Drill, 3 hours; articulation, 2½ hours; recreation, 1 hour; general lesson, 12 hours.	Supplied.	—																																																																	
5 hours' needlework; 5 hours' arithmetic; 15 hours' articulation; language and writing lessons, Kindergarten for younger children.	None yet published.	The Bristol Board consider that the class is doing a good work among these afflicted children, and the teaching is becoming more valued by the parents, consequently the attendance is more regular.																																																																	
Scripture and religious instruction, 4 hours; reading and spelling, 4 hours; writing, 4 hours; lip reading, 4 hours; arithmetic, 4 hours; grammar and composition, 3 hours; geography, 2 hours.	—	It would prove beneficial if power were given to Board of Guardians or School Board, enabling them to pay travelling fares of poor children (who would then attend school) living some distance from class.																																																																	
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19 Seniors	Girls.	Boys.	Juniors.	hours.																																																															
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Average weekly instruction 24½ hours.	Supplied by 4 classes.	—																																																																	

Appendix 26.

APPENDIX 26—continued.

SCHOOL BOARD FOR LONDON.

LIST OF "CENTRES."

Where situated.	Number of deaf and dumb children attending.	Where situated.	Number of deaf and dumb children attending.
Barnsbury Street, Islington	52	Stanhope Street, Hampstead Road	7
Boundary Lane, Camberwell	49	Summerford Street, Bethnal Green	45
Capland Street, Lisson Grove	41	Surrey Lane, Battersea	13
Farncombe Street, Bermondsey	21	Turin Street, Bethnal Green	15
Farrance Street, Limehouse	26	Winchester Street, Pentonville	37
Great Wild Street, Drury Lane	7		
Park Walk, Chelsea	22		
Southampton Street, Pentonville	38		373

APPENDIX 27.

Appendix 27.

LETTERS FROM DR. OGLE, STATISTICAL SUPERINTENDENT AT THE GENERAL REGISTER OFFICE, SOMERSET HOUSE. (Referred to in par. 271 of the Report.)

General Register Office,  
Somerset House,  
30th January 1889.

Sir,  
In reply to your letter of the 29th instant, I am directed by the Registrar-General to inform you that there are no statistics in his possession as to the educational condition of the deaf-mutes in England and Wales; inasmuch as education was not one of the subjects concerning which he was authorised by the Census Act to make inquiry.

I am, Sir,  
Your obedient Servant,  
(Signed) W. OGLE,  
Statistical Superintendent.

Charles E. D. Black, Esq.,  
Secretary,  
Royal Commission on the Blind, &c.,  
6, Old Palace Yard,  
Westminster, S.W.

General Register Office  
Somerset House,  
6th February 1889.

Sir,  
You ask me whether in my opinion it is correct to say that the Census Commissioners in Ireland have "an agency of verification" which does not exist in England and Wales. In Ireland, the enumerators, that is the persons who distribute and collect the schedules, are policemen; in England they are not so, but chance men appointed for the purpose, and probably on an average inferior in intelligence to the Irish policeman. But it is as much the duty of the English enumerator as it is of the Irish policeman to see that the particulars in the Schedule are, so far as he can judge,

correctly given, as you will see from the following extract from the printed instructions to enumerators.

"The following (instructions) are to be carefully attended to on visiting each house:—  
(a.) "If the Schedule is given to you filled up, you must examine it to see if all the particulars appear to be correctly entered, and ask any questions which may be necessary to satisfy yourself upon this point, and when any errors are discovered you must draw a line through the erroneous words without erasing them, and enter the correct words over them in the proper columns."  
\* \* \* \* \*

Very possibly the policeman, being a superior kind of man, may perform his duty better than the chance man who acts in England as enumerator. But I do not see that this constitutes "an agency of verification" which does not exist elsewhere.

As regards the blind, deaf-mutes, &c., I should think that the bare numbers were quite as accurately given in the English Census as in that of Ireland. But the Irish authorities take steps, which are not taken here, to obtain further particulars as to those who are returned as blind, &c. They send out special inquiries into each case, again using the police for the purpose. It is thus that they are enabled to give information as to the educational condition of the blind, deaf-mutes, &c. I do not see, however, that this constitutes a "special agency of verification;" it is simply an arrangement, and doubtless a very useful one, for obtaining further particulars.

I am, Sir,  
Your obedient Servant,  
(Signed) W. OGLE, M.D.,  
Statistical Superintendent.

C. E. D. Black, Esq.,  
Secretary,  
Royal Commission on the Blind, &c.,  
6, Old Palace Yard,  
Westminster, S.W.

APPENDIX 28.

Appendix 28.

MEMORANDUM ON DEAF-MUTISM IN WALES BY COMMITTEE OF CAMBRIAN INSTITUTION FOR THE DEAF AND DUMB.

The number of deaf mutes in Wales and Monmouthshire, and their proportion to the population, were as follows:—

Year.	No. of Deaf.	Total Population.	Proportion of Deaf.
1871 - - -	739	1,421,670	1 in 1,923.
1881 - - -	834	1,571,780	1 in 1,884.

Deafness is therefore increasing in Wales and Monmouthshire both absolutely and relatively.

But this increase is apparently on the side of the non-congenital deaf, judging from the cases received by the Cambrian Institution, as under:—

Decade.	Pupils.	
	Born Deaf.	Lost Hearing.
1847-1857 - - -	30	12
1857-1867 - - -	30	12
1867-1877 - - -	22	24
1877-1887 - - -	36	48

The figures go to show that non-congenital deafness is largely increased. Probably some allowance should be made, however, for the supposed reluctance of parents to state that their children were born deaf.

The increase of non-congenital deafness is largely due to eruptive fevers.

Out of 232 cases admitted by the Cambrian Institution five are known to have been the offspring of consanguineous marriages, but no inquiry had been made in the direction until recently.

In 20 families, members of which were admitted, there were more than one deaf each, as under:—

No. of Families.	No. of Deaf Children, each Family.	No. of Children, each Family.
1	5	11
1	4	8
1	4	9
1	3	5
1	3	6
1	3	8
1	3	9
1	3	15
1	2	2
1	2	3
2	2	4
1	2	5
2	2	6
2	2	7
3	2	9

Of the 232 pupils, one had a deaf mother, and one had deaf parents. In the latter case the child is said to have lost hearing from dentition.

An analysis of the 232 cases gives the following conditions:—

	No. of Pupils.	No. Per Cent.
Born deaf - - -	118	51
Lost hearing - - -	96	41
Unascertained - - -	12	5
Dumb, not deaf - - -	6	3
Total - - -	232	100

The circumstances of the parents were in nearly all cases very poor.

The 232 cases were thus distributed in counties:—  
Glamorgan, 99; Carmarthen 28; Cardigan, 27; Pembroke, 20; Monmouth, 16; Brecon, 11; Middlesex,

9; Salop, 2; Montgomery, 2; Anglesea, 2, and Hereford, Beds, Northampton, Surrey, Essex, Somerset, Kent, Devon, Lancaster, Ayr, Wicklow, Merioneth, Denbigh, Radnor and Flint, one each.

191 pupils have passed through the Institution. The average time at school, inclusive of holidays, &c. has been four years.

The method of instruction has been manual from the first. Recently, articulation has been also employed.

The institution was established in 1847 at Aberystwith, and removed to Swansea in 1850; it is certified under 25 and 26 Vict. cap. 43. The central building was erected in 1856, and extensions were made in 1866, 1874, and 1883. The building is valued at 4,500l.

The pupils are boarded and lodged, taught and trained. The course of instruction comprises language, arithmetic, writing, sacred history and religion, geography and general knowledge, and gymnastics. Oral instruction is given to most of the pupils. Particular attention is given to manners.

The annual income per head is 23l., as calculated for the last six years, and including sale of harbour bond, legacies, all donations, &c.

The outgoing male pupils find employment at common trades and in the works in South Wales. As a rule, the only difficulty in finding employment is in the case of the girls. Pupils who had been from two to six years at school were receiving 18s. and 20s. at the tin works after six months' experience of the work. Some can earn 2l. to 3l. per week. As a rule, the pupils do well at work.

It is believed, however, that they should be visited and advised, the majority being orphans or separated from their parents, and all the bearers of heavy infirmity; also, that special religious services should be provided for them without withdrawing them from ordinary services.

We are anxious to retain the following advantages:—

(I.) *The support of the boards of guardians.*—This is sufficient for maintenance, not education. It is feared that the boards might withdraw their support, or a portion of it, if a capitation grant is made for educational purposes, and it might, therefore, be necessary to render compulsory the maintenance at institutions of pauper deaf mutes during their educational term, by their respective guardians.

The boards are already empowered to pay for the maintenance of pauper adult deaf mutes at institutions, and this advantage we also desire to retain.

(II.) *Freedom in the application of methods of instruction.*—There seems to be a large number of uneducated youths. We have received 10 from London, and at length the committee were obliged to raise the terms, so numerous were the applicants who were debarred from other schools. We say all can be educated, irrespective of age, and we, therefore, claim freedom in the employment of such methods as may suit individual cases.

We ask for the following additional advantages:—

(I.) *A capitation grant in respect of all who may be receiving a necessary elementary education, whereby they are enabled to earn their living.*—We prefer to receive pupils between the ages of seven and eight, but, even with compulsory education, one cause or another will operate to keep deaf mutes from school until later in life. The committee elected a girl in April 1885 who, through ill-health, has not yet been able to enter, and is in her thirteenth year.

(II.) *Such building grants as may be certified to be necessary.*

(III.) *A playground grant.*—There is a field close to the institution which we have always been anxious to secure, our present playgrounds being insufficient.

We recommend:—

(I.) *The establishment of an institution for those who are both deaf and blind.*—There were 111 persons returned as deaf and blind in 1871 in England and Wales. There may be a larger number now so afflicted. We have educated one totally deaf and blind, and several with imperfect sight. The institution might also be industrial, but if only as a humane provision we urge its establishment.

(II.) *Assistance towards the industrial training of deaf girls after the completion of their educational terms.*—We give our girls as much domestic training as possible, but more is required.

Cambrian Institution for the Deaf and Dumb, Swansea,  
January 28, 1887.

JOSEPH HALL,  
Hon. Sec.



APPENDIX 29.

PARTICULARS KNOWN TO THE CHARITY COMMISSIONERS RESPECTING ENDOWED CHARITIES FOR THE BENEFIT OF DEAF AND DUMB PERSONS.

May 1886.

Note.—By section 25 of the Charitable Trusts Act, 1853 (16 & 17 Vict. c. 137), all Institutions, Establishments, or Societies for Religious or other Charitable purposes wholly or partly maintained by Voluntary Contributions are exempted wholly, or so far as they are maintained by Voluntary Contributions, from the jurisdiction of the Charity Commissioners. N.B.—No fresh Charities had been notified in January 1886.

No.	Charity of	Instrument of Foundation.	Trusts.	Trustees or Administrators.	Endowment.	Income or surplus applied for Deaf and Dumb.	Motto of Application.	Observations.
1	Holekew, Henry William Perilhand.	Will, proved 27th July 1878.	200 <i>l.</i> to be invested, and income applied for purposes of Northern Counties Deaf and Dumb Institution.	Committee of Institution administrators.	100 <i>l.</i> 15 <i>s.</i> Consols in name of Official Trustees of Charitable Funds.	£ s. d. About 0 0 0	Not known.	—
2	Cuno, John	Will, 12th August 1782, and Codicil (died 1790).	Annuities of £1 each to (inter alios) deaf and dumb persons living within 100 miles of London, and not in receipt of relief.	Cortwainers' Company	18,200 <i>l.</i> Consols, and 400 <i>l.</i> 9 <i>s.</i> 3 <i>d.</i> Consols in name of Official Trustees.	About 225 0 0	Deaf and dumb persons receive £1 each.	See also Cuno's Charity for the Blind.
3	Carr, William	Will, proved 11th January 1864.	600 <i>l.</i> to be invested in name of Official Trustees of Charitable Funds in Consols, and dividends applied for purposes of Deaf and Dumb Institution at Doncaster.	Treasurer of Institution	1,007 <i>l.</i> 10 <i>s.</i> 6 <i>d.</i> Consols in names of four trustees.	14 1 <i>s.</i> 2	—	—
4	Chaverius, Sir William Aloysius.	1871	1,000 <i>l.</i> to be invested and dividends applied for purposes of Northern Counties Deaf and Dumb Institution.	Committee of Institution administrators.	1,236 <i>l.</i> London and North-Western Railway, 4 <i>l.</i> per Cent. Preference Stock and 925 <i>l.</i> of London and Yorkshire Railway like stock.	About 32 0 0	Not known.	—
5	Cort, Eliza Alice	Will, proved 14th February 1871.	2,000 <i>l.</i> free of duty to Liverpool Deaf and Dumb Institution to invest and dividends to be paid over to any corresponding institution.	Treasurer, &c. of Institution administrators.	1,000 <i>l.</i> Birmingham Corporation Stock.	About 82 0 0	Applied to purposes of Institution.	—
6	Crowley, Thomas	Will, proved 14th April 1839.	1,000 <i>l.</i> to be invested, and income applied for benefit of Edginstown Deaf and Dumb Institution.	Committee of Institution administrator.	In 2 <i>d.</i> 0 <i>th.</i> of land at Edginstown.	40 0 0	Applied to purposes of Institution.	—
7	Edginstown Institution for Instruction of Deaf and Dumb Children.	Declaration of Trust, dated 16th August 1810.	Leasehold property (69 years, from August 1810, at rent of 100 <i>l.</i> ) held upon trust for purposes of Institution.	W. Charlton, Secretary, 40, New Street, Birmingham.	Nil	Nil	Site of buildings.	—
8	Harvey, Mrs. Afra	Will, proved 10th March 1880.	Gift of 1,000 <i>l.</i> upon trust to invest and pay income to Treasurer of Edginstown Deaf and Dumb Institution.	Committee of Institution administrator.	808 <i>l.</i> 17 <i>s.</i> 6 <i>d.</i> Consols in name of Official Trustees of Charitable Funds.	20 10 4	Applied for purposes of Institution.	—
9	Hill, Thomas	Will, proved 10th February 1874.	200 <i>l.</i> to Bristol Institution for Deaf and Dumb, to be invested for permanent endowment.	The Governing Body of the Institution.	100 <i>l.</i> Midland Railway 5 <i>l.</i> per Cent. Preference Stock.	About 7 10 0	Applied as part of general funds of Institution.	The Institution has an income of about 2,250 <i>l.</i> , derived mainly from endowments, legacies, &c.
10	Hindley Elizabeth	Will, proved 16th November 1877.	100 <i>l.</i> to Institute at Stockport for Blind and Deaf and Dumb, to be invested and income only applied.	A reverendary gift which, so far as the Commissioners are aware, has not yet taken effect.	Nil	Nil	Applied to purposes of Institution.	—

No.	Charity of	Instrument of Foundation.	Trusts.	Trustees or Administrators.	Endowment.	Income or surplus applied for Deaf and Dumb.	Motto of Application.	Observations.
11	Hollins, William	Will, proved 10th May 1886.	1,000 <i>l.</i> Reduced Stock, free of duty, to Treasurer of Asylum for Deaf and Dumb Children in London (1795), to be called William Hollins Fund, dividends to be applied to the objects of the Institution.	Not known to the Commissioners.	—	£ s. d. —	—	—
12	Ingleby, the Rev. Charles	Will	A fund left by donor at disposal of Mr. Wm. Ingleby, who contributed to the Edginstown Deaf and Dumb Institution upon condition that it should be invested and applied for the general purposes of the Institution.	Committee of Institution administrator.	600 <i>l.</i> Birmingham Corporation Gas Annuities.	20 0 0	Applied to purposes of Institution.	—
13	Nathan, Jacob	Will, proved 3rd June 1867.	500 <i>l.</i> to be invested in Consols and dividends applied for Exeter Deaf and Dumb Institution.	Messrs. Rooker, Matthews, and Shelley, 15, Abchurch Lane, London, under Nathan's will.	62 <i>l.</i> 10 <i>s.</i> 8 <i>d.</i> Consols	About 1 11 0	Not known.	—
14	Nathan, Jacob	Do.	500 <i>l.</i> to be invested in Consols and dividends applied for Deaf and Dumb Society in London.	Secretary Arthur G. Smith, 11, Fitzroy Square, W.	52 <i>l.</i> 10 <i>s.</i> 8 <i>d.</i> Consols	About 1 11 0	—	—
15	Rothschild, Charlotte Baroness de.	Will, proved 4th September 1884.	1,000 <i>l.</i> to be invested and income applied for Institution for Oral Instruction of Deaf and Dumb.	Secretary Rev. J. Samuel, 74, Sutherland Gardens, W.	1,000 <i>l.</i> New South Wales 3 <i>l.</i> per Cent. Stock, and 1,000 <i>l.</i> Metropolitan 3 <i>l.</i> per Cent. Stock.	About 70 0 0	Applied to Institution.	—
16	Rothschild, Harriette de.	Do.	2,000 <i>l.</i> to be invested and income applied for Home for Jewish Deaf and Dumb, Nothing Hill.	—	—	—	—	—



Appendix 30.

## I. VISIBLE SPEECH—(continued).

Name of Institution.	(a) Has Visible Speech been employed in your Institution?	(b) Is it still employed?	(c) If not, what cause do you assign for its discontinuance?  GENERAL REMARKS.
28. Arkansas Institution	—	—	F. D. Clarke, Principal, did not reply to this question.
29. Maryland School	No.	No.	Visible speech has not been employed directly in the instruction of pupils. They have not been taught to read and write its forms. Our principal teacher of articulation was taught visible speech, and used it for a year at Northampton. Her knowledge of the organs of speech and their use obtained by this study I consider of great value. Visible speech has not been used because, in my judgment, the learning of the symbols by pupils lengthens rather than shortens the process of instruction.—C. W. ELY, <i>Principal</i> .
30. Nebraska Institution	—	—	John A. Gillespie, Principal, did not reply to this question.
31. Horace Mann School	Yes.	Yes.	It is occasionally used in the instruction to the older pupils. All of the teachers are required to have a knowledge of visible speech. Its use was discontinued with younger pupils because we thought it better to give no written representation of the elements until after the pupils are able to pronounce words containing them.—SARAH FULLER, <i>Principal</i> .
32. St. Joseph's Institution	Yes.	No.	We did use it to some extent, but not within the past eight or ten years.—ERNESTINE NARDIN, <i>President</i> .
33. West Virginia School	—	—	H. B. Gilkeson, Principal. No reply to circular letter received to date, June 2, 1888.
34. Oregon School	No.	No.	We have never been able to introduce it for lack of funds.—P. S. KNIGHT, <i>Superintendent</i> .
35. Maryland Institute for Coloured Persons.	—	—	F. D. Morrison, Superintendent. No reply to circular letter received to date, June 2, 1888.
36. Colorado Institution	Yes.	Yes.	Fourteen out of forty-two receive instruction in articulation.—JOHN E. RAY, <i>Superintendent</i> .
37. Chicago Day Schools	Yes.	No.	Philip A. Emery, Principal. No remarks.
38. Central N.Y. Institution	Yes.	Yes.	Used as far as it is practicable in each case.—E. B. NELSON, <i>Principal</i> .
39. Cincinnati Public School	—	—	A. F. Wood, Principal. No reply to circular letter received to date, June 2, 1888.
40. West Pennsylvania Institution	Yes.	No.	Used several years ago. Not at all now, because the pupils learn sounds just as quickly and accurately with diacritical marks, which we regard to me more simple.—JOHN G. BROWN, <i>Principal</i> .
41. Western N.Y. Institution	—	—	Z. F. Westervelt, Principal. No reply to circular letter received to date, June 2, 1888.
42. Portland School	Yes.	Yes.	Used with all pupils.—ELLEN L. BARTON, <i>Principal</i> .
43. Rhode Island School	No.	No.	Not used at all to my knowledge. I have been Principal of the R. I. School for the Deaf for nearly three years now, and have always used the German method, with later improvements. I have made some study of the "Bell System," but must say I fail to see that it holds any advantage over the German or is quite equal to it. The only symbols we use are the Dictionary (Webster's) diacritical marks. Our charts are made as simple as possible, and we drill unceasingly on the combination of elements in word-building. Just as soon as the pupil strikes a combination which has a significant meaning, the teacher explains by illustrations. In this way he slowly gains a vocabulary of words. Our method is a sort of cross between the strictly elementary and the word method.—ANNA M. BLACK, <i>Principal</i> .
44. St. Louis Day School	—	—	D. A. Simpson, Principal. No reply to circular letter received to date, June 2, 1888.
45. New England Industrial School	Yes.	No.	The Principal taught it for a short period, but, owing to pressure of business and lack of time, was compelled to discontinue it. The school, since its opening in 1879, has laboured under financial difficulties, consequently has been unable to employ a fully qualified teacher of articulation.—NELLE H. SWETT, <i>Principal</i> .
46. Dakota School	—	—	James Simpson, Superintendent. No reply to circular letter received to date, June 2, 1888.
47. Milwaukee Day School	No.	No.	Paul Binner, Principal.
48. Pennsylvania Oral School	No.	No.	Emma Garrett, Principal. No remarks.
49. New Jersey School	No.	No.	Not used in the instruction of pupils. I have used the system as a guide for my teachers in their study of the production of sound by the human organs of speech. My reason for not extending its use to my pupils is that, while I think it an aid to the forming of a correct habit of vocalisation, I have observed in pupils trained on this system a difficulty in passing from the use of symbols to that of alphabetic characters.—WESTON JENKINS, <i>Superintendent</i> .
50. Utah School	—	—	Henry C. White, Principal. No reply to circular letter received to date, June 2, 1888.
51. Northern N.Y. Institution	—	—	Henry C. Rider, Superintendent. No reply to circular letter received to date, June 2, 1888.
52. Florida Institution	Yes.	Yes.	We do not use "visible speech," and have never done so. When we started, it was with your "line writing," which in the hands of an able teacher met every need, and our pupils made much more rapid progress than any I had ever observed where other means were used. Whether it is the method or the teacher to whom the success is due, is an open question; but I think each is entitled to some share of the credit. It has been our experience (limited to three years in this school) that every deaf child of fair mental powers can be taught to speak with sufficient clearness to be understood by those unaccustomed to hearing "semi-mutes" talk

Appendix 30.

## I. VISIBLE SPEECH—(continued).

Name of Institution.	(a) Has Visible Speech been employed in your Institution?	(b) Is it still employed?	(c) If not, what cause do you assign for its discontinuance?  GENERAL REMARKS.
53. Washington Territory School	No.	No.	if the articulation training begin while the child is very young—say 4 to 8 years of age. But little can be done with children over 15 years of age.—PARK TERRELL, <i>Principal</i> .
54. New Orleans Public School	No.	No.	[Line writing is the stenographic form of "visible speech." I have therefore changed Mr. Terrell's reply from the negative to the affirmative.—A. G. B.] James Watson, Director. No remarks.
55. Evansville School	No.	No.	This school being established in 1886, is a sign-language one, but I intend introducing an articulation class into this school shortly.—R. B. LAWRENCE, <i>Principal</i> .
56. La Crosse School	—	—	We will introduce it in the near future, when our school is large enough.—CHARLES KERNEY, <i>Principal</i> .
57. New Mexico School	No.	No.	Albert Hardy, Superintendent. No reply to this question. Lars M. Larsen, Principal. No remarks.
PRIVATE AND DENOMINATIONAL SCHOOLS.			
1. Whipple's Home School	Yes.	Yes.	It is used whenever we find it difficult to teach the pupil to articulate distinctly.—MARGARET HAMMOND, <i>Principal</i> . The following question was also asked: Is "Whipple's Natural Alphabet" still used in the school? Would you kindly send me a copy of this ingenious alphabet to present to the Royal Commission? It would give me pleasure to receive any communication relating to the late Mr. Whipple's methods, and to lay it before the members.—No reply to this question received to date, June 2, 1888.
2. German Ev. Lutheran Institution.	Yes.	Yes.	Used exclusively.—D. H. UHLIG, <i>Director</i> .
3. St. John's Catholic Institution	Yes.	Yes.	Used only in special class.—CHARLES FESSLER, <i>President</i> .
4. Frederick Knapp Institution	—	—	Frederick Knapp, Principal. No reply to circular letter received to date, June 2, 1888.
5. Voice and Hearing School	—	—	Mary McCowan, Principal. No reply to this question.
6. Mary Garrett's School	No.	No.	I studied visible speech with great pleasure to myself, and consider the symbols much superior to our English alphabet in that they represent the sounds as they are in words, while the names of the letters of the alphabet (with the exception of the long sounds of the vowels) are so different from their power in words. I do not use it with deaf pupils, because I want to teach them to understand the text in common use (faulty though it is) as early in their training as possible. I obviate the difficulty of there being several sounds for each vowel by teaching them their appropriate diacritical marks as soon as they begin to learn to write, so that they soon learn their different sounds. I also call their attention to the silent letters found in words.—MARY S. GARRETT, <i>Principal</i> .
7. Maria Consilia Institute	Yes.	Yes.	Eight pupils receive instruction in it for one hour daily.—SISTER ADELE, <i>Principal</i> .
8. Cincinnati Oral School	—	—	Cath. Westendorf, Principal. No reply to circular letter received to date, June 2, 1888.
9. Chicago Catholic School	—	—	No reply to circular letter received to date, June 2, 1888.
10. Miss Keeler's Class	—	—	Sarah Warren Keeler, Principal. No reply to this question.
11. Cathedral Catholic School	—	No.	We do not employ visible speech, nor have we tried the auricular method. Our course of instruction is the same as that pursued at the Philadelphia Institute, except that we, for want of means, do not teach articulation or give industrial training.—E. P. CLEARY, <i>Principal</i> .
12. Sarah Fuller Home	?	?	Sarah Fuller, Supervising Principal. See remarks of Principal of Horace Mann School.
SCHOOLS IN THE DOMINION OF CANADA.			
1. Catholic Institute (Male)	—	—	J. B. Manseau, Principal. No reply to circular letter received to date, June 2, 1888.
2. Catholic Institute (Female)	—	—	Sister Mary of Mercy, Superioress. No reply to circular letter received to date, June 2, 1888.
3. Halifax Institue	No.	No.	J. Scott Hutton, Principal.
4. Ontario Institute	Yes.	No.	Beginning in 1879, but dropped after about three years' trial. The system seems to be too difficult to be understood by young pupils. A thorough knowledge of visible speech, however, has been found of great assistance to the teacher of articulation.—R. MATHEWSON, <i>Superintendent</i> .
5. Mackay Institute	Yes.	Yes.	Used for seven years with every pupil to whom articulation is taught.—HARRIETT E. MCGANN, <i>Superintendent</i> .
6. New Brunswick	—	—	A. H. Abell, Principal. No reply to circular letter received to date, June 2, 1888.
7. Frederickton Institute	—	—	Albert F. Woodbridge, Principal. No reply to circular letter received to date, June 2, 1888.

Professor J. C. Gordon, of the National Deaf-mute College, writes: "In reference to visible speech I feel that you will be fully justified in urging that all teachers of articulation should be thoroughly grounded in the

mechanism of speech, and to this end 'Visible Speech' gives a completeness and definiteness and sense of mastery not readily acquired by any purely experimental system."

II. AURICULAR INSTRUCTION.

STATISTICS relating to AURICULAR INSTRUCTION and DESCRIPTION of METHODS employed in American Schools to develop LATENT HEARING POWER. Replies of Superintendents and Principals to the Second List of Queries in the Circular Letter.

(c) How many pupils in your institution do you consider to be semi-deaf?	(g) How many of these were deaf from birth?	(h) How many pupils in your institution were deaf from birth?	(i) How many pupils do you have under Auricular Instruction?	(j) How many of these were deaf from birth?	(k) Number of pupils who can hear the ringing of a dinner-bell.	(a) Do you make any special efforts to develop and utilise the hearing power of your semi-deaf pupils? (b) I shall be glad of any details regarding the methods of instruction employed in such cases and the results. (c) Do you use instrumental aids, such as hearing tubes or trumpets, audiphones, dentaphones, &c.? (d) What is your opinion concerning the relative merits of such apparatus? (e) Do you know of any facts indicating improvement of hearing power at or about the age of puberty?	GENERAL REMARKS.
							1. AMERICAN ASYLUM. (a) No systematic efforts. (k) I cannot tell.—JOHN WILLIAMS, <i>Principal</i> .
8	4	—	—	—	—		2. NEW YORK INSTITUTION. J. L. Peet, <i>Principal</i> . No reply received to circular letter to date, June 2, 1888.
—	—	—	—	—	—		3. PENNSYLVANIA INSTITUTION. (a) To a limited extent. (c) We use hearing tubes. (d) All have their value. (e) I have no information upon this point. (f) About 10. (j) None of them (k) The majority say they can hear a bell ring.—A. L. E. CROUTER, <i>Principal</i> .
10	4	145	10	0	—		4. KENTUCKY INSTITUTION. (a) In cases where hearing promises to prove of use as a means of instruction—yes. (c) Yes. (d) In the majority of cases of little practical value. Trumpet gives most satisfactory results. (e) On the contrary, since 1880 we have had 8 pupils whose deafness came upon them about this period, in most cases gradually. (k) 57 older pupils tested—26 heard.—W. K. ARGO, <i>Superintendent</i> .
8	2	112	8	2	26		5. OHIO INSTITUTION. Just now I am very full of work arranging for examinations and the close of school. I will endeavour to have the work done for you soon.—AMASA PRATT, <i>Superintendent</i> . No further reply received to date, June 2, 1888.
—	—	—	—	—	—		6. VIRGINIA INSTITUTION. (a) Very little. (c) We have one of the Currier double tubes which we use sometimes—but not continually with any pupil. (d) All the dentaphones so called that I have seen I regard as humbugs. Currier's tube is the best piece of such apparatus that I know. (e) I do not. Edward Green, who entered here as a pupil in 1865 and was discharged in 1872, is said to have recovered his hearing since leaving. He is ranked in the record as a 'semi-mute,' who lost his hearing at two years of age by scarlet fever. (h) 80 I should say, although some of this 80 have been reported as going deaf at any age less than two years.—THOMAS A. DOYLE, <i>Principal</i> .
9	7	80	—	—	—		7. INDIANA INSTITUTION. (a) To a limited extent—limited by lack of time. (c) Use hearing-tubes. (d) Not of much use. (e) None.—WM. GLENN, <i>Superintendent</i> .
—	—	—	20	9	—		8. TENNESSEE SCHOOL. (a) We do. (b) By putting them in the "articulation" or "oral" class, believing that training of this kind teaches children to discriminate between the sounds of different words or that such training improves the hearing—which we regard as one and the same thing—in results. (c) We have used tubes, trumpets, and dentaphones. (d) They are helps in some cases. (e) No; unless the fact that a larger per cent. of our pupils who have reached that age are semi-deaf, than is found among the pupils under that age. (g) 3 so reported; but information as to others is not reliable. (h) About one-third born deaf, but above remark applies in this case. (k) 25 per cent.—THOS. L. MOSSES, <i>Principal</i> .
20	3	—	8	3	—		9. NORTH CAROLINA INSTITUTION. (a) No. (c) We use no instrumental aids. (e) None. (h) "About 50" born deaf.—W. J. YOUNG, <i>Principal</i> .
10	—	50	—	—	—		10. ILLINOIS INSTITUTION. (a) We do, to utilise the modicum of hearing they have, and I have always done this, but I do not think we improve the hearing, though in some cases we teach them to better use the little hearing they have. (c) Every aid I can obtain we use. (d) The hearing-tube aids more than any other instrument. (e) I have watched closely for this, but have found no cases improved by that physical change. The tendency is rather to become worse. (h) "About one-half" deaf from birth. (f) 40 under auricular training at this date, May 8, 1888. (j) 23 deaf from birth; 2 became deaf under 1 year; 4 at 1 year; 5 at 2; 3 at 3; 1 at 4; 1 at 7; 1 at 9; (k) They all seem to hear the dinner-bell (!), but only about 5 per cent. hear the school bell.—PHILIP G. GILLET, <i>Superintendent</i> .
40	23	—	40	23	—		

AURICULAR INSTRUCTION—continued.

(c) How many pupils in your institution do you consider to be semi-deaf?	(g) How many of these were deaf from birth?	(h) How many pupils in your institution were deaf from birth?	(i) How many pupils do you have under Auricular Instruction?	(j) How many of these were deaf from birth?	(k) Number of pupils who can hear the ringing of a dinner bell.	(a) Do you make any special efforts to develop and utilise the hearing power of your semi-deaf pupils? (b) I shall be glad of any details regarding the methods of instruction employed in such cases and the results. (c) Do you use instrumental aids, such as hearing tubes or trumpets, audiphones, dentaphones, &c.? (d) What is your opinion concerning the relative merits of such apparatus? (e) Do you know of any facts indicating improvement of hearing power at or about the age of puberty?	GENERAL REMARKS.
4	2	32	—	—	—		11. GEORGIA INSTITUTION. (a) No. (c) No, speaking after 26 years' work in the Georgia Institution. (f) Of 300 pupils (admitted 1867 to 1888) 34 were semi-deaf. (h) 32 born deaf out of a total of 57.—W. O. CONNOR, <i>Principal</i> .
6	2	42	—	—	—		12. SOUTH CAROLINA INSTITUTION. (a) No. (c) No.—NEWTON F. WALKER, <i>Superintendent</i> .
17	—	—	—	—	30		13. MISSOURI INSTITUTION. (a) Have tried to utilise with all in class, and in some cases have succeeded in developing. (b) No aural class, but pupils in oral class have some aural instruction. (c) We use a hearing tube, and find it helpful in some cases. (d) Have used but one, and cannot speak relatively. (e) No. (f) We know there are 17 semi-deaf, but the hearing of the whole school has never been tested. (h) About 30 out of 199 hear the bell.—JAMES N. TATE, <i>Principal</i> .
—	—	—	—	—	—		14. LOUISIANA INSTITUTION. John Jastremski, <i>Superintendent</i> . No reply to circular letter received to date, June 2, 1888.
10	2	101	—	—	23		15. WISCONSIN SCHOOL. (a) We endeavour to use hearing where it is serviceable without instruments—used flexible tubes (single) for two years without decided benefit. (c) No instrumental aids now in use. (d) After persistent use of flexible tubes two years could not see any decided utility in them.—JOHN W. SWILER, <i>Superintendent</i> .
14	2	—	—	—	—		16. MICHIGAN SCHOOL. (a) We do not make any special efforts, although we, as much as possible communicate with such pupils through the sense of hearing. (c) We have used a hearing-tube to a limited extent on account of sensitive ears; no systematic efforts have been made with the instrument. (e) I do not know.—M. T. GASS, <i>Superintendent</i> .
6	1	—	8	4	6		17. MISSISSIPPI INSTITUTION. (a) Yes. (b) One pupil about four years ago could not understand a word. She has been practised with the flexible tube until she can hear and understand from 1 to 8 feet behind her (the person speaking standing behind her). (c) We use only the flexible tube. (d) As far as my experience goes I think this tube is the best. (e) I do not. (g) Not more than one of these born deaf. (h) Have not all statistics.—J. R. DOBNS, <i>Superintendent</i> . [The figures given by Mr. Dohyns seem inconsistent with one another. I am unable to correct the error.—A. G. B.]
—	—	—	—	—	—		18. IOWA INSTITUTION. G. L. Wyckoff, <i>Principal</i> . No reply to circular letter received to date, June 2, 1888.
14	5	67	—	—	23		19. TEXAS ASYLUM. (a) No, but expect to. (c) One case of slight improvement. (f.) About 9 per cent. semi-deaf. (h) 67 supposed to be born deaf.
6	1	24	6	1	19		20. COLUMBIA INSTITUTION. A. KENDALL SCHOOL. (a) No systematic work in classes in this direction, but occasional work and testing of hearing in individual cases, which show possibility of improvement and give hope for the future. (c) Yes. English conversational tube, Mr. Currier's duplex, and Mr. Maloney's. (d) The English conversational tube is very helpful if used with care; Mr. Currier's duplex tube very useful in helping to develop the voice as well as the hearing; Mr. Maloney's less liable to cause injury than others, as it does not enter the ear, and in some cases more powerful. (e) No. (h) 19 out of the 61 pupils claim they can hear it when in the same room with the bell.—JAMES DENISON, <i>Principal</i> .
—	—	—	—	—	—		B. NATIONAL COLLEGE. Mr. Denison has sent you statements regarding the Kendall School. As to the College there is nothing to say, as we do not teach speech therein.—E. M. GALLAUDET, <i>President</i> .



AURICULAR INSTRUCTION—(continued.)

Appendix 80.

(f) How many pupils in your Institution do you consider to be semi-deaf?	(g) How many of these were deaf from birth?	(h) How many pupils in your Institution were deaf from birth?	(i) How many pupils do you have under Auricular Instruction?	(j) How many of these were deaf from birth?	(k) Number of pupils who can hear the ringing of a dinner-bell.	GENERAL REMARKS.
						(a) Do you make any special efforts to develop and utilise the hearing power of your semi-deaf pupils? (b) I shall be glad of any details regarding the methods of instruction employed in such cases and the results. (c) Do you use instrumental aids, such as hearing tubes or trumpets, audiphones, dentaphones, &c.? (d) What is your opinion concerning the relative merits of such apparatus? (e) Do you know of any facts indicating improvement of hearing power at or about the age of puberty?
						21. ALABAMA INSTITUTION. (a) No. (c) Yes. (d) We don't think they are of any practical value, except to improve the quality of the voice in those pupils where we seek articulation. (e) No. (g) None of them.—JAMES H. JOHNSON, <i>Principal</i> .
6	0	53	—	—	—	
						22. CALIFORNIA INSTITUTION. (a) No. (c) No. (h) 102 deaf from birth or under 2 years.—WARRING WILKINSON, <i>Principal</i> .
14	12	—	—	—	—	
						23. KANSAS INSTITUTION. (a) Yes, with pupils who have some considerable perceptible degree of hearing. (b) Our regular articulation teachers take the class for 40 minutes each day. (c) Instrumental aid used very little. Have tried tubes, trumpets, audiphone, and dentaphone. (d) Currier's tube is best. (h) 157 deaf from birth or under 2 years. (k) 161 tested, 88 said they could hear, but 48 of these also said they heard when the bell was not rung. In a letter the superintendent says: "In regard to the experiment of hearing the dinner bell I will say that a large per cent. of those tried said they heard the bell, when I afterwards proved conclusively that they did not. I had them turn their backs to me each trial, and at a signal face me and tell who heard. These trials were repeated several times, and one or two of them were false trials when the bell was not touched. Notwithstanding, 48 of the 161 tried answered that they heard the bell every time even when it was not touched. Knowing that to make statistics of real effect (or rather the conclusions drawn from them) they should be as nearly correct as possible, I was careful to have these tests correct. I am convinced that fully one-half of any set of pupils give incorrect answers to questions relative to their powers of hearing. Why? I can't tell. They may not understand just what hearing is and guess that they hear, or they may like to appear to hear, and so say they do hear more than they can. It is so common for deaf children to deceive (intentionally or unintentionally I can't say), especially those who do not give their condition much thought. People in general believe more than is told them by or about deaf-mutes, especially their accomplishments."—S. T. WALKER, <i>Superintendent</i> .
11	4	—	19	2	40	
						24. LE COUTEULX ST. MARY'S INSTITUTION. (a) Yes. (b) With beginners or those whose hearing has not been trained the word is first taken from the lips, then spoken into the ear until they become familiar with the sound. (c) Seldom. Have tried all the above-mentioned aids. (d) We find that they shook the nerves of many of the pupils. (e) No. (k) 6 can hear the ringing of a dinner bell from a distance.—SISTER MARY ANNE BURKE, <i>Principal</i> .
19	9	40	14	9	6	
						25. MINNESOTA SCHOOL. (a) In a very few cases I do. (c) Yes. Currier's ear-trumpet. The audiphone gave no help compared with the ear-trumpet. (d) In some cases it is of service; some of our pupils complain of soreness in the ear after using it, and do not like to use it. It is only a temporary aid, except in a very few cases. (e) I do not. (f) 20 more or less deaf. (h) 111 under 1 year, 66 of these congenital. (i) 7 more or less. (k) 15 hear the steam-whistle sound in the morning.
20	—	66	7	3	—	
						26. INSTITUTION FOR IMPROVED INSTRUCTION, N.Y. (a) Yes. (c) We use ear-trumpets. (d) We prefer the conical shaped to the others. (e) No.—D. GREENBERG, <i>Principal</i> .
18	6	53	—	—	—	
						27. THE CLARKE INSTITUTION. (a) Yes. (c) Hearing-tubes and trumpets. (d) None but those named have proved of any use. (e) No. (f) We class as semi-deaf any who can be given any word through hearing, or can distinguish most of the vowel sounds. (h) 28 born deaf and three others possibly.—CAROLINE A. YALE, <i>Principal</i> .
18	10	28	18	10	22	
						28. THE ARKANSAS INSTITUTE. (a) Yes. (b) [Mr. F. D. Clarke, <i>Principal</i> , has prepared a paper upon Auricular Training for the information of the Royal Commission, which is printed at the conclusion of this synopsis, among other papers upon the same subject.—A. G. B.]
15	9	53	9	7	—	
						29. MARYLAND SCHOOL. (a) To utilise it, yes; to develop it also if by that is meant the removal of any obstacles to hearing. I am sceptical of any development in the sense of growth of hearing power, as meant when we speak of growth of muscle. From some cases under my observation I am inclined to believe that apparent increase of hearing power is due to increased attention and mental development. (c) Not at present. I do not like to go on record as opposed to the use of aids to hearing, but believe
4	2	49	—	—	12	

AURICULAR INSTRUCTION—(continued.)

Appendix 80.

(f) How many pupils in your Institution do you consider to be semi-deaf?	(g) How many of these were deaf from birth?	(h) How many pupils in your Institution were deaf from birth?	(i) How many pupils do you have under Auricular Instruction?	(j) How many of these were deaf from birth?	(k) Number of pupils who can hear the ringing of a dinner-bell.	GENERAL REMARKS.
						(a) Do you make any special efforts to develop and utilise the hearing power of your semi-deaf pupils? (b) I shall be glad of any details regarding the methods of instruction employed in such cases and the results. (c) Do you use instrumental aids, such as hearing tubes or trumpets, audiphones, dentaphones, &c.? (d) What is your opinion concerning the relative merits of such apparatus? (e) Do you know of any facts indicating improvement of hearing power at or about the age of puberty?
						fully in their use where practicable. We have now only two pupils who could use such appliances, and these can be reached by the voice. (c) Not at present. (d) In a series of experiments conducted with my pupils a year or two ago I was led to the conclusion that so far as these cases were concerned the hearing-tube was to be preferred. (e) No. (k) 12 can hear the bell when near.—C. W. ELY, <i>Principal</i> .
						30. NEBRASKA INSTITUTE. (a) Yes. (b) [Mr. J. A. Gillespie, Superintendent, has prepared a paper upon Auricular Training for the information of the Royal Commission, which is printed at the conclusion of this synopsis, among other papers upon the same subject. The Nebraska Institute was the first in America to establish a separate auricular department. Mrs. Taylor and Miss McGowen, who have also contributed papers upon this subject, were teachers of the auricular class in this institution. Miss McGowen has since established a "Voice and Hearing School" of her own in Englewood, Illinois, where she makes a speciality of Auricular Training.—A. G. B.]
18	12	48	16	10	—	
						31. THE HORACE MANN SCHOOL. (a) Yes. (b) We try to train the pupils to hear the sound of the teacher's voice, without artificial aids. We think there is danger of harm to the child if it is quite young in the frequent use of tubes. We have no separate classes for such instruction. (d) We prefer instruments which are not inserted in the ear passage. (e) Yes. Several pupils have shown great improvement in their power to hear at that period. (g) Possibly 8 deaf from birth. (h) 14 deaf from birth, reported by parents. These do not include the 8 mentioned above. (k) 8 who are not semi-deaf can hear the ringing of a dinner-bell.—SARAH FULLER, <i>Principal</i> .
15	8	22	—	—	23	
						32. ST. JOSEPH'S INSTITUTION. (a) Yes, but do not separate them from those who are entirely deaf. (c) We use convex tubes, single and duplex, and ear-trumpets. We used the audiphones for some time, but did not find them of much value to our pupils. (d) We obtain the best results from the use of the convex tube. (e) No.
35	19	85	35	19	—	
						33. WEST VIRGINIA SCHOOL. H. B. Gilkeson, <i>Principal</i> . No reply to circular letter received to date, June 2, 1888.
						34. OREGON SCHOOL. (a) We are careful to exercise both hearing and speaking on part of those semi-deaf. (d) It depends entirely on the nature of the defect. Have found the audiphone and dentaphone absolutely useless in most cases. (e) Do not. But have one or two in whom defective has been greatly improved by simple exercise. (f) "Semi-deaf" is a very indefinite term. Several in my classes can hear sharp sounds who are beyond the possibility of being reached by articulate speech. Have only one such in 30. (k) 4 out of 30.—F. S. KNIGHT, <i>Superintendent</i> .
						35. MARYLAND SCHOOL FOR COLOURED DEAF-MUTES. E. D. Morrison, <i>Superintendent</i> . No reply to circular letter received to date, June 2, 1888.
						26. COLORADO INSTITUTE. (a) Not just yet, but hope to begin soon. (e) None.—JOHN E. RAY, <i>Superintendent</i> .
3	2	8	—	—	—	
						37. CHICAGO DAY SCHOOLS. (a) No. (d) The tests we have made have been useless.—PHILIP A. EMBRY, <i>Principal</i> .
						38. CENTRAL NEW YORK INSTITUTION. (a) No, except by the use of Currier's conical tube. (c) We use Currier's conical tube. (d) It is the best I have ever seen. (e) No.—E. R. NELSON, <i>Principal</i> .
3	—	—	—	—	—	
						39. THE CINCINNATI PUBLIC SCHOOL. A. F. Wood, <i>Principal</i> . No reply to circular letter received to date, June 2, 1888.
						40. WEST PENNSYLVANIA INSTITUTION. (a) Yes. (b) We have pupils listen to vowel sounds with their eyes closed, until they can distinguish them. (c) We do not use any at present. (d) Have not found any that were very satisfactory. (e) One girl under auricular instruction 2 years; shows marked improvement during the present term. (f) 4 at present. (k) 39 out of 148.—JOHN G. BROWN, <i>Principal</i> .
14	4	—	4	0	39	

II. AURICULAR INSTRUCTION—(continued).

Appendix 30.

(f) How many pupils in your institution do you consider to be semi-deaf?	(g) How many of these were deaf from birth?	(h) How many pupils in your institution were deaf from birth?	(i) How many pupils do you have under Auricular Instruction?	(j) How many of these were deaf from birth?	(k) Number of pupils who can hear the ringing of a dinner-bell.	GENERAL REMARKS.
						41. WESTERN NEW YORK INSTITUTION. Z. F. Westervelt, Superintendent and Principal. No reply to circular letter received to date, June 2, 1888.
10	10	34	10	10		42. PORTLAND SCHOOL. (a) I do. (c) Make use of hearing-tubes. (e) I do not.—E. L. BARTON, Principal.
6	3	9	6	3	8	43. RHODE ISLAND STATE SCHOOL. (a) Yes. (b) There are 5 or 6 of our pupils to whom we give a daily drill or practice with a flexible ear-tube, as a means of securing correctness of articulation or enunciation, and improving the timbre of voice. As to this practice increasing their ability to understand spoken language to any great extent, I am rather sceptical. I do not consider myself an enthusiast for auricular instruction. I have seen more children kept back by it than improved. There are people and people outside of our schools for the deaf, at the homes of the pupils and elsewhere, who, in spite of all that is reasonable and sensible, will scream at deaf persons be they totally or only partially deaf. It seems so much more important in our crowd of necessary and practical instruction to give them the best facility for speech-reading possible. I thoroughly believe in its persistent and exclusive practice; that is, as compared with the manual alphabet or signs. Vide my report for 1887, which I send with this. (d) I never knew but one person who could hear any better by the use of an audiphone or dentaphone. (e) I do not. (f) 6 at present. (g) 3 at present. (h) Probably 9 at present. Possibly there have been nearly 25 in all, since the school was organised in 1877. (k) The 6 mentioned above and probably 2 others.—ANNA M. BLACK, Principal.
						44. ST. LOUIS DAY SCHOOL. D. A. Simpson, Principal. No reply to circular letter received to date, June 2, 1888.
6	5	11	3	1	6	45. NEW ENGLAND INDUSTRIAL SCHOOL. (a) Yes, when we have such cases. (e) No. (h) Of 22 now present, 11 were born deaf. (i) We have had 3.—NELLIE H. SWETT, Principal.
						46. DAKOTAH SCHOOL. James Simpson, Superintendent. No reply to circular letter received to date, June 2, 1888.
1	1	17			9	47. MILWAUKIE DAY SCHOOL. (a) No. (e) Among the 45 pupils which I have had in my school within the last 4 years, I have in vain sought for development of hearing power at that age. (f) One semi-deaf. She was congenitally deaf. She was completely deaf when she entered in 1885. From 1886 to 1887 her hearing developed considerably, though she was only 9 years of age. Within the last year no improvement in hearing has taken place, although she is improving physically and mentally. Her ear is so sensitive now that she cannot bear the loud voice close to her ear, nor even the careful use of an ear-trumpet, latest-pattern, made by a gentleman in Washington (I cannot recall his name just now). [Probably Maloney.—A.G.B.] (h) 17 out of 45 congenitally deaf. (k) Used a very large dinner-bell, diameter at mouth 7½ inches, height 5 inches. Nine out of 35 pupils heard this bell within a range of from 4 to 6 feet.—PAUL BINNER, Principal.
2	1	15				48. PENNSYLVANIA ORAL SCHOOL. (d) I think above instrumental aids are useful to some. Some seemed to be helped as well without instrumental aid. (f) I have at present but 2 pupils who would be called "semi-deaf." One entered a few days ago. Latter speaks some words imperfectly. The other one did not speak on entering—hearing seemed to develop while she was acquiring speech through the eye. I have had but one assistant with 26 pupils this winter, therefore I could not form an aural class with one semi-deaf pupil. Still as the teacher speaks distinctly to her I have felt she would certainly gain somewhat if her deafness is of a nature to admit of aural development. I had a child who showed good results in aural development who left me to go to Philadelphia because it was a boarding-school. (h) Fifteen supposed to be deaf from birth.—EMMA GARRETT, Principal.
13	6		10	5		49. NEW JERSEY SCHOOL. (a) I use the ordinary flexible conical tubes. (c) As stated above. Have found metallic trumpets of little aid, on account of lack of clearness proportional to intensity of sound. Have met but 1 case in which the audiphone was helpful. (d) In my own practice I have found the flexible tubes useful in a greater or less degree in all cases of not too profound deafness; the metal trumpets helpful only where there was some recollection of the sounds of speech. Have never tried the

II. AURICULAR INSTRUCTION—(continued).

Appendix 30.

(f) How many pupils in your institution do you consider to be semi-deaf?	(g) How many of these were deaf from birth?	(h) How many pupils in your institution were deaf from birth?	(i) How many pupils do you have under Auricular Instruction?	(j) How many of these were deaf from birth?	(k) Number of pupils who can hear the ringing of a dinner-bell.	GENERAL REMARKS.
						dentaphone. (e) No case in which I could say positively that such facts were shown, but 2 or 3 in which my observation, not confirmed by careful tests, gave me the impression that such improvement took place. (g) 6 born deaf—only 1 after 2 years. (j) 5 born deaf—the others from 2 years and under.—WESTON JENKINS, Superintendent.
						50. UTAH SCHOOL. Henry C. White, Principal. No reply to circular letter to date, June 2, 1888.
						51. NORTHERN NEW YORK INSTITUTION. Henry C. Rider, Superintendent. No reply to circular letter to date, June 2, 1888.
2	0					52. FLORIDA INSTITUTE. Two of the pupils can hear a little (semi-deaf). One became deaf at 2 years of age, and the other gradually lost her hearing—cause not known. We have never made any effort to develop the hearing of these pupils, though I doubt not that at least one of them could be much benefited by a systematic course of training.—PARK TERRELL, Principal.
5	0	5				53. WASHINGTON SCHOOL (VANCOUVER W.T.), (a) No. (e) No.—JAMES WATSON, Director.
3		7			2	54. NEW ORLEANS PUBLIC SCHOOL. (a) Have not tried any yet. (d) I cannot form any opinion, as I have had no experience as to the matter. (e) I don't know any. (f) 3 semi-deaf. (g) 7 of them deaf from birth [? A. G. B.].—(h) 7—born deaf.—R. B. LAWRENCE, Principal.
4	0	5			12	55. EVANSVILLE SCHOOL. (a) No. (d) I once witnessed such apparatus at the Illinois Institution. I should think they are of great value to those who can hear.—CHARLES KERNEY, Principal.
0		3				56. LA CROSSE SCHOOL. (a) None.—ALBERT HARDY, Superintendent of Schools.
2	0	2			1	57. NEW MEXICO SCHOOL. (a) I do not think some of having articulation here if a good number of semi-deaf scholars can be had, but the people here in this territory, being mostly Mexican, speak Spanish, and if their deaf youths be taught to speak in English it would be of no use to them, as they cannot talk orally to their Spanish-speaking folks. They generally want them to get education here—especially in the Roman Catholic creeds. English is now taught here according to the Committee's decision. (k) One can hear the door-knock if about 7 yards near the door.—LARS M. LARSON, Superintendent.
DENOMINATIONAL AND PRIVATE SCHOOLS.						
2	1				2	1. WHIPPLE'S HOME SCHOOL. (a) No. (d) We have had no experience with the instruments mentioned. (e) No. (h) Two can hear the dinner-bell when rung in the room.—MARGARET HAMMOND, Principal.
1	0	19	1	0		2. GERMAN EVANGELICAL LUTHERAN INSTITUTION. (a) No, but we utilise it for the best advantage of teacher and pupil. (c) No (d) We don't care anything about it. We have tried it, but found it almost useless. (e) No; we have not yet investigated this matter, nor have we heard or read anything about it.—D. H. UHLIG, Director.
4	0	3				3. ST. JOHN'S CATHOLIC INSTITUTE. (a) No. (e) Nothing reliable.—Rev. CHAS. FESSLER, President.
						4. KNAPP'S INSTITUTE. F. Knapp, Principal. No reply to circular letter to date, June 2, 1888.

Appendix 30.

II. AURICULAR INSTRUCTION—(continued).

(c) How many pupils in your Institution do you consider to be semi-deaf?	(d) How many of these were deaf from birth?	(e) How many pupils in your Institution were deaf from birth?	(f) How many pupils do you have under Auricular Instruction?	(g) How many of these were deaf from birth?	(h) Number of pupils who can hear the ringing of a dinner-bell.	(a) Do you make any special efforts to develop and utilise the hearing power of your semi-deaf pupils? (b) I shall be glad of any details regarding the methods of instruction employed in such cases and the results. (c) Do you use instrumental aids, such as hearing tubes or trumpets, audiphones, dentaphones, &c.? (d) What is your opinion concerning the relative merits of such apparatus? (e) Do you know of any facts indicating improvement of hearing power at or about the age of puberty?	GENERAL REMARKS.
						5. VOICE AND HEARING SCHOOL. (a) Yes. (b) [Miss McCowen, Principal, was one of the teachers of the first auricular class in the Nebraska Institution, and has since established a "Voice and Hearing School" at Englewood, near Chicago, Ill. She forwards a statement respecting her school, which is printed at the end of this synopsis, among other papers referring to auricular work.—A. G. B.]	
3	1	7	2	0		6. MARY GARRETT'S SCHOOL. (a) Yes. (b) Whenever I can find a pupil who can hear vowel sounds I endeavour to develop the hearing by use, and by teaching him words in his ear. If he cannot at first copy the sound or word I repeat it in his ear. I show him what it is with my lips, and then repeat it in his ear to teach him the meaning of the sound. The pupils I have so trained improve in hearing, and the two I have under instruction now have learned to recognise many words if spoken within a quarter of a yard of their ears. (c) I have tried the audiphone and the Currier tube. (d) In the cases I have tried I prefer the tube, but while the pupils admit that they can hear better through a tube, they object to its use and prefer that I should speak near their ears. (f) 3, but they are more than semi-deaf. (h) 1 from birth, 1 at 6 months, 1 at 18 months.—MARY S. GARRETT, Principal.	
6	3	28	2	0	6	7. MARIA CONSILIA INSTITUTE. (a) We do in a few cases only. (c) We do not use any instrumental aids. (h) Five of our pupils can hear the large bell, 1 can hear the door-bell.—SISTER ADELE, Principal.	
						8. CINCINNATI ORAL SCHOOL. Mrs. Katharine Westendorf, Principal. No reply to circular letter received to date, June 2, 1888.	
						9. CHICAGO CATHOLIC SCHOOL. No reply to circular letter received to date, June 2, 1888.	
2		6	2			10. MISS KEELER'S ARTICULATION CLASS. The 2 semi-deaf children have only a very slight degree of hearing. I have used speaking tubes with success in the cases of the 2 semi-deaf-mutes.—SARAH WARREN KEELER, Principal.	
						11. CATHEDRAL SCHOOL. (a) We have not tried the auricular method.—E. P. CLEARX, Principal.	
						12. THE SARAH FULLER HOME. [Just organised. No report.—A. G. B.]	

SCHOOLS FOR THE DEAF IN CANADA.

(c) How many pupils in your Institution do you consider to be semi-deaf?	(d) How many of these were deaf from birth?	(e) How many pupils in your Institution were deaf from birth?	(f) How many pupils do you have under Auricular Instruction?	(g) How many of these were deaf from birth?	(h) Number of pupils who can hear the ringing of a dinner-bell.	(a) Do you make any special efforts to develop and utilise the hearing power of your semi-deaf pupils? (b) I shall be glad of any details regarding the methods of instruction employed in such cases and the results. (c) Do you use instrumental aids, such as hearing tubes or trumpets, audiphones, dentaphones, &c.? (d) What is your opinion concerning the relative merits of such apparatus? (e) Do you know of any facts indicating improvement of hearing power at or about the age of puberty?	GENERAL REMARKS.
						1. MONTREAL CATHOLIC INSTITUTION FOR MALES. Rev. J. B. Mansseau, Principal. No reply to circular letter received to date, June 2, 1888.	
						2. MONTREAL CATHOLIC INSTITUTION FOR FEMALES. Rev. Sister Mary of Mercy, Superioress. No reply to circular letter received to date, June 2, 1888.	
1		56			21	3. HALIFAX INSTITUTION. (a) No special efforts have been made in this direction. (c) Have used the audiphone and dentaphone to some extent. (d) I have not found either the audiphone or dentaphone of much value in teaching articulation. (e) Have not had my attention called to any instance of this kind. (f) By "semi-deaf," I understand such as can distinguish sounds or words by ear. (h) Probably 56 out of 75 pupils. (k) 21 out of 75 can hear a dinner-bell more or less distinctly when rung close to the head or ear. Six of these in one ear only—chiefly the right ear. One can distinguish the sounds o and e, and 2 of them most of the vowel sounds, and many words, as well as the bell at a considerable distance.—J. SCOTT HUTTON, Principal.	

Appendix 30

II. AURICULAR INSTRUCTION—(continued).

(c) How many pupils in your Institution do you consider to be semi-deaf?	(d) How many of these were deaf from birth?	(e) How many pupils in your Institution were deaf from birth?	(f) How many pupils do you have under Auricular Instruction?	(g) How many of these were deaf from birth?	(h) Number of pupils who can hear the ringing of a dinner-bell.	(a) Do you make any special efforts to develop and utilise the hearing power of your semi-deaf pupils? (b) I shall be glad of any details regarding the methods of instruction employed in such cases and the results. (c) Do you use instrumental aids, such as hearing tubes or trumpets, audiphones, dentaphones, &c.? (d) What is your opinion concerning the relative merits of such apparatus? (e) Do you know of any facts indicating improvement of hearing power at or about the age of puberty?	GENERAL REMARKS.
5						4. ONTARIO INSTITUTION. (a) No. (c) We have tried all the aids mentioned with little results. (d) I know of 1 case where the audiphone is of great benefit to a lady in Belleville. With it she can hear ordinary conversations—without it she is very hard of hearing. (e) No. (f) Four or five. (g) Have no information on this point. (h) See Reports. (k) Cannot give reliable statistics—so many of the smaller ones mistake hearing for vibration.—R. MATHISON, Superintendent.	
3	3	29	3	3	9	5. MACKAY INSTITUTION. (a) We have done so, but were obliged to discontinue for want of time. (b) We used no instruments, merely spoke in a loud key into the child's ear, and I have no doubt much could have been accomplished, as the improvement in the hearing of each one so instructed was much improved. (c) No.—HARRIET E. MCGANN, Superintendent.	
						6. NEW BRUNSWICK INSTITUTION. A. H. Abell, Principal. No reply to circular letter received to date, June 2, 1888.	
						7. FREDERICKTON INSTITUTION. Albert F. Woodbridge, Principal. No reply to circular letter received to date June 2, 1888.	

"Nebraska Institute for the Deaf and Dumb, Omaha, Neb.,"  
"May 4, 1888."  
"MY DEAR PROF. BELL,—Herewith please find a brief history of the aural work, with the tables you desire. This is as condensed as I could very well make it and give what you desire. Hoping it may prove to be what you wish, and to be of use to you,  
"I am, very truly yours,  
"J. A. GILLESPIE.  
"Prof. A. G. Bell, Washington, D.C."

"CONDENSED HISTORY OF AURAL INSTRUCTION."  
"The history of the development of the aural method of instruction for the semi-deaf is as follows:—  
"Eight years ago a class of the older semi-deaf was organised as an experimental class, and supplied with the Rhodes audiphone.  
"By a patient and laborious course these children were taught to recognise sounds, by repeating again and again various vowel sounds, and finally words and sentences. This result was obtained after about a three months' drill, half an hour each day, beginning at a point with them where they did not recognise sounds as such, but simply as noises.  
"The next class in order was one of the smaller children of the school. In this case, after a similar drill, the results were equally or more satisfactory.  
"In the fall of 1882 a class of the younger semi-deaf children was organised, whose instruction in all school work was to be carried on by this method.  
"On the close of the school year, June following, this class had accomplished all, in an intellectual point of view, that could be expected of a beginning class taught by the ordinary methods. They had a vocabulary of two hundred to five hundred words which they could recognise by sound, speak fairly well, and use with facility in language exercises. A portion of these pupils left the State, some to attend the public schools and others to continue the work elsewhere. This method has been pursued uninterruptedly until the present time. In all, thirty-six pupils have been instructed by it. Of these, nineteen are congenital, fifteen from disease (two not stated), twenty-four males, twelve females. Of those deaf from disease, three lost hearing under one year of age, five between one and two years, remainder not stated.

"At present there are one hundred pupils in attendance. We have sixteen under aural instruction; of these, nine will leave school as hard-of-hearing speaking people, with perhaps no greater degree of disadvantage from deafness than those who have become partially deaf in adult life.  
"After eight years of experience in this work and of observation elsewhere, it is my firm belief that at least fifteen per cent. of our deaf-mute population are fit subjects for aural instruction, and that a majority of these can be graduated as hard-of-hearing speaking people, and the condition of the remainder greatly elevated above that of the ordinary deaf-mute.  
"As to what takes place in a scientific point of view in aural work, my opinion is that in some cases there is a development in the hearing power, as well as improvement due to an increased knowledge of spoken language. In the majority of cases I think it proper to say that there is an improvement in both directions.  
"As to the best means of testing the hearing power, I know of nothing better than the small class-room bell. We have used the audiometer, but the results with the bell have been equally as satisfactory.  
"As to artificial aids to hearing, the ordinary flexible tube is as good as anything. The audiphone is useful in some cases, its value dependent upon the cause of deafness and condition of the auditory nerve and of the teeth.  
"In three cases which have come under my notice there has been a decided change for the better in the condition of the hearing as the individuals entered the age of puberty. My confidence in the possibilities of this method is but strengthened by experience and observation.

"J. A. GILLESPIE, Superintendent,  
"Nebraska Institute for the Deaf and Dumb."

Cause of Deafness.	Number of Pupils in School.	Number of Pupils capable of Auricular Instruction.	Number actually under Auricular Instruction.
Congenital	48	12	10
Adventitious	4	4	4
Not stated	8	1 (adult 1)	1 (adult 1)
Total	100	18	16

\* One at the age of 3 years, 1 at the age of 2 years, and 2 at the age of 1 year.



Appendix 30.

"National Deaf-Mute College, Kendall Green, near Washington, D.C.:"

"My DEAR PROFESSOR BELL,—Let me thank you for your kind note of the 1st inst., and while I fear that I cannot at present write anything that would be of any value for your purpose, perhaps the enclosures may be of some use to you. At one time I thought of making at least a little memorandum for our 'Philosophical Society' upon auricular work, and the enclosures were sent to me in reply to my requests for information."

"I also had letters from Dr. Gillett and Mr. Crouter, but these added no information of consequence."

"I have made no use of Mrs. Taylor's interesting paper, and turn it over to you."

"One point of considerable importance in regard to auricular work is this: very imperfect audition may be utilised with profit in improving the modulation of voice and the general quality of the articulation if persistently appealed to by the teacher of articulation. Another point is that many cases of feeble hearing power are to be found among the so-called 'congenitally deaf,' where the deaf habit has been formed largely through neglect."

"In reference to visible speech, I feel that you will be fully justified in urging that all teachers of articulation should be thoroughly grounded in the mechanism of speech; and to this end 'visible speech' gives a completeness and definiteness and sense of mastery not readily acquired by any purely experimental system. And, finally, let me say I am very glad you have accepted the invitation to appear before the Commission, and if I can serve you, or the work rather, in any way, please let me know it. Excuse delay in answering your note and present haste."

"Yours truly,  
"J. C. GORDON."

"Nebraska Institute for the Deaf and Dumb, Omaha, Neb.:"

"February 15, 1888."

"My DEAR PROFESSOR,—I owe you an apology for not replying sooner, but I seemed to be so busy, I did not get round to it. As to aural work, there is nothing new to say. It is a fact, and, as an established fact, has become a part of our regular school work. I enclose a paper by Mrs. W. E. Taylor (Miss Plum) which will give you an idea of what she thinks. She has been our aural teacher for four years, and knows what she is talking about. I have had no reason to modify my views with reference to this matter as yet. Everything I see in connexion with it but confirms me in the opinion that all semi-deaf children should be taught by this method, and also that the percentage of pupils that can be instructed this way will not fall below that we have already suggested.—Very truly,

"J. A. GILLESPIE."

"Professor H. C. Gordon, Washington, D.C."

By Mrs. W. E. TAYLOR (formerly Miss PLUM).

"Aural work has been so long an established fact that the history of the past three years presents few new features and gives the results of few new experiments, but is merely a continuation and elaboration of the work begun five years ago."

"During these three years we have had twenty-one pupils under this instruction. Of these, one was removed to enter the public schools, and others to different States, leaving us sixteen in our school of one hundred. Our work with these leads us to believe that, generally, development is in educating the sense already possessed. In three instances the hearing power itself has increased."

"We do not now use the audiphone, because the ear-trumpet is preferred when artificial aid is used for our present needs. By this means the pupil is to correct his speech by hearing his own voice as well as that of the speaker. This will not always answer, however, as there are on record cases where the audiphone has been beneficial when the trumpet would not meet the demand. In this connexion we mention one boy who was started by the audiphone when his prospects of using his ears were decidedly slight. He continued its use for a few months, when it was thought no longer

necessary to use any instrument for his further assistance. His hearing grew stronger, and with it his speech rapidly improved. In three years he became able to converse with his family by the use of his hearing, and to respond to their calls when not in the same room. His voice became natural and pleasant. This last is a fact that scarcely needs mention, as the speech of all aural subjects is more perfect and more easily made so than those of articulation, while the voices are infinitely better modulated."

"There have been several interesting cases in the Institution during the time you mention."

"Ernest Clarke, of Columbus, Neb., had considerable hearing, being able to recognise sounds made by a voice from a distance of sixteen feet. He had been taught the elements of sound at home by what his mother described as a 'natural method,' but which we would designate 'aural.' Pursuing our usual line, the boy soon took school-room conversation. Being greatly interested in machinery, he was taught the names and movements of machines in the buildings. These names he pronounced easily, and with an articulation as perfect as could be desired; nor did he have any help in that direction. His hearing did not increase, but training helped him to use what he had. He is now in the public schools."

"Another boy, John McCartney, of Willow Springs, Neb., entered with us after some years' teaching in a sign class. After four years—one spent on the farm—he is able to do without signs, and, hearing him talk, a stranger would imagine him to be anything but a congenitally deaf. This is one of the cases in which there has been a growth of the hearing as well as education."

"A few weeks ago, a young man, eighteen years of age, never before in school, came to us. His hearing is very slight, and as yet he has not a large amount of voice. His first training was the shouting of sounds in various degrees of pitch or volume for him to imitate. This was to help him use his voice, and, by aid of the trumpet, the point was gained. The next step was to teach him the long, easily heard sounds, as *o, o, a, a*, and simple words containing them. To get a correct utterance of the consonant's articulation, help was given, because he has not yet a sufficient quantity of hearing to enable him to imitate them. His hearing is rapidly improving, and he recognises known sounds and notices new ones farther and more quickly than at first. His present work is the learning of 'action words,' having previously taken about fifteen nouns, names of things with which he was familiar."

"In our beginning class now, we follow the same outline that we should were these sign children, being careful to select those words whose vowel element is most easily recognised, and whose consonants are easiest to reproduce."

"Voice and Hearing School for the Deaf, Wabash Avenue, near Sixty-third Street, Englewood, Ill.:"

"May 1, 1888."

"DEAR SIR,—Your letter of inquiry received. Am glad to furnish the desired information with regard to my own school, hoping it will aid the cause of this afflicted class, in whom I am so deeply interested."

"In answer to your questions, will state briefly:—  
"Have had two cases in which I considered there was real increase of hearing power, both quite marked—one due to the removal of a large mass of hardened wax from the ear, and the other to increased bodily vigour (the result, no doubt, of more active exercise and regular habits)."

"Apparent improvement in hearing is usually increase in knowledge, due to cultivation of (1) attention and accurate (2) perception of sounds, that without training were but disturbing noises, if heard at all."

"I have only one pupil who appears to be in the least benefitted by the audiphone."  
"The London Dome is a favourite with all who hear when listening to music. The flexible ear-tubes are relied on for conversation when any instrument is used."

"1. Will further add: the only means of communication used in our home or school is idiomatic English."

"2. All class instruction is given through lip-reading, as there are some in every class who are totally deaf, and those who hear most hear not enough to dispense with lip-reading."

"3. Aural instruction is special, and given individually or introduced in their games, and the pupils helped to use each other's hearing, &c., &c."

"4. All hand work—Kindergarten, drawing, painting, modelling, type-setting, and wood-carving (in all of which boys and girls engage together with equal success), are used as a means of recreation and as a pleasurable incentive to speech as well as for the hand and eye training."

"Have tabulated answers to your remaining questions, which I hope will be available."

"Very respectfully,  
"MARY McCOWEN."

"Mr. Alexander Graham Bell,  
"Washington, D.C."

	Whole Number of Pupils in my School since its opening.	Number capable of being taught through hearing.	Number with very slight hearing.	At what Age became Deaf.							
				Under 1 Year.	Between 1 and 3 Years.	Between 3 and 4 Years.	Between 4 and 5 Years.	Between 5 and 6 Years.	At 7 Years.	At 12 Years.	
Congenital	26	7	5	—	—	—	—	—	—	—	—
Acquired	23	11	2	1	7	2	3	7	2	1	—
Total	49	18	7	—	—	—	—	—	—	—	—

"One of the above pupils was also born blind, but has slight sight now, as the result of an operation."

"MARY McCOWEN."

No of Pupils.	Age.	Age when entered School.	Time in the School.	Totally Deaf.	Hear slight intelligible noise but not voice.	Understand us to hearing.	Hear easy words spoken very loud.	Hear and understand perfectly everything spoken distinctly very loud.	Recognise daily auricular instructions.	Had some use of hearing when entered School.	Had no use of hearing when entered School.	Congenital.	Acquired.	Age when became Deaf.	Cause of Deafness.	Knowledge of Language when entered this School.
1	3 yrs.	3 yrs.	7 ms.	—	—	—	—	—	—	—	—	—	—	—	—	None.
2	5 yrs.	5 yrs.	2 wks.	—	—	—	—	—	—	—	—	—	—	—	—	Makes himself understood in baby vocabulary.
3	6 yrs.	6 yrs.	2 wks.	—	—	—	—	—	—	—	—	—	—	—	—	Lost speech entirely. Has been taught to speak twenty words by private teacher this year.
4	4 yrs.	4 yrs.	21 ms.	—	—	—	—	—	—	—	—	—	—	—	—	Used an occasional word under excitement which his mother only could understand.
5	5 yrs.	5 yrs.	7 ms.	—	—	—	—	—	—	—	—	—	—	—	—	None.
6	5 yrs.	5 yrs.	4 ms.	—	—	—	—	—	—	—	—	—	—	—	—	None.
7	5 yrs.	5 yrs.	7 ms.	—	—	—	—	—	—	—	—	—	—	—	—	None.
8	5 yrs.	5 yrs.	15 ms.	—	—	—	—	—	—	—	—	—	—	—	—	Had been taught by sign eight months, with a long vacation following. Remembered 15 written words. Spoke none.
9	7 yrs.	7 yrs.	27 ms.	—	—	—	—	—	—	—	—	—	—	—	—	None.
10	6 yrs.	6 yrs.	17 ms.	—	—	—	—	—	—	—	—	—	—	—	—	None.
11	8 yrs.	8 yrs.	13 ms.	—	—	—	—	—	—	—	—	—	—	—	—	None.
12	9 yrs.	9 yrs.	27 ms.	—	—	—	—	—	—	—	—	—	—	—	—	Had been in private school taught by sign 1 year. Seemed to remember no words.
13	8 yrs.	8 yrs.	7 ms.	—	—	—	—	—	—	—	—	—	—	—	—	Used slightly imperfect speech; did not read lips; wrote nothing.
14	11 yrs.	11 yrs.	15 ms.	—	—	—	—	—	—	—	—	—	—	—	—	None.
15	7 yrs.	7 yrs.	5 ms.	—	—	—	—	—	—	—	—	—	—	—	—	None.
16	13 yrs.	13 yrs.	47 ms.	—	—	—	—	—	—	—	—	—	—	—	—	None.
17	11 yrs.	11 yrs.	18 ms.	—	—	—	—	—	—	—	—	—	—	—	—	Talked but only an occasional word that a stranger could understand; wrote nothing.
18	8 yrs.	8 yrs.	4 yrs.	—	—	—	—	—	—	—	—	—	—	—	—	Had been in sign school 3 years; knew 100 written words.
19	15 yrs.	15 yrs.	4 yrs.	—	—	—	—	—	—	—	—	—	—	—	—	Had been in a morning session oral school 2 years. Knew 50 words, spoken and written.
20	19 yrs.	19 yrs.	4 yrs.	—	—	—	—	—	—	—	—	—	—	—	—	Had attended Sign Institution 3 years. Spoke 25 words; wrote 400 words; construction of sentences very poor.
20	—	—	—	4	2	4	5	5	14	4	12	13	7	—	—	—

\* Have a very limited vocabulary, but are learning fast.  
† Attention easily attracted by a noise, but did not understand a word—is gradually losing her hearing this year. Gives her whole time to language and art work—Drawing, painting, designing, modelling in clay, wood-carving.

"New York Institution for the Deaf and Dumb, Station M., New York City:"

"February 17, 1887."

"My DEAR MR. BELL,—In reply to your communications of February 10 and 12, I would state that the work of developing the latent hearing of such pupils as we find, upon careful examination, possess any appreciation of sound, has been carried on in this institution

Her improvement in every way is very satisfactory. Another pupil not enumerated in either table heard perfectly, but was dumb from feeble-mindedness. I taught her to speak in short sentences, and she is now progressing satisfactorily under a private teacher."

"Kindergarten Class (in 2 divisions), 8 pupils.  
"Daily exercises in Kindergarten games, Kindergarten occupations, aural drill, voice building, writing and blackboard drawing, incidental language, lessons whenever possible."

"Second Class, 2 pupils.  
"All above lessons continued with the addition of special—1. Language lessons on all common objects and everyday actions, with easy idiomatic descriptions of same; 2. Writing with ink; 3. Drawing in charcoal (from the object); 4. Clay modelling (easy objects)."

"Third Class, 6 pupils.  
"All previous work continued and expanded. More difficult idiomatic descriptions of all that is done, seen, heard, and spoken of in actual life, here, or in lesson books. Regular lessons in reading and arithmetic with book, and oral geography with map."

"Fourth Class, 3 pupils.  
"Read fluently in any Third Reader. This year will complete Barton's 'Language Lessons in Arithmetic,' Barnes' 'Primary History of United States,' Swinton's 'Introductory Geography.' Daily lessons in general information in advanced idiomatic language, using objects, animals, plants, children's magazines, and the daily papers. Clay modelling continued and wood-carving begun."

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such an extent, that many sounds which, before instruction was given, passed unnoticed, become readily appreciated and interpreted by the hitherto dormant ear.

About seventeen per cent. of our pupils have the ability to comprehend sounds to a degree sufficient to warrant the training of the auditory apparatus to perform, with instrumental aid, the functions which belong to the organ of hearing in its normal condition.

Experiments with the various 'phones,' trumpets, and tubes led to the perfecting of my conico-cylindrical tube, for which, from the testimony of teachers using it, as well as from my own observation, I feel justified in claiming that it is the most powerful conductor of voice sounds yet devised, and it has this superiority over any of the wholly metallic trumpets—in its use none of the unpleasant 'roarings' are perceived. Besides, being flexible, it is easily carried. My duplex ear-piece with two conico-cylindrical tubes attached thereto gives, in many instances, a most perfect bridge across the chasm between hearing and actual deafness, because the deaf person is enabled to hear his own voice as well as that of the person speaking to him, and thus he is placed in as nearly a normal condition as is possible.

You can readily understand, from your past experience, of what great value this becomes in the culture of the voice.

For conducting musical sounds the London dome ear trumpet is very useful, but for voice sounds it does not equal my conico-cylindrical tube.

The audiphone was thoroughly tested here, but it was not of sufficient conducting power to render its use available in our work. It has a value, however, and for many cases, slightly deaf as we should term them, in which a greater degree of hearing has existed and education has been acquired prior to the diminution of that sense, is an all-sufficient aid to an understanding and appreciation of sound.

In a paper on 'Aural Development,' which I wrote, at the request of Mr. Gillespie, for presentation to the Convention of last summer, I gave an outline of my method of procedure in the class-room as follows:—

Begin by accustoming the ear to interpret the sounds of the short vowels and their modifications combined with the consonants, for the reason that a very large proportion of the syllables in the English language have the short vowel sounds, and also, because the first efforts required to master the pronunciation of our language are facilitated by a limited number of easy rules. The class being furnished with the double instrument before mentioned, write a sentence on the large slates, one in which short *a* only is used: That cat has a rat. Placing the ear-pieces firmly in the external meatus, speak the sentence slowly in the bells of the tubes gathered in a cluster and require each pupil to repeat the words as nearly as it may be possible for him. Next, repeat the sentence naturally and urge the pupil to attempt it in the same way without assistance. The pupil should be allowed to observe the lips of his teacher at the same time in order that he may the more readily imitate the required sounds. If, however, this watching proves insufficient, his attention should be directed to the proper placing of the vocal organs for the production of such sounds. Do not expect or demand perfection; approximation should be regarded as progress at the first. You will discourage if you criticize too closely.

Bear in mind that the child possessing normal hearing requires years of practice, and under the most favourable circumstances, before he can secure correctness of enunciation. Recall the recitations of 'Mother Goose' and kindred rhymes by your own little friends, in which scarcely a word would be spoken with correctness. Should we demand more from our pupils?

Take up, seriatim, the sounds composing the words in the sentence: th-a-t—that, c-a-t—cat, h-a-s—has, a—a, r-a-t—rat, combining both eye and ear in assisting the pupil to reproduce the sounds uttered, thus securing lip-reading, hearing, and articulation.

As soon as short *a* is mastered, take short *e*, as in pen; short *i*, as in pin; short *o*, as in not; short *u*, as in but; and develop them in the same way.

In like manner take up the long vowels, and when you have completed them you will not only have laid a good foundation, but you will also have stimulated the acuity and increased the ability to perceive and comprehend sound.

I am certain that in time to come, as men become broader in sentiment and feeling, we shall find a better classification of the deaf, so that each class will have

the instruction best adapted to its peculiar needs, regardless of sign, oral, or aural methods, and that in the same institution and under the same direction each of these systems will be honestly and faithfully carried out, to the end that each deaf person shall be so taught as shall best enable him to overcome his defectiveness and enjoy the society of the world about him.

In the hope than your efforts to enlighten the members of the Royal Commission will be rewarded by an increased endeavour to still further ameliorate the condition of the deaf, not only abroad but at home, I am faithfully yours,

" E. H. CURRIER.

" To Dr. Alexander Graham Bell,  
" 1,500 Rhode Island Avenue, Washington, D.C."

" The Arkansas Deaf-Mute Institute,  
" Little Rock, Ark.: April 30, 1888.

" DEAR SIR,—In reply to yours of the 26th I would say:—

1st. Professor J. A. Gillespie stated at the Convention of Teachers of Articulation held at New York in 1884 that 'a majority of 15 per cent. of all the pupils of our schools for the deaf could be graduated as hard-of-hearing speaking persons.' He meant by this that 15 per cent. could be taught auricularly, and of these a majority would graduate as stated. I think this statement true; but after a long and careful trial I would prefer to place all those whose hearing was dulled in the regular articulation and lip-reading class, keeping only the most promising cases under special auricular instruction.

2nd. In my experience the large majority of those pupils who hear best are found among the congenitally deaf. Their deafness is so slight that had it occurred after becoming familiar with the sounds of spoken language, it would have caused no great inconvenience; but occurring before, prevented their learning to speak as normal children learn. I do not mean that this degree of deafness is more frequently congenital than adventitious, but that only those who are thus afflicted from birth or very early infancy are sent to our special schools for the deaf.

3rd. In my opinion, in most cases there is no increase in the hearing power, only an increase in the power of the mind to distinguish what it hears—a mental, not a physical, improvement. Still, I am convinced that, especially in congenital cases, there is occasionally a real physical improvement in hearing.

4th. To ascertain the hearing power of a large number of deaf pupils, I would prefer to make a preliminary test with the audiometer, submitting all who heard as high as 10° to further tests with the voice-tube, and audiphone or tuning-fork. In my own practice, after my new pupils feel at home with me and their surroundings, I go into their class-room and test them by shouting, when they are not expecting it. Afterwards I use the tube, &c.

5th. My attention has been directed to this subject for only four years. I share the general impression, that hearing sometimes improves about the age of puberty. It certainly has been noticed for the first time then. I have no evidence to offer, however. There can be no positive evidence till tests of hearing have been made and recorded for some years.

6th. The audiphone, or its equivalent, a thin piece of hard wood veneer slightly bent, is valuable as a test in some cases. However, even in those cases that at first seem to hear best by its use, it is usually laid aside after a while, and the pupil seems to hear without it. Out of 797 cases that I have examined carefully, I only know two who continued to think it an assistance. A good tuning-fork in the hands of a careful experimenter is an equally good test, but there is more danger of mistaking feeling for hearing than with the audiphone.

In conclusion, allow me to say that I have found no facts contrary to the report of the Committee of which you were chairman, published in the 'Annals' some three years ago.

Any further information or assistance that I can render you will be a pleasure.

Yours very sincerely,

" FRANCIS D. CLARKE, Principal.

" Alexander Graham Bell, LL.D.,  
" Washington, D.C."

#### AURICULAR INSTRUCTION IN ARKANSAS INSTITUTE.

Age at which Deafness occurred.	Number of Pupils actually present.	Number considered capable of Auricular Instruction.	Number actually under Auricular Instruction.	
Unknown	3	—	—	
Congenital	53	9	7	4 taught entirely through the ear; the other 5 for one hour a day.
1 year or under	9	—	—	
1 year to 2 years	25	2	—	Both this year's pupils, and inconvenient to put them in class till after they learn to write.
2 years to 3 years	7	2	1	One of these is a new pupil; can't write yet.
3 years to 4 years	4	1	1	This boy says that he never could hear well. Father says he lost hearing at 4 from meningitis. Taught entirely through the ear.
4 years to 5 years	2	0	0	
5 years to 6 years	2	—	—	
6 years to 7 years	1	—	—	
10 years	1	1	—	Can be taught auricularly as well as any way, but is very dull.
12 years	1	—	—	
16 years	1	—	—	
Total	108	15	9*	

\* 4 (4 congenital, 1 the doubtful case between 3 and 4) can hear ordinary conversational tones if slow and distinct, and say or understand anything.

2 (congenital) hear well, but have a very limited vocabulary.

2 (1 congenital, 1 between 2 and 3) can hear very loud talking, or with the tube.

#### III. INTERMARRIAGES OF THE DEAF.

OPINIONS and STATISTICS submitted by Superintendents and Principals of AMERICAN and CANADIAN SCHOOLS for the DEAF in answer to the Circular Letter of Inquiry.

##### 1. AMERICAN ASYLUM.

Mr. Job Williams, Principal, directs attention to the following extract from the 1887 Report of the American Asylum:—

Much has been said of late concerning hereditary deafness and of the tendency from the intermarriage of deaf-mutes to form a deaf-mute variety of the human race. This impending catastrophe has been strongly set forth by Professor A. G. Bell, of Washington, D.C., who has industriously gathered statistics to sustain his theories, but whose data are too limited and too unreliable to draw therefrom any reliable conclusions. It is very difficult to get reliable statistics even in regard to those now living and at school, and time and distance increase the difficulty more than in proportion to the square of the time and distance. Let me illustrate. A deaf child entered our school a short time ago, and in answer to the question, 'What deaf-mute relatives has she?' the reply came back, 'None.' Happening to know that the father was a deaf-mute, I divided the above general question into six or eight specific questions, and found that the child had ten deaf-mute relatives. Again, correct statistics as given are often very misleading; e.g., we have in school 13 children, both of whose parents are deaf-mutes; or to state the case differently:—

Three pupils have both parents, 2 brothers, 2 sisters, 2 uncles, 1 aunt, and 1 cousin.

Two pupils have both parents, 3 brothers, 1 sister, 2 uncles, 2 aunts, and 1 cousin.

Two pupils have 2 grandparents, both parents, 1 brother, 2 sisters, 2 uncles, 1 aunt, and 4 cousins.

Two pupils have 2 grandparents, both parents, 2 brothers, 1 sister, 2 uncles, 1 aunt, and 4 cousins.

Two pupils have both parents, 2 brothers, 1 sister, 1 uncle, and 2 cousins.

Two pupils have both parents, 1 brother, 2 sisters, 1 uncle, and 2 cousins.

Here are 13 children, and though an intelligent guess might be made as to the number of families from which they come, it would be impossible to be sure of that point from the above data. There might be 3 families, or there might be 13, or any number between those, so far as could be determined from the

facts given. The truth of the matter is, there are three families, having respectively 4, 4, and 5 deaf-mute children.

Glance again at the above table. Would it not puzzle one to be sure how many people were really involved in the figures there given? There might be sixty-one so far as one could tell from the table itself, but there really are only twenty-seven. Not a few of the published facts relating to deaf-mutes are as useless as the above table as bases from which to draw conclusions.

Moreover, almost anything may be proved by facts, provided the line of investigation be carefully chosen, and as carefully restricted within narrow limits. To take a very few families, in which both parents are deaf-mutes and prolific in deaf-mute offspring, gather the facts most carefully in regard to them, and draw therefrom general conclusions, while ignoring the hundreds of other families in which also both parents are deaf-mutes, gives results of little scientific value. For instance, we have had in school, in the decade under review, pupils from eleven families, in which the whole number of children is 73, of whom 30 are deaf-mutes. Now, so far as can be ascertained, there is no blood relationship between the parents in these families, nor was there any deafness in any previous generation which could be inherited; yet forty-one per cent. of the children are deaf-mutes. Should we confine our investigation to this narrow limit, we might conclude that there was a strong tendency in the whole human race to produce deaf-mute offspring, and therefore all marriage should be discouraged. That would be a no more hasty conclusion than some that have been drawn concerning the tendency of deaf-mute parents to produce deaf offspring.

A more thorough investigation than has yet been made is needed before any reliable conclusions can be drawn. If Professor Bell, with the ample means at his command, would take the whole pupilage of the American Asylum, or of the Institution at Washington Heights in New York City, or of the Institution in Philadelphia, and trace the descendants of every pupil in attendance since the opening of the school about seventy years ago, he might give us facts from which reliable and broad general conclusions could be drawn.

In the absence of any such general investigation, we can give only the few facts that we have been able to gather. Perhaps, in time, enough fragmentary reports may be collected to be of value.

Since the last decennial report of this school 289 pupils have been admitted. In regard to these, great pains have been taken to get reliable facts. Of these, 118, or nearly 41 per cent., were born deaf.

Sixty-seven pupils, coming from 47 different families, have deaf-mute relatives, and in the same families there are 154 hearing children, and 19 other deaf-mute children, not at school here in the last ten years. So that thirty per cent. of the children in these 47 families are deaf.

In 8 families, both parents being deaf-mutes, there are 21 children, of whom 15, or seventy-one per cent., are deaf, all congenitally so.

In 2 families, 2 grandparents and both parents being deaf, there are 5 children, all congenitally deaf.

In 1 family, both grandfathers, 1 grandmother, and mother being deaf, there are 2 hearing children, and 2 children, or fifty per cent., congenitally deaf.

In 1 family, the mother being hard of hearing, there are 7 children, 4 of whom, or fifty-seven per cent., are deaf.

Were this a fair representation of the average condition of the offspring of deaf-mute parents, the facts would be appalling, but it is not. Revert again to the 2 families in which 5 children have both parents and 2 grandparents who are deaf. All these children are congenitally deaf. But this statement, in order to give it value as a scientific fact, should be modified by the further statement that 4 out of the 5 children come from 1 family, and that a daughter of the same grandparents, herself a deaf-mute, married a deaf-mute and has 4 children, all of whom can hear. So that the offspring of the 2 pairs of grandparents, instead of being 100 per cent. deaf-mutes, as appeared by the first statement, is in reality only fifty-five per cent.

Again, it was stated that in 8 families, from which we have received pupils in the last ten years, both parents being deaf-mutes, there were in all 21 children, of whom 15, or seventy-one per cent., were deaf-mutes. With this statement compare the following: From 1850 to 1874, inclusive, there were five general gatherings at the American Asylum of its former pupils. Among

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those assembled were the heads of 127 families having children. In 97 of these families both parents were deaf-mutes, and the aggregate number of their children was 266, of whom 32, or *twelve per cent.*, were deaf-mutes.

"In 30 other families but 1 parent was a deaf-mute, and there were 76 children, of whom 5, or *six and one-half per cent.*, were deaf-mutes.

"Let us look at another set of facts. In 25 families who have sent children to this school since the report of 1877, hearing parents, related by blood, have had 124 children, of whom 37, or *thirty per cent.*, were born deaf, and 20, or *sixteen per cent.*, were accidentally deaf—*i.e.*, *fifty-three per cent.* of their children were deaf.

"In 7 of these families the parents are first cousins, and have 45 children, of whom 6, or *thirteen per cent.*, are congenitally deaf, and 7, or *fifteen per cent.*, are accidentally deaf.

"In 3 of these families the parents are second cousins, and have 18 children, of whom 5, or *twenty-seven per cent.*, are congenitally deaf, and 1, or *six per cent.*, are accidentally so.

"In 4 of these families the parents are third cousins, and have 10 children, of whom 2, or *twenty per cent.*, are congenitally deaf, and 2, or *twenty per cent.*, are accidentally deaf.

"In 9 of these families the parents are cousins (degree not specified), and have 43 children, of whom

6, or *thirteen and one-half per cent.*, are congenitally deaf, and 6, or *thirteen and one-half per cent.*, are accidentally deaf.

"In 2 families the parents are uncle and niece, and have 8 children, of whom 1 is congenitally deaf, and 1 accidentally so.

"Seventeen of the above 25 families have no deaf-mute relatives.

"One more point. It is claimed by some that the large schools of this country, by allowing the use of the sign language, foster a clannish spirit, and promote the marriage of deaf-mutes to deaf-mutes, and so have a strong tendency to produce deaf-mute offspring, which would be avoided were the oral method adopted. Statistics do not sustain this theory, for in Germany, the home and chief advocate of oral schools for more than a century and a quarter, there are 96 deaf-mutes to 100,000 of population, while in the United States there are only 66 deaf-mutes to 100,000 of the population. It might not be amiss in both cases to take into account human nature as an important factor in the solution of the problem.

"The following table shows all the children admitted to this school since May 1877 who have deaf-mute relatives, and also all children admitted during the same time whose parents are related by blood. Cases connected by a brace belong to the same family:—

PUPILS HAVING DEAF RELATIVES.

Case.	Register Number.	Age at which Deafness occurred.	Consanguinity of Parents.	No. of Hearing Children in Family.	Deaf-Mute Relatives.										
					Grandfather.	Grandmother.	Father.	Mother.	Brother.	Sister.	Uncle.	Aunt.	First Cousin.	Second Cousin.	
1	2145	Congenital	—	0	1	1	1	1	1	2	2	1	4	—	—
	2362	Congenital	—	0	1	1	1	1	1	1	1	1	4	—	
	2327	Congenital	—	0	1	1	1	1	1	1	1	1	4	—	
2	2146	Congenital	—	0	1	1	1	1	1	1	1	1	4	—	—
	2150	Congenital	2nd cousins	5	—	—	—	—	—	—	—	—	—	—	
3	2152	Congenital	2nd cousins	0	—	—	1	1	1	1	1	1	1	—	One cousin of mother is deaf and dumb.
	2386	Congenital	—	0	—	—	1	1	3	1	2	1	1	—	
4	2257	Congenital	—	0	—	—	1	1	2	2	2	1	1	—	One cousin of mother is deaf and dumb.
	2308	Congenital	—	0	—	—	1	1	2	2	2	1	1	—	
5	2153	Congenital	—	0	—	—	1	1	2	2	2	1	1	—	One cousin of mother is deaf and dumb.
	2378	Congenital	—	1	—	—	1	1	2	1	1	—	—	—	
6	2198	Congenital	—	1	—	—	1	1	1	1	1	—	—	—	—
	2196	Congenital	—	1	—	—	1	1	1	1	1	—	—	—	
7	2217	Congenital	—	2	—	—	1	1	—	—	—	—	—	—	—
	2254	Congenital	—	0	—	—	1	1	1	1	1	1	1	—	
8	2140	Congenital	—	1	—	—	1	1	—	—	—	—	—	—	Her paternal grandparents were 2nd cousins, and had 9 deaf children.
	2336	Congenital	—	3	—	—	1	1	—	—	—	—	—	—	
9	2214	Congenital	—	0	—	—	1	1	—	—	—	—	—	—	One cousin of father.
	2388	Congenital	—	0	—	—	1	1	—	—	—	—	—	—	
10	2125	(?)	—	5	—	—	—	—	—	—	—	—	—	—	—
	2126	(?)	—	5	—	—	—	—	—	—	—	—	—	—	
11	2391	Congenital	1st cousins	8	—	—	—	—	—	—	—	—	—	—	—
	2128	4 years	Cousins	2	—	—	—	—	—	—	—	—	—	—	
12	2131	4 years	Cousins	2	—	—	—	—	—	—	—	—	—	—	—
	2136	Congenital	—	1	—	—	—	—	—	—	—	—	—	—	
13	2103	Congenital	—	1	—	—	—	—	—	—	—	—	—	—	—
	2140	Congenital	3rd cousins	5	—	—	—	—	—	—	—	—	—	—	
14	2141	1 year	—	5	—	—	—	—	—	—	—	—	—	—	Mother has 1 deaf-mute cousin.
	2273	3 years	1st cousins	9	—	—	—	—	—	—	—	—	—	—	
15	2172	Congenital	1st cousins	9	—	—	—	—	—	—	—	—	—	—	Father's sister married her 1st cousin, and had two deaf-mute children.
	2173	Congenital	—	2	—	—	—	—	—	—	—	—	—	—	
16	2176	14 years	—	3	—	—	—	—	—	—	—	—	—	—	—
	2178	Congenital	Cousins	3	—	—	—	—	—	—	—	—	—	—	
17	2292	Congenital	Cousins	5	—	—	—	—	—	—	—	—	—	—	—
	2204	Congenital	Cousins	5	—	—	—	—	—	—	—	—	—	—	
18	2322	Congenital	—	5	—	—	—	—	—	—	—	—	—	—	—
	2260	Congenital	—	5	—	—	—	—	—	—	—	—	—	—	
19	2398	Congenital	—	5	—	—	—	—	—	—	—	—	—	—	—
	2139	—	—	1	—	—	—	—	—	—	—	—	—	—	
20	2336	Congenital	—	4	—	—	—	—	—	—	—	—	—	—	Two cousins of father.
	2329	Congenital	—	4	—	—	—	—	—	—	—	—	—	—	
21	2330	Congenital	—	4	—	—	—	—	—	—	—	—	—	—	Two cousins of father.
	2331	Congenital	—	4	—	—	—	—	—	—	—	—	—	—	
22	2335	Congenital	—	1	—	—	—	—	—	—	—	—	—	—	—
	2328	Congenital	1st cousins	7	—	—	—	—	—	—	—	—	—	—	
23	2345	14 years	—	9	—	—	—	—	—	—	—	—	—	—	—
	2349	Congenital	—	3	—	—	—	—	—	—	—	—	—	—	
24	2350	Congenital	—	3	—	—	—	—	—	—	—	—	—	—	—
	2352	9 months	3rd cousins	4	—	—	—	—	—	—	—	—	—	—	
25	2351	Congenital	Father uncle to mother.	2	—	—	—	—	—	—	—	—	—	—	Grandfather, uncles, and aunt grew deaf at about twenty-five years of age.
	2361	Congenital	1st cousins	2	—	—	—	—	—	—	—	—	—	—	
26	2361	Congenital	—	1	—	—	—	—	—	—	—	—	—	—	—
	2310	—	—	3	—	—	—	—	—	—	—	—	—	—	
27	2375	—	—	3	—	—	—	—	—	—	—	—	—	—	—
	2377	Congenital	—	0	—	—	—	—	—	—	—	—	—	—	

\* Eight aunts and uncles together.

† Partially deaf.

Appendix 30

PUPILS HAVING DEAF RELATIVES—continued.

Case.	Register No.	Age at which Deafness occurred.	Consanguinity of Parents.	No. of Hearing Children in Family.	Deaf-mute Relatives.											
					Grandfather.	Grandmother.	Father.	Mother.	Brother.	Sister.	Uncle.	Aunt.	First Cousin.	Second Cousin.		
57	2381	4 yrs. 5 mos.	—	4	—	—	—	—	—	—	—	—	—	—	—	Father has 2 cousins and 2 nieces partially deaf.
58	2387	6 years	Cousins	4	—	—	—	—	—	—	—	—	—	—	—	One third cousin.
59	2389	—	—	3	—	—	—	—	—	—	—	—	—	—	—	
60	2394	Congenital	—	5	—	—	—	—	—	—	—	—	—	—	—	—
61	2217	2 years	1st cousins	1	—	—	—	—	—	—	—	—	—	—	—	
62	2243	Congenital	1st cousins	1	—	—	—	—	—	—	—	—	—	—	—	—
63	2232	14 years	Father half brother to wife's mother.	4	—	—	—	—	—	—	—	—	—	—	—	
64	2227	1 year	Cousins	3	—	—	—	—	—	—	—	—	—	—	—	—
65	2228	Congenital	—	1	—	—	—	—	—	—	—	—	—	—	—	
66	2230	Congenital	—	1	—	—	—	—	—	—	—	—	—	—	—	—
67	2239	Congenital	1st cousins	2	—	—	—	—	—	—	—	—	—	—	—	
68	2251	1 year	2nd cousins	2	—	—	—	—	—	—	—	—	—	—	—	—
69	2252	Congenital	—	3	—	—	—	—	—	—	—	—	—	—	—	
70	2241	Congenital	—	3	—	—	—	—	—	—	—	—	—	—	—	—
71	2259	1 year	Cousins	3	—	—	—	—	—	—	—	—	—	—	—	
72	2260	2 years	Dist. cousins	3	—	—	—	—	—	—	—	—	—	—	—	—
73	2268	Congenital	3rd cousins	3	—	—	—	—	—	—	—	—	—	—	—	
74	2278	34 years	3rd cousins	4	—	—	—	—	—	—	—	—	—	—	—	—
75	2280	2 years	—	4	—	—	—	—	—	—	—	—	—	—	—	
76	2288	Congenital	—	4	—	—	—	—	—	—	—	—	—	—	—	—
77	2289	Congenital	Cousins	1	—	—	—	—	—	—	—	—	—	—	—	
78	2291	12 years	Cousins	5	—	—	—	—	—	—	—	—	—	—	—	—
79	2302	Congenital	1st cousins	3	—	—	—	—	—	—	—	—	—	—	—	
80	2300	3 years	—	11	—	—	—	—	—	—	—	—	—	—	—	—
81	2313	Congenital	2nd cousins	3	—	—	—	—	—	—	—	—	—	—	—	
82	2310	Congenital	—	3	—	—	—	—	—	—	—	—	—	—	—	—
83	2320	3 years	—	1	—	—	—	—	—	—	—	—	—	—	—	

ALLEGED CAUSES OF DEAFNESS OF 289 PUPILS ADMITTED FROM MAY 1877 TO MAY 1887.

Bilious and catarr
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Appendix 30.

side who are congenital mutes. There are two children --grandchildren of Rev. Job Turner--both of whom can hear and talk. A first cousin of Mrs. Turner (last mentioned) married a semi-mute, and they have three children who can hear and speak. Another first cousin married a semi-mute. This couple has one child which can hear and speak. I know of several families in Virginia (as many as ten, I think) in which deafness is common, but I have been able to hear of no children born to any of our old pupils that are deaf, beyond the cases cited above.

"THOMAS A. DOYLE, Principal."

N.B.—The Rev. Job Turner is a deaf-mute; his children can hear and speak.—A. G. B.

7. INDIANA INSTITUTION.

William Glenn, Superintendent, expresses no opinion upon this question

8. TENNESSEE SCHOOL.

Thomas L. Moses, Principal, expresses no opinion upon this question.

9. NORTH CAROLINA INSTITUTION.

"I know of one family in our State where both of the parents are deaf and dumb, and all their children, nine in number, deaf and dumb; also two other families where both parents are deaf and dumb, and two or three children in each deaf and dumb. I have known of four families in this city (Raleigh) where the parents are deaf and dumb, and several children in each, none of whom are deaf.

"W. J. YOUNG, Principal."

10. ILLINOIS INSTITUTION.

"I do not discourage the intermarriage of the deaf, as they are usually more happily mated thus than where one of the parties only is deaf. The deaf need the companionship of married life more than those who hear, and it is a gross wrong to discourage it.

"Deafness is not so frequently inherited by the offspring of parents who have deaf relatives other than children. There is a susceptibility to deafness in some kindreds which asserts itself whenever favouring conditions present themselves. These may occur in a family where both parents are deaf, or in some other family of the kindred. But the fact of the presence of deafness in the parents does not render the susceptibility more intense than in other families of the same kindred.

"I enclose some extracts from my last report, which may be of some aid to you:—

"I have been endeavouring to collect vital statistics concerning the deaf and dumb for 32 years, but, notwithstanding my favourable situation, I have often found it very difficult to obtain the truthful information which is of so great importance. The strange reluctance of some persons to give information of their personal and family history is of such strength, that neither a corkscrew could draw, nor an hydraulic press could squeeze it out of them. Others have no intelligent knowledge of the circumstances which induced the deafness we seek information about, and sometimes assign causes purely imaginary. These statistics, I fear, are not entirely exact, for I frequently get new information about cases I had long known; but they are approximately so, and are probably as near exact, as far as they go, as can be obtained.

"From the information thus far obtained I find that deafness occurred—

	Cases.
At birth in	490
Under 1 year of age	167
At 1 and under 2 years of age	138
At 2 " 3 "	156
At 3 " 4 "	102
At 4 " 5 "	64
At 5 " 6 "	51
At 6 " 7 "	29
At 7 " 8 "	25
At 8 " 9 "	16
At 9 " 10 "	7
At 10 " 11 "	11
At 11 " 12 "	2
At 12 " 13 "	4
At 13 " 14 "	7
At 14 " 15 "	7
At 15 " 16 "	1
At 17 " 18 "	1
At 20 " 21 "	1

"The causes of deafness among the pupils of this institution, so far as known, have been—

	Cases.
Congenital, in	490
Cerebro-spinal meningitis	299
Inflammation of the brain	36
Brain fever	92
Scarlet fever	135
Erysipelas	4
Diphtheria	12
Measles	42
Small-pox	2
Chicken-pox	1
Fever	63
Nervous fever	6
Typhoid fever	45
Intermittent fever	11
Congestive fever	7
Catarrh	12
Colds	27
Sickness (nature not given)	72
Falls	35
Gathering in head	44
Whooping-cough	24
Pneumonia	22
Spasms	21
Serofula	10
Hydrocephalus	12
Congestion of the brain	11
Cutting teeth	5
Excessive use of quinine	15
Disease of the ear	8
Mumps	7
Gradual decadence of hearing	4
Paralysis	3
Fright	2
Shock of lightning	2
Sea sickness	2
Cholera infantum	2
Burned with lye	2
Cholera	2
Concussion of brain	1
Influenza	1
Croup	1
Vaccination	1
Rickets	1
Disease of the spine	1
Worm fever	1
Burn	1
Scald-head	1
Drinking lye	1
Apoplexy	1
Scald	1
Cold plague	1
Cancer	1
Jaundice	1
Disease of kidneys	1
Bronchial affection	1
Sunstroke	1
Sprain in neck	1
Exposure to heat	1
A blow on the head	1
Washing in cold spring	1
Hæmorrhage from the mouth	1
Throat diseases	1

Appendix 30.

"The 1,886 pupils represent 1,075 families. Of these 1 family contained 5 deaf-mutes. " 12 families " 4 " " 50 " " 3 " " 103 " " 2 " " 1,541 " " 1 deaf-mute.

"Among the 1,705 families, in 8 families the father and mother were deaf; in 1 family the father was deaf.

"Four hundred and fifty-two had deaf-mute relationships numbering 770, a detailed statement of which, as far as ascertained, is as follows:—

	Cases.
Father and mother in	5
Father and sister in	2
Father, mother, 1 uncle, and 1 aunt, in	1
Father, mother, and 1 brother, in	3
Father, mother, and sister, in	1
Father, mother, and 1 second cousin, in	1
Father, mother, 1 sister, 1 brother, 2 uncles, and 1 aunt, in	1
Father, mother, 2 brothers, 2 uncles, and 1 aunt, in	1
Grandmother, in	82
One brother, in	27
Two brothers, in	2
Three brothers, in	49
One brother and 1 sister, in	13
One brother and 2 sisters, in	13
Two brothers and 1 sister, in	2
One brother, 1 sister, and 3 cousins, in	2
One brother and 1 fourth cousin, in	1
Two brothers and 3 cousins, in	1
One brother and 2 great-uncles, in	1
One brother and 1 third cousin, in	1
One brother, 1 uncle, and 1 aunt, in	1
One brother and 3 cousins, in	1
One brother, 1 sister, and 1 uncle, in	2
One brother and 3 third cousins, in	3
One brother and 1 second cousin, in	1
One brother, 2 sisters, 1 uncle, and 2 aunts, in	3
Two brothers and 3 second cousins, in	3
One brother, 1 sister, and 1 cousin, in	1
Two brothers and 1 cousin, in	1
Two brothers, 1 sister, 1 uncle, and 2 aunts, in	1
One brother and 2 cousins, in	1
One brother, 1 sister, and 1 uncle, in	1
Two brothers and 1 uncle, in	1
One brother, 2 sisters, and 1 second cousin, in	1
One brother, 1 sister, and 2 cousins, in	2
Two brothers and 2 cousins, in	1
One brother, 1 great uncle, and 1 great aunt, in	1
One brother and 1 fourth cousin, in	2
One brother and 1 cousin, in	2
One brother and 1 great uncle, in	2
One sister, in	83
Two sisters, in	16
Three sisters, in	2
One sister and 2 great uncles, in	1
One sister and 1 second cousin, in	4
One sister and 1 third cousin, in	1
Two sisters and 1 second cousin, in	2
One sister, 1 great uncle, and 1 great aunt, in	1
One sister and 1 fourth cousin, in	2
One cousin, in	46
Two cousins, in	1
Three cousins, in	2
Five cousins, in	1
One second cousin, in	19
One third cousin, in	7
Two third cousins, in	2
Three second cousins, in	1
Four second cousins, in	1
One fourth cousin, in	2
Two fourth cousins, in	1
Two second cousins and 2 fourth cousins, in	1
One cousin and 1 third cousin, in	1
One second cousin and 1 third cousin, in	1
Two cousins and 1 nephew, in	1
One uncle, in	7
One uncle and 2 aunts, in	1
Two uncles and 1 aunt, in	1
One uncle and 1 great uncle, in	1
Two great grand-uncles, in	1
One uncle and 1 niece, in	1
One great uncle, in	1
One aunt, in	2
One great aunt, in	1
Two great aunts, in	1
One aunt and 2 cousins, in	1
One nephew, in	1
Two nephews and 1 niece, in	1

"It is a very interesting and striking fact that while the 450 deaf-mutes enumerated in the foregoing statement had 770 relationships to other deaf-mutes, making a total of 1,222, that only 12 of them had deaf-mute parents and only 2 of them 1 deaf-mute parent, the mother of these having been able to hear, and that in no case was the mother alone a deaf-mute.

"Of the deaf-mutes who have been connected with the institution as pupils and have left it, 272 have married deaf-mutes, and 21 have married hearing persons. These marriages have been as fruitful in offspring as the average of marriages in society at large, some of them resulting in large families of children. It is interesting to know that among all these only 16 have deaf-mute children. In some of the families having a deaf child there are other children who hear. These facts clearly indicate that the probability of deaf offspring from deaf parentage is remote, while other facts, set forth herein, very clearly indicate a deaf person probably has or will have a deaf relative other than a child.

"The family descent of the 1,886 pupils have been—

	Cases.
American	1,284
German	271
Irish	161
Swede	44
English	29
French	25
Hebrew	13
Scotch	13
Coloured	11
Polish	10
Portuguese	4
Canadian	4
Russian	4
Italian	3
Norwegian	3
Hungarian	2
Bohemian	2
French and Indian	2
Mexican	2

"Very nearly 6 per cent. (110) of the pupils who have been admitted to this institution are reported as children of parents having consanguineous origin, as follows:—

	Cases.
Children of first cousins	76
Children of second cousins	17
Children of third cousins	9
Children of fourth cousins	9
Grandchild of first cousins	1
Child of uncle and niece	1

"These came from 88 different families, of which—

Two families had four deaf children.  
Five families had three deaf children.  
Ten families had two deaf children.  
Seventy-two families had one deaf child.

"I have experienced considerable difficulty in ascertaining facts on this point, and I believe there are some cases of this kind upon which we are not correctly informed. If all the cases of the offspring of parents related by blood were reported, I have no doubt the percentage of such would be larger, certainly not less than 8, and probably quite 10 per cent.

"PHILIP G. GILLET, Superintendent."







Appendix 30.

26. INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES, LEXINGTON AVENUE, NEW YORK.

D. Greenberger, Principal, expresses no opinion upon this question.

27. CLARKE INSTITUTION.

Miss Caroline A. Yale, Principal, expresses no opinion upon this question.

In answer to a special request for information regarding the marriages of former pupils, Miss Yale submits the following report:—

“Seventeen pupils have married. Twelve have married deaf-mutes educated in other schools, 5 have married hearing persons. We know of no deaf child born to any former pupil of this school.

“Below are given, as requested, all the information we have in regard to those marrying deaf-mutes.

Allen, James D. (deaf), Montague, Mass., one child—not deaf.

Annan, Josephine A., East Boston, Mass., Mrs. Beltis.

Bosworth, Mary, Eastford, Conn.

Brown, Mary Lizzie, Kensington, N.H.

Forbes, Alice V., Sherborn, Mass., Mrs. Henry A. Porter.

Kelly, Mary E., Lynn, Mass., Mrs. C. E. Burrill, one child—not deaf.

Nevers, Harry W., Bridgport, Conn.

Nicholls, Marietta, Arlington, Mass.

Porter, Isabel E., Santa Fé, New Mexico, Mrs. Lars M. Larson, one child—not deaf.

Robinson, Hattie F., Boston, Mass.

Towle, Lewella, East Boston, Mass., Mrs. Ivory W. Allen.  
Whittier, Mary Emma, Brooklyn, N.Y., Mrs. Leo Greis.”

28. ARKANSAS INSTITUTION.

F. D. Clarke, Principal, expresses no opinion upon this question.

29. MARYLAND SCHOOL.

“While the vast majority of deaf-mutes are not the result of deaf-mute marriages, and do not show hereditary influence, there is in my mind no question that the marriage of congenital deaf-mutes is liable to be followed by a deaf-mute issue—that the chances of deaf-mute offspring in such cases is many times greater than in ordinary marriages.

“C. W. Ely, Principal.

“May 10, 1888.”

30. NEBRASKA INSTITUTE.

J. A. Gillespie, Superintendent, expresses no opinion upon this question.

31. HORACE MANN SCHOOL.

Miss Sarah Fuller, Principal, expresses no opinion upon this question. In answer to a special request for information regarding the marriages of former pupils, Miss Fuller submits the following list of pupils married; and a personal letter from which the following is quoted:—

MARRIAGES OF THE PUPILS OF THE HORACE MANN SCHOOL.

Name.	Time of Deafness.	Where educated.	Business.	When Married.	Number of Children.	Hearing or Deaf.
{ Emma Collins	- - - - -	Horace Mann School	- - - - -	- - - - -	- - - - -	- - - - -
{ Michael Lynch	- - - - -	Horace Mann School	Marble worker	1833	Three	Hearing.
{ Hannah Ryan	- - - - -	Horace Mann School	- - - - -	- - - - -	- - - - -	- - - - -
{ Joseph E. Finnegan	- - - - -	Horace Mann School	Shoemaker	1856	One, died at birth.	- - - - -
{ Jane A. Bragg	- - - - -	Horace Mann School	- - - - -	- - - - -	- - - - -	- - - - -
{ Frank L. Cole	- - - - -	Horace Mann and Providence Schools.	Do not know	Oct. 1856	None.	- - - - -
{ Mary E. Moriarty	- - - - -	Horace Mann School and N. Y. Improved Institute.	- - - - -	- - - - -	- - - - -	- - - - -
{ George Neville	- - - - -	- - - - -	Actor	Aug. 1856	None.	- - - - -
{ Mary J. Carton	- - - - -	Horace Mann School	- - - - -	- - - - -	- - - - -	- - - - -
{ James H. Farley	- - - - -	American Asylum	- - - - -	Jan. 1851	Three	Hearing.
{ Ida L. Marshall	- - - - -	Horace Mann School	- - - - -	- - - - -	- - - - -	- - - - -
{ John N. Davis	- - - - -	Public Schools in Wincendon, Vermont.	Operative in mill factory.	Dec. 1857	None.	- - - - -
{ Gelia H. Tewkesbury	- - - - -	Public School and Horace Mann School.	- - - - -	- - - - -	- - - - -	- - - - -
{ Charles C. Fisher	- - - - -	American Asylum	Engraver and designer.	June 1857	None.	- - - - -
{ Susau Simons (wid.)	- - - - -	American Asylum	- - - - -	- - - - -	- - - - -	- - - - -
{ Frederick Roberts	- - - - -	Horace Mann School, and later Hartford.	Works in market	Think in 1855	None.	- - - - -
{ Mary Carroll	- - - - -	American Asylum and Horace Mann School.	- - - - -	- - - - -	- - - - -	- - - - -
{ Amos A. Ladd	- - - - -	American Asylum	Clockmaker	Sept. 1854	None.	- - - - -
{ Lizzie M. Sargent	- - - - -	American Asylum	Works in a rubber factory.	Nov. 1851	None.	- - - - -
{ Isaac A. Blanchard	- - - - -	New York Institution, and few months at Horace Mann School.	- - - - -	- - - - -	- - - - -	- - - - -
{ Alice V. Forbes	- - - - -	Nearly a year at the Horace Mann, later at Clarke Institution and American Asylum.	- - - - -	- - - - -	- - - - -	- - - - -
{ Henry A. Porter	- - - - -	Unknown	Mill operative	August 1854	One	Hearing.
{ Luella Towle	- - - - -	Northampton, and a few months at the Horace Mann School.	- - - - -	- - - - -	- - - - -	- - - - -
{ Ivory W. Allen	- - - - -	Educated in public schools.	Steward	March 1855	One	Hearing.
{ Harriet F. Robinson	- - - - -	Northampton, American Asylum, and a short time at the Horace Mann School.	- - - - -	- - - - -	- - - - -	- - - - -
{ Elbridge A. Wellington	- - - - -	American Asylum	Works in car shop.	May 1853	None.	- - - - -
{ Mary O'Neil	- - - - -	American Asylum	- - - - -	- - - - -	- - - - -	- - - - -
{ William F. Young	- - - - -	American Asylum, and a few months at the Horace Mann School.	Do not know	Think in 1850	Four (all died in infancy).	- - - - -
{ Amelia McCallum	- - - - -	Think American Asylum	- - - - -	- - - - -	- - - - -	- - - - -
{ Alvah W. Orrutt	- - - - -	Horace Mann School, later American School.	Do not know	Dec. 1856	None.	- - - - -
{ Nora C. Noyes	- - - - -	American Asylum	- - - - -	- - - - -	- - - - -	- - - - -
{ Samuel S. Cross	- - - - -	American Asylum, and one year at the Horace Mann School.	Shoemaker	May 1857	None.	- - - - -
{ Mollie Mann	- - - - -	Unknown	- - - - -	- - - - -	- - - - -	- - - - -
{ Henry White	- - - - -	Think Columbus Inst., Ohio.	- - - - -	- - - - -	- - - - -	- - - - -
	- - - - -	Hartford Asylum, Horace Mann School, National College.	Teacher	June 1855	One	Hearing.

Appendix 30

37. CHICAGO DAY SCHOOL.

“ . . . Three marriages are the probable result of association in classes in the Horace Mann School. The others, I think, may be traced directly to ‘Deaf-Mute Associations’ and ‘Deaf-Mute Conventions,’ which seem to exert every possible influence to bring together young deaf people. I have learned to-day that there are four societies in Boston under the direction of deaf persons. . . . The so-called religious societies continually attract to their meetings young persons whose parents do not take the trouble to interest and help them at home. As all of the exercises are in signs, and a free use of signs is not only allowed but encouraged, one cannot wonder that there is some confusion in the minds of children, or rather young persons, when they reflect upon the different methods of instruction. The criticisms which sometimes come to me are so exactly those that I have heard from teachers of signs, that I think our children must have most emphatic teaching from the sign-makers in regard to the value of signs. With so much adverse influence about our young people, I do not wonder that they marry among deaf persons and spend their social hours in criticisms of each other. I remember that you once thought I was mistaken in wishing that the young deaf people were not encouraged to meet together. My longer experience and knowledge of young deaf persons confirms my belief that even if some of the joys of social life are lost through separation from other deaf persons, they gain greatly in moral strength by meeting only persons who hear. It seems to me to be a great wrong to deaf persons to encourage them to meet together. Possibly you remember the remark that was made about our restricting our pupils in the use of signs: ‘It is cruel.’ I think it cruel to encourage their use. Did I not know that there are many of our pupils who use and enjoy using speech, and who mingle freely with friends and with strangers, and who do not meet with societies of deaf persons, I should at times be disheartened.

“The names reported in the preceding list have probably been given by the Principal of the American Asylum, or by the New York reports. Nevertheless I give them, thinking they might aid in making fuller statements than would be possible without them. Ten of the persons were never pupils of the Horace Mann School, and none were there for a long period.”

32. ST. JOSEPH'S INSTITUTION.

Madame Ernestine Nardin, President, expresses no opinion upon this question.

33. WEST VIRGINIA SCHOOL.

H. G. Gilkeson, Principal. No reply to circular received to date, June 2, 1888.

34. OREGON SCHOOL.

“I know personally 9 deaf-mute families. In 5 of these families there are children, in all 14, none deaf. In eighteen years I have had 90 pupils in all. One of these, only partially deaf, was of deaf-mute parentage.

“P. S. KNIGHT, Superintendent.”  
“Salem, Oregon: May 1888.”

35. MARYLAND INSTITUTION FOR COLOURED DEAF-MUTES.

F. D. Morrison, Superintendent. No reply to circular letter received up to date, June 2, 1888.

36. COLORADO INSTITUTE.

John E. Ray, Superintendent, expresses no opinion upon this question.

In reply to this question, Mr. Emery forwarded a number of pamphlets which he has published bearing upon the subject, and directs special attention to an article entitled ‘Inter-marrying of Mutes,’ from which the following is quoted:—“Permit us a few words about mutes marrying mutes. Is it selfishness or unselfishness in parents and friends who fear the ways of Providence in deafness, and do not want their deaf son or deaf daughter to marry and enjoy the highest state of use and happiness on earth to man? . . . Even suppose this intermarrying of mutes does actually tend to, and will in time, produce a new ‘variety of the human race,’ is it not the will of Providence to that end for a purpose? Where is our authority to thwart that purpose? Would it not savour more of wisdom to aid Providence by a normal development of the physical and mental natures of the deaf than by prohibition or discouraging of intermarrying among them? Our duty is to develop, and not to suppress whatever Providence gives or sends us.

“Let us admit for argument's sake, or even if the figures do prove, that the intermarrying of the deaf with the deaf tends to produce a new variety of the human family, just how long will it take to cause the whole world—all people—to become deaf? A billion, if not a trillion of years! unless you can show an increasing ratio of deafness greater than the increase of hearing people, for the increase of deaf and dumb by intermarrying is a very small note in fact, and far from being a beam. Will it be wise and philanthropic to interfere with Providence even in theory? Or are you riding a hobby under the mantle of human wisdom? Better mount the hobby of preventiveness of deafness, as ‘an ounce of prevention is worth a pound of cure.’ . . .

“Allow us to repeat, by asking that in case a new variety of the human family from the intermarrying of deaf-mutes is to be regretted as a social disaster, would not Providence have foreseen it and have prescribed a prevention of it in deafness by causing deafness or some other effect to neutralise or paralyse the love of sex—amativeness? Or may He not do this yet? Or may He not yet stop the cause of deafness ere we reach the dreaded new variety? It seems to us that it will be well to keep ‘hands off’ of what is so remote and problematic.

“PHILIP A. EMERY, Principal.”

For the full text of Mr. Emery's communication see volume marked ‘Emery Pamphlets.’

38. CENTRAL NEW YORK INSTITUTION.

E. B. Nelson, Principal, expresses no opinion upon this subject.

39. CINCINNATI PUBLIC SCHOOL.

A. F. Wood, Principal. No reply to circular letter received up to date, June 2, 1888.

40. WEST PENNSYLVANIA INSTITUTION.

“I regret to say that I have no statistics at present bearing upon this question. So far as the range of my observation goes, however, in the majority of cases of intermarriage between the deaf the children are similarly affected. I find among our pupils a very considerable number have one or both parents deaf, or have deaf grandparents or deaf uncles, aunts, or other relatives.

“JOHN G. BROWN, Principal.”

41. WESTERN NEW YORK INSTITUTION.

Z. F. Westervelt, Principal. No reply to circular letter received up to date, June 2, 1888.

Appendix 30.

## 42. PORTLAND SCHOOL, MAINE.

Ellen L. Barton, Principal, expresses no opinion upon this question.

## 43. RHODE ISLAND STATE SCHOOL.

"In regard to the intermarriage of the deaf, I think the least that can be said is, that they run a great risk in regard to the offspring being deaf, or at least predisposed to deafness. I have observed that in some families there is an inherited predisposition to deafness. Many of those, I think, who are not actually deaf, have this inherited tendency, and it takes but a slight cause to render them partially if not wholly deaf. Frank Lamont Cole, now of Pawtucket, R.I., attended this school from February 1877 (at its founding) to June 1880. Was 13 when admitted. Became deaf from scarlet fever at 2½ years. After leaving school married a deaf-mute, Jennie Bragg, who was not a congenital. They had twins, who died soon after their birth. Mary Emily Bauer, now living at Green, R.I., married Frank Brown, congenital deaf-mute. They have 1 child, now nearly a year old, not deaf. Emily Bauer attended the R.I. School from April 1877 to May 1880.

"ANNA M. BLACK, Principal."

## 44. ST. LOUIS DAY SCHOOL.

D. A. Simpson, Principal. No reply to circular letter received up to date, June 2, 1888.

## 45. NEW ENGLAND INDUSTRIAL SCHOOL.

"One of our graduates married a deaf-mute—no children.

"NELLIE H. SWETT, Principal."

## 46. DAKOTA SCHOOL.

James Simpson, Superintendent. No reply to circular letter received up to date, June 2, 1888.

## 47. MILWAUKIE DAY SCHOOL.

"So far as my observation has gone, deaf-mutism is not direct hereditary, but in very few cases. I find that a deaf-mute couple will very seldom have deaf-mute children; but the offspring of these hearing and speak-children is sure to be tainted. Deaf-mutism is undoubtedly hereditary.

"PAUL BINNER, Principal."

## 48. PENNSYLVANIA ORAL SCHOOL, SCRANTON.

"When educated by pure oral method, I think large numbers will marry hearing people.

"EMMA GARRETT, Principal."

## 49. NEW JERSEY SCHOOL.

The Superintendent submits the following extract from his 1885 Report, and adds: "I feel obliged to recant the opinion cautiously hazarded in my Report of 1885 as to the probable comparative results of intermarriages among the deaf, and of marriage between deaf and hearing persons in respect to the proportion of the deaf to the hearing children of the two classes of unions respectively."

(Extract from 1885 Report.)

"During the past year considerable interest has been awakened not only among those who are immediately interested in deaf-mute instruction, but in scientific

circles and among the community at large by the discussion, in which Professor A. Graham Bell has taken a leading part, of the question how far the intermarriage of deaf-mutes tends to form an increasing class of deaf persons, differentiated more and more from those who hear.

"Very little can be positively said as to the antenatal causes of deafness in the present state of knowledge on the subject, and while deafness in the parents undoubtedly tends, with a certain degree of force, to reproduce itself in the children, it cannot yet be pronounced, with any degree of certainty, that there are not other and more obscure causes which have a larger share in producing congenital deafness.

"As a slight contribution towards the solution of this question I give below the information on this subject furnished by the records of this school.

"Of the 134 pupils who have received instruction in this school since its opening, there have been twenty-nine who have each one or more deaf relatives.

"These twenty-nine pupils represent twenty-four families, in one of which there have been five deaf-mute children, while two families have had four each, three families have had three each, and seven families have had two each of children thus afflicted. In three families, with a total of five deaf-mute children, both parents were deaf-mutes; and in four families, with a total of five deaf-mute children, one parent was deaf in a greater or less degree.

"In the eight remaining cases representing the same number of families, the deaf relatives were outside of the immediate family circle, being uncles, cousins, or those still more distantly related.

"As regards the relationship of parents before marriage, in the case of two out of our 134 pupils the parents were cousins, in two cases they were second cousins, and in one case they were third cousins.

"In none of these five families were there two or more deaf-mute children, and the proportion of related parents (less than four per cent. of the whole) is perhaps not greater in the 129 families from which these statistics are gathered than in the community as a whole.

"In the six families reported above as containing each three or more deaf-mute children, I am satisfied (although the point does not admit of exact statement) that the parents were in no case below the average in physique, in morals, or in their sanitary surroundings, and in no case was either of the parents deaf, while the 22 deaf-mute children of those families are, on the whole, rather above than below the average in health and vigour.

"While the number of cases covered by this Report is not large enough to furnish a safe basis for drawing any general conclusions, yet the indications which they afford will have a certain value, especially when they harmonise with the results of other investigations independently conducted.

"It would appear, then, that while the great majority of cases occur singly in unrelated families, there is yet a considerable number of marriages which give rise each to several deaf-mute children. Nor, if we may generalise from our figures, are the parents of a numerous deaf-mute progeny generally deaf themselves or from an ancestry characterised by deafness. It would seem, too, that, contrary to a rather widespread notion, neither consanguinity nor low vitality of the parents is a frequent cause of deafness in the children. I believe that these conclusions are in general harmony with the results of other investigations, except that deafness is probably rather more common among the classes surrounded by unfavourable conditions as to health than among those more fortunate in this respect.

"It is a curious fact that more marriages between deaf and hearing persons have furnished deaf children to this school than marriages in which both parties were deaf-mutes.

"While I would not attach too much importance to this circumstance, it was not without significance as suggesting that, so far as deafness is hereditary, we might expect the birth of fewer deaf-mute children to result from the intermarriage of the deaf among themselves than from the union of every marriageable deaf person with a hearing partner.

"In the latter case the number of marriages involving the danger of transmitting deafness to the children would be twice as many as in the former case, while our figures suggest the probability of inheriting

Appendix 30.

## 53. WASHINGTON TERRITORY SCHOOL.

James Watson, Director, expresses no opinion upon this question.

## 54. NEW ORLEANS PUBLIC SCHOOL.

"My opinion is that to make any effort to secure the passage of a law to prohibit the intermarriage of the deaf would amount to a most tyrannical thing, but as the best way to put a stop to the increase of the deaf I would earnestly recommend the passage of a law to prohibit the intermarriages of blood cousins.

"R. B. LAWRENCE, Principal."

## 55. EVANSVILLE DEAF-MUTE SCHOOL, INDIANA.

"A deaf-mute in Iowa married a woman whose hearing was perfect, and had two children by her—one a deaf-mute son who died childless, the other a hearing daughter, who married a hearing man, and gave birth to two deaf-mute daughters and a hearing son. This son married a hearing woman, and had by her a deaf-mute son. One of the daughters married a deaf-mute, and bore a hearing son. I have no confidence in the inheritance of deafness by offspring, as I doubt if there has been a deaf child born among about 1,000 schoolmates of mine who went to school with me at the Danville, Ky., Indianapolis, Ind., and Washington, D.C., Institutions.

"CHARLES KERNEY, Principal."

## 56. LA CROSSE DAY SCHOOL, WISCONSIN.

"I have no data whatever. So far as I can judge, this matter is simply a 'bugbear.' I do not think there is even a possibility of a 'race of deaf-mutes' resulting from intermarriage of deaf-mutes.

"ALBERT HARDY, Superintendent of Schools."

## 57. NEW MEXICO SCHOOL.

"All the pupils here except one, who has a deaf cousin (probably a young man in Kansas), have no deaf relatives. I was made deaf by some unknown sickness at the age of nearly two years, and graduated from the Wisconsin School. Mrs. Larsen, a graduate from the Clarke Institute, became deaf at the age of thirteen years. We now have one child nearly two years old neither deaf nor dumb. He can hear and talk. There are three deaf families having deaf children in Wisconsin, and two in Chicago, Ill. This is all I know of.

"LARS M. LARSEN, Principal."

## PRIVATE AND DENOMINATIONAL SCHOOLS.

## 1. WHIPPLE'S HOME SCHOOL, CONN.

"I think it would be much better for the deaf never to marry, as I have known of no instance where there were not more deaf people brought into the world as the result, and I consider them an unfortunate class.

"MARGARET HAMMOND, Principal."

## 2. GERMAN EVANGELICAL LUTHERAN INSTITUTE, NORRIS, MICHIGAN.

"We know very little about it.

"D. H. UHLIG, Principal."

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## 3. ST. JOHN'S CATHOLIC INSTITUTE, ST. FRANCIS, WISCONSIN.

Rev. Chas. Fessler, Principal. Expressed no opinion upon this question.

## 4. FREDERICK KNAPP INSTITUTE, BALTIMORE.

Frederick Knapp, Principal. No reply to circular letter received up to date, June 2, 1888.

## 5. VOICE AND HEARING SCHOOL, ENGLEWOOD, ILLINOIS.

Mary McCowen expresses no opinion upon this question.

## 6. MARY GARRETT'S PRIVATE SCHOOL, PHILADELPHIA.

"Cases of intermarriages of the deaf have not come under my notice, and I have not had time to investigate the subject, although it is one of great interest. I have known of cases where deaf and idiotic offspring were the result of the marriage of consins. In trying to obtain reliable statistics about my pupils, I find that when parents are related or have deaf relatives, they are loth to admit it, and frequently do not state the facts as they are. The parents of a bright little fellow of four who is rapidly learning articulation and language told me he had no deaf relatives, and I afterwards discovered he has a deaf uncle in a feeble-minded school. I think, therefore, that it requires a great deal of careful investigation to get at the real facts.

"MARY S. GARRETT, Principal."

## 7. MARIA CONSILIA INSTITUTE.

Sister Adèle, Principal, expresses no opinion upon this question.

## 8. CINCINNATI ORAL SCHOOL.

Katharine Westendorf, Principal. No reply to circular letter received up to date, June 2, 1888.

## 9. CHICAGO CATHOLIC SCHOOL.

No reply to circular letter received up to date, June 2, 1888.

## 10. MISS KEELER'S ARTICULATION CLASS, NEW YORK.

Sarah Warren Keeler, Principal, expresses no opinion upon this question.

## 11. CATHEDRAL SCHOOL (CATHOLIC), CINCINNATI.

"The accompanying clipping will show how we stand as to the question of intermarriage of the deaf.

"E. P. CLEARY, Principal."

(From the Salt Lake City Daily Tribune.)

"EDITOR Tribune.—In your last Sunday issue there was a remark quoted from the Chicago Herald, to the effect that a deaf race of men seems to be the inevitable result of schools for deaf mutes. 'The close association with one another leads to intermarriage, with offspring inheriting the common infirmity: this is what the Herald says is the result.

"This is a curious study in human heredity, one well worth the best efforts of the scientists, one of whom, Prof. Bell, of telephone fame, has made exhaustive researches upon the subject. As to whether it is true that deafness is inevitably transmitted from generation to generation by the intermarriage of deaf-mutes, the following facts will show:—

"1. The world is 6,000 years old, and during all these years deaf-mutes have been born; they have inter-

married and died, leaving children after children, yet nowhere on the face of the earth is a hereditary race of deaf-mutes found.

"2. The proportion of adventitious or accidental deafness caused by sickness is greater than that of congenital 'born-so' deafness, as the records of all institutions for the deaf show. The annual report of the Ohio Institution for 1887 gives a list of 2,216 deaf-mutes as having been taught within its walls during the 61 years of its existence, and the number is divided as follows:—

Adventitious deafness	-	-	1,314
Congenital	"	-	663
Unknown	"	-	239
Total	-	-	2,216

"3. Deaf-mutes, in the majority of cases, have borne children that have lived to maturity, married others and died in perfect possession of all their senses without transmitting the infirmity of the first generation. This is a well-authenticated fact among the deaf-mutes of Boston and New York City, 'where they most do 'congregate.'

"4. While there happens in several cases to be a deaf-mute offspring in deaf-mute families, the same thing is true in cases where a deaf-mute had married a hearing person. How do you account for this reversion of nature—viz., deaf-mutes bearing hearing children, and mixed couples bearing deaf-mute children? This shows that there is evidently no law of heredity in deafness. It may be acquired independently of nature.

"5. While there is the least danger of transmission between deaf-mutes who have become accidentally deaf, it is greater in cases of congenital deafness—that is, when both parents were born deaf—but by a curious law of affinity, marriages between congenitals is rare among the deaf-mutes; therefore, the infirmity is likely to be wiped out in the second generation.

"6. The sage remark of the Chicago Herald, 'the close association with one another leads to offspring inheriting the common infirmity,' has been refuted by an experiment that was made thirty years ago by a colony of deaf-mutes in Kansas. Like birds of a feather, deaf-mutes gathered there from the hills of New England, from the plains of the Middle States, and from the Sunny South, to form a community, or, as the Chicago Herald put it, 'a race of deaf men.' A town government was set up with a deaf mayor and deaf selectmen, and the experiment seemed to progress favourably. But the projectors had forgotten their hearing children, who multiplied in number and usurped the government. Doubtless the leading men longed for a race of deaf offspring, but it was not given to them to be so blessed. Where is that deaf-mute community now? Go ask the four winds of heaven. The new order of things brought on dissensions among the silent community, and it broke up, scattering them all over the Union, and the much-dreaded deaf race was blotted from the face of the earth like the extinct race of mastodons of 'ye ancient times.' There is no more danger of a hereditary race of deaf-mutes spreading than there is of the revival of the gigantic animal just mentioned. The Chicago Herald man may rest his soul in peace. He will never live to see a deaf race of men.

"Here in Utah there are over two hundred deaf-mutes, and as yet no case of deaf-mute parents having deaf-mute children has been reported; while, on the other hand, there are several married deaf-mutes who have children in perfect possession of all their senses. Neither my wife nor myself were born deaf, neither of us has any deaf-mute relatives living or dead, and our child is blessed with perfect auditory and vocal organs, and the danger of deafness is no greater in her case than in that of any other children. If she ever becomes deaf, it will not be through heredity, but from scarlet fever or cerebro-spinal meningitis, those dreaded diseases from whose fatal effects children escape only by giving up one of their most important senses as a sort of propitiatory sacrifice to Death.

"8. Other statistics serve to show that intermarriage of blood relations is the most frequent cause of deafness. Degrees of consanguinity as between cousins are productive of more 'ills that the flesh is heir to' than any other known cause of heredity. The deaf-mutes of Oregon are said to owe their infirmity more to blood relationship than to accidental sickness, on account of the intermarriage of the first families there. As every

breeder of horses knows, the highest and best qualities of racehorses are frequently obtained by what is called inbreeding, so the worst defects may also be transmitted from the same cause.

"H. C. WHITE,  
"Principal of the Utah School for the Deaf."

## 12. SARAH FULLER HOME.

Sarah Fuller, Supervising Principal. See report of Horace Mann School.

## SCHOOLS IN THE DOMINION OF CANADA.

## 1. CATHOLIC INSTITUTION (MALE), MONTREAL.

J. B. Manseau, Principal. No reply to circular letter received to date, June 2, 1888.

## 2. CATHOLIC INSTITUTION (FEMALE), MONTREAL.

Sister Mary of Mercy, Superioress. No reply to circular letter received to date, June 2, 1888.

## 3. HALIFAX INSTITUTION.

"Such marriages should not be encouraged, but cannot be prevented or prohibited. Out of 30 marriages among my own former pupils, 20 have been to deaf-mutes and 10 to hearing persons. So far there are probably between 30 and 40 children in these families, and only in one case do the offspring of these unions share the infirmity of the parents; but that case is sadly noteworthy, all the children, five in number, being deaf-mutes (one of the five is dead and the mother also). In this instance, however, the children were, so to speak, doubly stamped, there being several deaf and dumb in the families on both sides, as well as deafness in one of them three generations back.

"Out of 72 families connected with the Halifax Institution, where the pupils were all congenital mutes, 39 families had an average of about 3 congenital deaf-mutes to each; 73 families had an average of about 2 congenital deaf-mutes to each.

"Out of 147 families, there were 68 cases where the pupils had brothers and sisters or other relatives deaf and dumb or otherwise defective.

"Out of 120 families containing 189 deaf mutes, of whom 131 were congenital, 45 were consanguineous marriages, five-ninths of the parents first cousins. Further figures may be found in my Report for 1877.

"J. SCOTT HUTTON, Principal."

## 4. ONTARIO INSTITUTION.

In a note, dated May 10, 1885, the Superintendent says:—

"In reply to yours of April 30, I have filled up some of the blanks, and for the information asked for in some of the others referred you to some printed reports, copies of which I send you. In addition thereto I may say that, in Sept. 1885, we admitted a small boy named Gregg, whose mother is deaf and dumb—the only one that has ever been received. Up to this time I have not learned of any of the children of deaf-mute couples in Ontario being mutes."

(Extract from 1883-4 Report.)

"Much has been said and written during the last three months about a deaf-mute variety of the human race, and fears were expressed by the writers that the intermarriage of deaf-mutes perpetuated a race of deaf-mutes, and was strongly disapproved of. A great many statistics were collected from various sources to prove the theory. Of course, I cannot tell what the facts are in connexion with other institutions, but, from the information we have here, I am led to believe that the conclusions drawn are erroneous. Six hundred and sixty-one children have attended, or are in attendance, at this institution, and from the records I learn that not a single parent of these children is deaf and dumb.

A few of their grandparents were mutes and some of their great-great-grandparents. Of those who have been here and have intermarried, I have been unable to find that one of their offspring is deaf and dumb. The facts would seem to indicate that the intermarriage amongst the deaf and dumb is not the means of bringing into the world children similarly afflicted, and that deaf and dumb children are usually the offspring of hearing and speaking persons.

"R. MATHISON, Superintendent."

Under date May 16, 1888, Mr. Mathison forwards the following particulars concerning an apparently deaf child in Ontario, both of whose parents are deaf:—

"I forward you extended history of the Terrell family.

"William Terrell, Maria Terrell, parents of 8 children noted below:—

"Both hearing persons, not related in the slightest degree; no deaf-mutes have been known in either of their families, but they are the parents of 5 mutes in a family of 8.

"1. William James, aged 39, mute, married. His wife and her sister both lost their hearing at an early age by sickness. Has had 3 children: one died in infancy, one at 13 months old, and the other, now 2½ years of age, is apparently deaf and dumb.

"2. Benjamin, mute, married, wife also deaf; 6 children, who can all hear.

"3. Rose, deaf-mute, married; has had 5 children—4 living; husband also deaf; children's faculties unimpaired.

"4. Mary, deaf-mute, husband also deaf; 1 child, who can hear and speak.

"5. Samuel, hearing, married, wife can hear; 2 children, both can hear.

"6. Bessie, hearing, married, husband semi-mute; child who can hear.

"7. John, deaf-mute, single.

"8. Maria, hearing, single.

"The 2½ year old child of William Terrell is the only congenital deaf-mute child of a deaf-mute father I have heard of here. In the Gregg case the mother lost hearing at 4 years of age, and this child at 2 years of age."

## 5. MACKAY INSTITUTE, MONTREAL.

Harriet E. McGann, Superintendent, expresses no opinion upon this question.

## 6. NEW BRUNSWICK INSTITUTION.

A. H. Abell, Principal. No reply to circular letter received to date, June 2, 1888.

## 7. FREDERICKTON INSTITUTION.

Albert F. Woodbridge, Principal. No reply to circular letter received to date, June 2, 1888.

## SCIENTIFIC TESTIMONY.

Relating to the possibility of the formation of a deaf variety of the human race in America and the conditions necessary to establish it.

From Professor EDWARD D. COPE, Editor of the "American Naturalist," and Member of the National Academy of Sciences.

"No. 2,102, Pine Street, Phila.:

May 8, 1888.

"DEAR MR. BELL.—Your letter of May 5 is at hand. You desire my opinion relative to the possibility of the formation of a deaf variety of the human race. Also, given certain conditions, a deaf variety should arise. But what are these conditions? This is the point on which you wish my assistance.

"According to my views of evolution, it is quite possible for a deaf or deaf-mute variety of man to arise and be perpetuated. It is not more improbable than that blind species of animals should arise and be perpetuated, a circumstance which has often occurred in the evolution of animals. The subject can be considered



Appendix 30. under two heads—first, the origin of such deaf-mutes; second, the perpetuation.

"First, as to the origin. Of this matter I know but little. In the case of sight, disuse is supposed to be the sufficient cause. Disuse of hearing is, however, difficult to experience in this world. Excessive use, that is, the constant presence of excessive noise, might, and does, cause deafness. The greater number of cases, are, however, to be accounted for probably by disease. Dumbness would ultimately follow deafness.

"Second, as to perpetuation. The interbreeding of deaf-mutes should produce a deaf-mute race after a considerable lapse of time. Hearing is a sense of great antiquity, and the tendency to reproduce normal organs of hearing is so strong that they are to be looked for in the children of deaf-mute for a long period. Reversions to hearing children would be frequent. But the number, i.e. proportion, of deaf-mute children would constantly increase with succeeding intermarriages. It would, however, take a long period to produce a race of deaf-mutes which would not from time to time revert by producing normal children. But by preventing all marriages with normal persons such a result could in time be brought about.

"The fact that you mention—viz., that the proportion of deaf-mutes born of deaf-mutes is larger than in the case of normal people—is consistent with the view you take, which I believe to be a correct one. It is sustained by what we know of the evolution of vertebrated animals.—I am very truly yours,

EDWD. D. COPE.

"P.S.—I may be more specific with regard to some of the vertebrata. In the Batrachian class the organs of hearing have undergone with a time a great degeneracy in the series of the *Urodela* (the tailed division). The semicircular canals only exist with their auditory nerve branches; but there are no ossicles, except the id-shaped stapes, and no external ear. There are descended from types (*Ganocephala* and *Rachitomi*), which had both. The *Urodela* (salamanders) are probably not entirely deaf, but their hearing must be very obscure. They are mute, except the species of *Desmognathus*, which chirrup sometimes, and *Amphiuma*, which does the same. They are all more or less subterranean or aquatic, and the condition of their auditory organs may be therefore due to disuse. The history of these regions will be found in the June number of the 'American Naturalist.'"

From Professor ALPHEUS HYATT, Professor in Harvard University, Member of the National Academy of Sciences.

"Boston Society of Natural History,  
Berkeley Street, Boston, Mass.  
May 8, 1888.

"DEAR PROFESSOR BELL,—If congenitally deaf-mutes have been led by association, or otherwise, to seek each other in marriage, there can be no doubt that the most favourable conditions for the formation of a race of deaf-mutes has been brought about.

"This goes without saying on the principle of the transmission of hereditary tendencies, and certainly it cannot be a wise system which fosters such marriages.

"If such marriages should continue through several generations I should regard it as almost certain that a deaf-mute race would be produced. It would be, to my mind, no serious objection that a proportion of the first generation of the offspring of deaf-mutes should be normally formed (i.e., have good hearing); I should expect that the following generations would have a steadily-increasing proportion of deaf-mutes, and, in a certain number of generations, that the major number, or all, would be deaf. I am not a practical breeder, but have been accustomed to study series of animals, with a view of testing what characteristics were hereditary. I have found that my experience coincided with that of breeders and the opinions of writers like Ribot and others, who hold that all characteristics tend to become inherited.

"It would be a very strange contradiction of experience and theory if a deaf-and-dumb race were not produced by continual intermarriage of persons afflicted in this way. In fact, the onus of proof lies with those who assume the negative rather than with those who take the affirmative on this question.

"Wishing you success in your humanitarian efforts, I am very sincerely yours,

"ALPHEUS HYATT."

From Dr. BOWDITCH, Professor in Harvard University, Member of the National Academy of Sciences.

"Physiological Laboratory, Harvard Medical School,  
Boylston and Exeter Streets, Boston:  
May 13, 1888.

"DEAR PROFESSOR BELL,—I have received your letter of May 5, relating to the formation of a deaf variety of the human race.

"I do not consider myself an authority on questions of heredity and breeding, but, as I understand the doctrine of evolution, there can be no doubt that you are perfectly right in maintaining that for the production of a true breed of deaf-mutes it is not necessary that the majority of the children of congenitally deaf-mute parents should be born deaf, but only that the proportion of deaf offspring of such marriages should be greater than in the case of marriages between persons who are not deaf-mutes. That this is really the case I think you have shown very conclusively, and I have always considered your paper as a very valuable demonstration that the human race is capable of modification by selective breeding, as well as a useful warning of the danger which attends the purely philanthropic method of dealing with social problems.—Yours very truly,  
"H. P. BOWDITCH."

From Professor WILLIAM H. BREWER, Norton Professor of Agriculture in Yale University Member of the National Academy of Sciences.

"New Haven, Conn.: May 25, 1888.

"MY DEAR SIR,—You ask me for a statement of my views upon the possibility of the formation of a deaf variety of the human race by the continued intermarriage of congenitally deaf-mutes. Of such a possibility I have no doubt whatever.

"As the subject is one of great interest and importance, I will give you at some length the general grounds of my opinion.

"The term *Breed*, as used by farmers, stock-breeders, and fanciers, means a variety of domestic animals. Two attributes are necessary in the constitution of a breed, namely, the members must have some distinctive and recognisable character, and this character must be hereditary. The distinctive character may be but one single 'point,' to be bred for, and the special development of any one 'point' may become the foundation of a breed.

"In practice, however, breeders usually recognise a combination of points more or less correlated to each other, and all bearing on the special uses or beauties of the breed.

"The heredity of the distinctive character is essential, because, if not transmitted to the offspring as a rule, then the special points are but individual peculiarities. Individual peculiarities may or may not be transmitted by heredity, but they are liable to be, however acquired. Such peculiarities may be transmitted to some of the descendants and not to others; they may be transmitted entire or only in part; they may be transmitted to the immediate offspring, or they may be dormant in the offspring and reappear in succeeding descendants.

"A breed is uniform only in those points which are considered essential to that breed. It may vary greatly in other characters. For example, the English thoroughbred (horse) is of many colours; the Trakene is of but one colour; Shorthorns are various coloured; Devons are of but one colour, and so of other examples. But if from changes in the fashion, changes in the market, or any other cause, it becomes desirable to fix any character before varied, that is easily brought about.

"As to the origin of existing breeds, some are ancient and their actual origin is unknown. Others are modern, and of some of these historical breeds we have a reasonably complete history. Some of these breeds are already completed and finished, as is the English thoroughbred; others are in process of evolution, as is the American trotter. Both these breeds are especially bred for speed, but are varied in their other characters. Other modern breeds are uniform in many characters, as for example the Poland-China hog and the Plymouth Rock fowl. Many of the ancient breeds which were well defined long before herd-books or flock-registers were known, have been changed in modern times; characters have become strictly hereditary ('fixed') which were before uncertain; and other characters have become uniform which formerly varied.

For example, the Galloway cattle formerly were mostly horned, but are now polled; Jersey cattle and Newfoundland dogs were formerly mostly spotted, but have now solid colours; the ancient Merino sheep have diverged into distinct sub-breeds, of which the Saxon, the French, and the American Merino are well-known examples.

"We have so complete a history of the processes employed by which new breeds have been created and old ones changed, that the principles involved are as well understood as are those pertaining to any other branch of biological science.

"However different the details may have been in practice, the essential and controlling factor has been artificial selection.

"A breed may be founded on any character which is transmissible. Almost any character is sometimes transmissible, and, if so at all, its heredity may be increased and fixed by continued selection. The uniformity of transmission by heredity is related to pedigree, and the individuals vary much more during the early history of a breed than later, and after herd-books or pedigree-registers are established. These differences between individuals are sometimes very profound, extending even to important anatomical characters. For example, the middle of the last century the cattle of the Galloway breed were mostly horned, and that character continued so long as the presence or absence of horns was a mere fancy of the breeder. The time came when the hornless ones brought a slightly higher price; such were then selected more commonly for breeding, and during the first years of the present century most of the individuals were hornless, or with only scurs—that is, small horns attached to the skin only, and not to the skull by a bony core. After the herd-books were established for recording their pedigree, and associations for deciding what points of character the breed must have, and what they may not, and which denied record to an animal with even a scur, these disappeared, and now the breed is entirely hornless. Other equally instructive examples might be cited.

"In the creation of a new breed or the changing of an old one, we may say that we determine the character by selection; we establish and fix it by heredity, and we ensure it by pedigree.

"It is conceded that the same biological laws apply to man and brute alike. I am not aware that any eminent biologist, naturalist, or breeder denies this. Let us now consider the especial case under discussion.

"1st. Let considerable numbers of deaf-mutes marry. This is the selection, and deafness is the character.

"2nd. If they have any congenitally deaf offspring (and we know they do), let these again intermarry. This increases the heredity of the character.

"3rd. Continue this process for a few generations. This establishes the pedigree and enhances the results. How many generations are required to establish a new breed out of old materials has never been determined, but numerous authorities and associations have agreed as to the number of generations of ancestors of an established breed which should be required as equivalent to pure blood for record in herd-books and pedigree registers, and therefore suitable for perpetuating the breed. Five generations of sires and four of dams is a common rule, and I imagine that the chances of a child being born with hearing would be small if all its ancestors for a like number of generations had been congenitally deaf. It is, however, only in modern times, and since the days of printed pedigree records, that breeds have been kept so pure, and the special characters so uniformly transmitted. Such is still the case with all races of civilised man, where we have a greater variety of character than in the better defined breeds of animals, because of less purity of pedigree. So in the case of the intermarriage of the deaf, the liability of being born deaf would be diminished by intermarriage with hearing persons.

"The only argument against the formation of a breed of men in whom complete or partial deafness will be a prevalent character, is, that many of the deaf-mutes have become so by disease or accident, and not by heredity. But no fact is better established or more universally recognised among breeders, than that many forms of unsoundness that may be of accidental origin may become hereditary. Ring-bone, spavin, and similar diseases, are often as truly the result of accident as deafness, and these are considered fit cause of rejection in the prize stallion shows, as note the

I 24966.

Appendix 30. recent practice and the abundant literature on the subject. Defects of the organs of sense are especially noted in this connexion, more especially those of the eye.

"In the light of present biological science, and of the breeder's art, it is inconceivable that the process of selection of deaf parents should not establish a deaf variety of the human race.

"Yours truly,

"WM. H. BREWER.

"Professor Alexander Graham Bell,  
Washington, D.C."

From Professor SIMON NEWCOMB, Superintendent of the United States "Nautical Almanac," Member of the National Academy of Sciences.

"Washington, D.C.: May 2, 1888.

"DEAR PROFESSOR BELL,—I have your circular of April 30, to which you append a request for my opinion regarding the possibility of the formation of a deaf variety of the human race by the continual intermarriage of congenitally deaf-mutes.

"That the continual intermarriage of persons possessing any peculiarity tends to make that peculiarity permanent is, I believe, a recognised law constantly applied by breeders of new species in the animal and vegetable world. The result will, however, depend upon the general policy adopted.

"If we take all the congenitally deaf-mutes now living, and form them into a community into which no new blood enters in subsequent generations, there would be no tendency towards the formation of a deaf variety. The second generation would, as you have shown, contain an undue proportion of congenitally deaf, but these deaf would still constitute a minority of the total population, and continuous intermarriage of the whole mass would only result in the formation of a community in which an undue proportion of the members would be congenitally deaf. To form a permanent type, it is necessary that the hearing offspring should be continually eliminated from the community, and their places taken by deaf persons born outside. All the conditions necessary to the ultimate formation of a permanent deaf-mute variety would then be fulfilled. Moreover, to bring about this result, it is not at all necessary that a separate community of the deaf should be formed. The system of deaf marrying deaf will lead to the same result, although the parties may be scattered through the whole population, instead of being aggregated into a community.

"But this general statement does not give us any conception of the time which might be required to form the variety in question. Could breeders of human beings do as breeders of plants and certain animals can do, produce hundreds of offspring from a single pair, select those having the required peculiarity and eliminate the rest, the process would be very rapid. But, as human beings breed, it would be very slow. I have essayed a calculation as to the result of the policy in question on certain hypotheses; but I am unable to say how near these hypotheses approach the truth.

"What we really want is a complete census of children born of marriages between the deaf. The proportion of deaf children to hearing children would then give us the probability that a child so born would be deaf.

"In your memoir upon the formation of a deaf variety of the human race, you found that among the cases received into American institutions for the deaf and dumb 124 had both parents deaf. I also conclude from the table in Appendix Z that you found about 327 cases of marriages between deaf-mutes. In the absence of more complete statistics I shall assume that the ratio of deaf-mute children, both of whose parents were deaf-mutes, as collected by you, to the number of deaf who married deaf-mutes (654) gives a rude approximation to the required probability that deaf-mute parents will have deaf-mute offspring in the first generation. I assume this proportion to be one-fifth.

"According to the law of heredity, the probability will increase in the case of each successive generation. In the absence of any exact knowledge of this law, I shall assume that the probability of deaf-mute parents having deaf-mute children increases through consecutive generations according to the series

$\frac{1}{5}, \frac{2}{5}, \frac{3}{5}, \frac{4}{5}, \frac{5}{5}, \&c.$

"Then assuming that we form an ideal community of  $n$  intermarried deaf-mutes, that in each generation

T t

we eliminate from this community the hearing children, and add  $n$  deaf-mutes from outside, and that each couple has, on the average, two children who grow up and marry, the number of the community at the end of  $m + 2$  generation will be given by the series

$$\frac{2}{3}n + (1 + \frac{1}{3} + \frac{1}{9} + \frac{1}{27} + \dots)$$

"The series within parentheses would correspond to the numbers of the community who were more likely than not to have deaf-mute children. In this case the formation of the deaf variety would be very slow, though ultimately it would be quite sure. At the end of the twelfth generation we should have only  $\frac{2}{3}$  deaf-mutes more likely than not to have offspring of the same kind; at the end of the twentieth generation about  $\frac{1}{3}$ ; but in each succeeding generation the probability of deaf-mute offspring would go on increasing.

"Until we have more exact statistics of heredity I do not see how it is possible to do more than suppose a hypothetical case of this kind. The most precise statement I can make would be in the following form:—

"1. The continual intermarriage of deaf-mutes through successive generations would ultimately result in the gradual formation of a deaf-mute variety.

"2. But this tendency would be very slow, and many generations would have to pass away before the variety would be permanently established.

"Yours very faithfully,  
"SIMON NEWCOMB."

From Professor W. K. Brooks, Professor of Morphology in John Hopkins University, Baltimore, Md., and Member of the National Academy of Sciences.

"I must preface the discussion of this subject by a definition. An inherited characteristic is one which the organism has derived from the fertilised germ. It may or may not have been manifested by the parents or other ancestors. If it is more common among either the ancestors, or the brothers and sisters and cousins of the organism, than it is in the race at large, this fact is scientific proof that it is an inherited characteristic according to the definition, for the germ out of which it developed is its only bond of connexion with its collateral relations or its ancestors.

"The experience of all breeders of domesticated animals and cultivated plants proves that only two conditions are necessary for the establishment of a new race or breed with any designated characteristic:— 1st, the existence, in sufficient numbers to permit of propagation for a number of generations, without interbreeding, of individuals in which the desired peculiarity is inherited; and 2nd, the rigorous selection for breeding, generation after generation, of those children who inherit the designated characteristic.

"All experience shows that if the peculiarity is inherited, as the word is defined above—that is, if the organism has received it from the fertilised germ, and if it has offspring by another organism with the same inherited peculiarity, the progeny of this union will contain a marked percentage of children with the same peculiarity; and that this percentage will increase rapidly in successive generations, and will soon approximate to 100.

"Proof of this statement will be given soon. It is necessary, first, to point out that a congenital peculiarity is not necessarily an inherited peculiarity.

"For example, so-called congenital deafness in human children may be divided into four classes:— 1st. Cases where there is no predisposition to deafness, and where the hearing is lost by accidents after birth, but before the time when normal children manifest consciousness of sounds. 2nd. Cases where there is no predisposition to deafness, but where hearing is lost by accident before birth. 3rd. Cases where there is an inherited predisposition to deafness. 4th. Cases where actual deafness is inherited.

"These four classes cannot be distinguished by any intrinsic evidence. If, however, a deaf child has more deaf brothers or sisters or cousins or ancestors than the average for the community, this fact may be regarded as scientific evidence that it belongs to either class 3 or class 4.

"The question whether classes 1 and 2 transmit their peculiarities by inheritance is still under discussion, and much difference of opinion exists, but we have abundant proof that this is true of classes 3 and 4.

"It has been asserted, however, that inasmuch as each child is descended not only from its parents, but

also from a long line of more remote ancestors, the influence, in inheritance, of an abnormal or exceptional parental peculiarity may be so over-balanced by the influence of the innumerable series of normal ancestors that the child will not resemble its parents, but will tend to revert to the normal type.

"This is undoubtedly true when the characteristic is not inherited by the parent, but is induced by other influences. It is not true, however, in cases where both parents have the same inherited peculiarity.

"It is only in a figurative sense that a child is descended from remote ancestors as distinguished from its parents, for all the matter in the germ comes to it from the bodies of its parents. If, then, each parent has the same inherited peculiarity—for example, a predisposition to deafness—this signifies that the sum or resultant of the combined influence of their ancestry tended to this result, to which it must necessarily tend in the child as well. All authorities upon inheritance are fully agreed that in such cases the child is enormously more likely than a child with normal parents to exhibit and to transmit the same peculiarity.

"So far as I am aware, the only authority which can be quoted as apparently opposed to this opinion is that of Galton; and an examination of his paper will, I think, show that in this case the opposition is apparent rather than real, and that his results are quite reconcilable with the view which has been advocated above.

"He says ('Nature,' September 4, 1855), 'It is some years since I made an extensive series of experiments in the produce of seeds of different sizes, but of the same species. . . . It appears from these experiments that the offspring did not tend to resemble their parent seeds in size, but to be always more mediocre than they; to be smaller than they if the parents were large; to be larger than the parents if the parents were very small; and that the analysis of the family records of heights of 205 human parents and 930 children fully confirms and goes far beyond the conclusions obtained from seeds, as it gives with great precision and unexpected coherence the numerical value of the regression towards mediocrity. He says that this regression is a necessary result of the fact that the child inherits partly from his ancestors. Speaking generally, the farther his genealogy goes back, the more numerous and varied will his ancestors become, until they cease to differ from any equally numerous sample taken at haphazard from the race at large. Their mean stature will then be the same as that of the race; in other words, it will be mediocre.' He illustrates this by comparing the result of the combination in the child of the mean stature of the race with the peculiarities of its parents to the result of pouring a uniform proportion of pure water into a vessel of wine. It dilutes the wine to a certain fraction of its original strength, whatever that strength may have been.

"He then goes on to the deduction that the law of regression to the type of the race tells heavily against the full hereditary transmission of any rare and valuable gift, as only a few of the many children would resemble the parents. The more exceptional the gift the more exceptional will be the good fortune of a parent who has a son who equals, and still more if he has a son who surpasses him. The law is even-handed; it levies the same heavy succession tax on the transmission of badness as well as goodness. If it discourages the extravagant expectations of gifted parents that their children will inherit all their powers, it no less discourages extravagant fears that they will inherit all their weaknesses and diseases. . . . Let it not for a moment be supposed that the figures invalidate the general doctrine that the children of a gifted pair are much more likely to be gifted than the children of a mediocre pair; what it asserts is that the ablest of the children of one gifted pair is not likely to be as gifted as the ablest of all the children of many mediocre pairs."

"Interesting and valuable as these results from the study of stature are, a little examination will show that they have no application to the case stated above; and there is ample evidence that if Galton had studied by themselves the cases where the parents were alike in stature, both short or both tall, and had picked out from among these the ones where the exceptional stature was due to the same peculiarity—for example, a very long femur—and if from among these he had again selected those in which each parent had relatives with the same peculiarity, he would have obtained a very different result.

"It is well known that an hereditary peculiarity—that is, one which is shared by other members of the family—often shows an astonishing tendency to persist in later generations, quite independently of the time it has already persisted, and that, too, when one of the parents in each generation is normal.

"Of this a most remarkable illustration may be found on page 30 of Professor Bell's memoir on 'The Formation of a Deaf Variety of the Human Race.'

"In the H. family of Kentucky two brothers and a sister inherited from their parents a common predisposition towards deafness, as is shown by the fact that they all became ancestors of congenital deaf-mutes, although only one of them was deaf.

"We have no information regarding the first generation—the parents—although they were probably not

deaf. In the second generation one of the three children was deaf. In the third generation all the grandchildren were deaf. In the fourth generation the records are incomplete, but all the children which are known, six in number, are deaf.

"In the fifth generation selection was introduced, as three of the children married deaf-mutes. The records are very incomplete, but of the six descendants known one is deaf.

"This remarkable case is given in the following table, and it seems to show that in the case of an inherited peculiarity the tendency of the children to resemble their parents may be vastly greater than their tendency to revert to the normal type of the race, even when there is no selection and one of the parents in each generation is normal.

First generation	No information concerning their hearing.				
Second generation	Son deaf	Daughter hearing	Daughter hearing.		
Third generation	Seven deaf children	Two deaf children	Two deaf sons.		
Fourth generation	No information concerning the descendants.	One child had two deaf children; no information concerning the other.	One son did not marry; the other had two deaf daughters, D <sup>1</sup> , D <sup>2</sup> , and one deaf son, S.		
Fifth generation	No information.	No information	D <sup>1</sup> Married a deaf man.	D <sup>2</sup> Married a deaf man.	S Married a deaf woman.
			One deaf son.	No children.	Five hearing children.
					In this case the mother is not known to have inherited deafness.

"I find among the notes which Professor Bell has kindly placed in my hands another instructive case. O. H. was the only deaf child in a family of 11 children. He had 4 children, 2 of them deaf, and 3 grandchildren, 2 of them deaf, so that the relative predisposition of his parents, himself, and his children to transmit deafness may be represented by the series of fractions,  $\frac{1}{11}, \frac{1}{4}, \frac{2}{3} = \frac{2}{11}, \frac{1}{3}, \frac{2}{3}$ .

"These facts, and many more which might be quoted from our stock of information regarding domesticated animals, show that hereditary peculiarities are often very persistent, independently of selection, and the experience of all breeders shows that this tendency is greatly intensified when both parents have the same inherited peculiarity.

"Not only is this the case, but it is also well known, and proved by many observations, that the normal or type to which the average children of exceptional parents tend to revert may itself be rapidly modified in any desired direction.

"In proof of this I refer to the following experiments in selection by Fritz Müller. (Ein Zuchtungsversuch an Mais. Kosmos, 1886, 2, 1, p. 22.)

Number of rows on cob from which seed were taken.	1867.			1868.			1869.		
	14	16	18	16	16	18	18	18	16
Total number of cobs produced	658	385	205	1,789	262	460	2,486	740	373
	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.
8-rowed cobs	—	—	—	—	—	—	—	—	—
10-rowed cobs	14.4	3.0	1.0	1.4	.8	.2	.1	—	—
12-rowed cobs	48.0	22.8	13.0	22.6	14.5	7.8	6.1	6.1	2.7
14-rowed cobs	35.6	48.6	37.8	48.5	46.7	35.4	37.3	28.5	25.3
16-rowed cobs	3.2	18.7	34.5	22.2	23.7	33.8	33.5	41.6	41.8
18-rowed cobs	.5	6.8	12.6	4.9	12.3	18.2	18.6	20.2	24.1
20-rowed cobs	—	.1	.3	.3	1.2	4.4	3.9	2.8	4.8
22-rowed cobs	—	—	.3	—	.8	.2	.5	.8	1.0
26-rowed cobs	—	—	—	—	—	—	—	—	.5
Average	12.61	14.08	14.9	14.15	14.39	15.52	15.57	15.70	16.15



Appendix 30.

"It will be seen from this table that the number of ears with few rows decreases very rapidly in plants grown from seed taken from ears with many rows, and that the greater the number of rows on the ear from which the seed is taken the smaller is the number of ears produced with a smaller number of rows. It is also plain that, as the number of rows on the ear from which the seed was taken increases, the number of ears produced with a large number of rows increases, and that we have in each case a very considerable number of ears which equal their parents and a few which excel them, even when the parent seeds are far beyond the maximum for all ordinary corn. Fritz Muller says he has never, under ordinary conditions, except in three instances, found an ear with more than 18 rows, and Darwin puts the maximum at 20 rows; yet we have among the children of seed from a 22-rowed ear no less than 48 per cent., or 18 ears out of 373 with 20 rows, and one ear out of 373 with 26 rows, and it will also be seen that the number of children which equal their parents increases in each case in each successive generation.

"Thus the seed planted in 1867 from an 18-rowed ear produced 12.6 per cent. of 18-rowed children. The 18-rowed ear planted in 1868 from an 18-rowed parent produced 18.2 per cent. of 18-rowed children, and the 18-rowed seed planted in 1869 from 18-rowed parents and grandparents produced 18.6 per cent. of 18-rowed children. The series is 12.6 per cent., 18.2 per cent., 18.6 per cent.

"The rapid change which took place in the 'type' after only three years of selection is well shown by the following table, which gives the dominant number of rows at each sowing, and also the percentage of ears which had this number:—

1867.	12 rows,	48 per cent.
1867.	14 "	48.6 "
1867.	14 "	37.8 "
1868.	14 "	48.5 "
1868.	14 "	35.4 "
1869.	14 "	37.3 "
1869.	16 "	41.6 "
1869.	16 "	41.8 "

"The minimum for the third generation is equal to the mean for the first; the mean for the third generation, 16 rows, is very near the maximum for ordinary corn, and the maximum for the third generation is far beyond the maximum for the grandparents.

"I believe that a deaf race might be produced under less rigorous conditions than those which I have stated on the first page, but I am sure all authorities will agree that if these conditions are given the result will be as certain as any result can be which involves the phenomena of life. These are always so completely complex that categorical answers to definite problems are seldom possible."

#### IV. INSTRUCTION OF THE DEAF.

*Views expressed by Superintendents and Principals of American and Canadian Schools for the Deaf in answer to a Circular Letter of Inquiry.*

##### 1. AMERICAN ASYLUM, HARTFORD.

"I give you statistics so far as I have time to get them accurately. For the last three years a much larger proportion of our pupils have been taught articulation than formerly, and a large share of those not taught now are those who entered before that date. Of the 57 pupils who have entered our school in the last three years only 13 were dropped as showing too little ability or aptness in the line of articulation and lip-reading to make it worth while to continue their instruction in those branches though some of them are excellent scholars.

"From experience here and repeated examinations of the work in oral schools I feel fully convinced that the combined system accomplishes the greatest good to the greatest number.

"JOB WILLIAMS, *Principal.*"

##### 2. NEW YORK INSTITUTION, WASHINGTON HEIGHTS.

Chauncey N. Brainard, Superintendent, Isaac L. Peet, Principal. No reply to circular letter received to date, June 2, 1888.

##### 3. PENNSYLVANIA INSTITUTION, PHILADELPHIA.

"The combined system has no place in our school at present. Our pupils are taught either *orally* or *manually*. . . . I believe in *oral* instruction (separate oral) for all deaf children who can be successfully instructed by that method, and in *sign* instruction for those who cannot.

"A. L. E. CROUTER, *Principal.*"

##### 4. KENTUCKY INSTITUTION, DANVILLE.

"I think in all cases possible articulation should be taught when it is even probable that the pupils will improve sufficiently to render it of practical benefit to them in after life, but at the same time I think that the semi-mutes and a few of the exceptionally bright congenitally deaf, in the proportion of about 15 to 25 per cent. of the whole, are all that can be successfully educated by this method.

"W. K. ARGO, *Superintendent.*"

##### 5. OHIO INSTITUTION.

"Just now I am very full of work arranging for examinations and the close of school. I will endeavour to have the work done for you soon.

"AMASA PRATT, *Superintendent.*"

No reply to circular letter received to date, June 2, 1888.

##### 6. VIRGINIA INSTITUTION.

"I do not think that more than 20 per cent. of the pupils at this institution could be educated by the articulation method. I am satisfied that the 'combined system' is not practicable. Children who are taught by the articulation method should be kept away from sign school if possible. In the case of semi-mutes the articulation is useful, even in such schools as this, in enabling the pupil to retain what power of speech he possesses upon entrance, and to help him in learning to read from the lips; for congenital mutes it is, we may say, useless. I intend to make an effort to induce the three States, Maryland, Virginia, and West Virginia, to establish a branch school at Winchester, let us say, to which pupils from each of the States named can be sent, and in which instruction will be given in articulation, and by means of articulation alone, being satisfied, as I said above, that no deaf-mute who is permitted to run with other mutes out of school, using signs as their sole means of communication, will ever profit much by instruction in articulation which is given only for a brief period in each day (from ½ to 1 hour), while the rest of the 24 hours is spent either in a sign class or in company with deaf-mutes who use signs alone as a means of communication. Understand that I speak here only of what I have observed in *this* school in the course of the last 14 years. I do not pretend to make an issue with the advocates of the so-called 'combined' system. They are welcome to their opinion and I claim to be entitled to mine, and I believe I am warranted in saying that I can establish mine so far as *this* school is concerned.

"THOMAS S. DOYLE, *Principal.*"

##### 7. INDIANA INSTITUTION.

Eli P. Baker, Superintendent, expresses no opinion upon this question.

##### 8. TENNESSEE SCHOOL.

"We believe that putting semi-deaf pupils in the 'articulation' or 'oral' class teaches children to discriminate between the sounds of different words, or that such training improves the hearing, which we regard as one and the same thing in results.

"THOMAS L. MOSES, *Principal.*"

##### 9. NORTH CAROLINA INSTITUTION.

W. J. Young, Principal, expresses no opinion upon this question.

Appendix 30.

##### 10. ILLINOIS INSTITUTION.

"All pupils on entering the institution are examined and tried, to ascertain those who give promise of doing well in articulation. . . . Articulation is not used as the sole means of instruction in any case, but in most of these cases it is one of the means of instruction. The number varies as pupils improve.

"PHILIP G. GILLET, *Superintendent.*"

##### 11. GEORGIA INSTITUTION.

"We have always tried to improve the speech of those who come to us having the ability to use spoken language to even a very limited extent. . . . I have nothing to suggest relating to the instruction of the deaf that would be of value to the Commission.

"W. O. CONNOR, *Principal.*"

##### 12. SOUTH CAROLINA INSTITUTION.

N. F. Walker, Superintendent, expresses no opinion upon this question.

##### 13. MISSOURI INSTITUTION.

William D. Kerr, Superintendent, expresses no opinion upon this question.

##### 14. LOUISIANA INSTITUTION.

John Jastrowski, Superintendent. No reply to circular letter received to date, June 2, 1888.

##### 15. WISCONSIN SCHOOL.

"In regard to methods of instruction, I believe that instruction by means of articulation should be closely adhered to in all cases where oral instruction is imparted, and in cases where pupils cannot avail themselves of the oral method in being taught, I would place them in classes taught by the manual method, by spelling and writing. I regard the combined method as the best for all cases, and consider manual instruction a necessity for the great majority of deaf-mutes.

"JOHN W. SWILER, *Superintendent.*"

##### 16. MICHIGAN SCHOOL.

M. T. Gass, Superintendent, expresses no opinion upon this subject.

##### 17. MISSISSIPPI INSTITUTION.

"I am satisfied we do not have enough teachers in our institutions for the number of pupils. The smaller our classes, the better the results. While it might seem extravagant on the part of the Government to employ a teacher for every 5 or 10 pupils, yet if such a teacher is competent and faithful it would not be many years before the Government would be repaid in a large ratio by the intelligent productive power of the pupils.

"J. R. DOBYNS, *Superintendent.*"

##### 18. IOWA INSTITUTION.

Henry W. Rothert, Superintendent, G. L. Wyckoff, Principal. No reply to circular letter received to date, June 2, 1888.

##### 19. TEXAS ASYLUM.

W. H. Kendall, Superintendent, express no opinion upon this question.

##### 20. COLUMBIA INSTITUTION.

E. M. GALLAUDET, *President.*

"(A.) Kendall School. I think that Dr. E. M. Gallaudet's statements to the Royal Commission render anything I might say in the same connexion superfluous.

"JAMES DENISON, *Principal.*"

(B.) National College. E. M. Gallaudet, President. Statement made to Royal Commission, 1887.

##### 21. ALABAMA INSTITUTION.

Jos. H. Johnson, Principal, expresses no opinion upon this question.

##### 22. CALIFORNIA INSTITUTION.

Warring Wilkinson, Principal, expresses no opinion upon this question.

##### 23. KANSAS INSTITUTION.

"My belief, after fifteen years' experience in the work of educating the deaf, and after having made the methods used in our American institutions a careful study, with the purpose of ascertaining the best methods, or combination of methods, is that the ideal institution for the instruction of the deaf is the one where it is practicable to put into use both the sign, pure oral, and auricular methods. To do this with the greatest amount of success, however, necessarily involves a very small number of pupils to each teacher, and is therefore in most cases impracticable.

"S. T. WALKER, *Superintendent.*"

##### 24. LE COUTEUX ST. MARY'S, BUFFALO, N.Y.

Sister Mary Ann Burke, Principal, expresses no opinion upon this question.

##### 25. MINNESOTA SCHOOL.

"I have no hesitation in saying that for the education of the deaf at public expense, where from seven to ten years are allowed for this purpose, the combined or eclectic system succeeds in more cases than the oral. The oral system does fail in giving the necessary discipline and education for citizenship where the combined system succeeds. No conscientious man can consistently use the precious time of youth, and expend public funds for the purpose of giving a lad an accomplishment liable to fall into disuse in a few years, when he can in the same time, and with the same means, give a much better mental and moral training without the accomplishment of very imperfect and often unintelligible speech. Both systems are valuable, and neither is to be discarded entirely.

"J. L. NOYES, *Superintendent.*"

##### 26. INSTITUTION FOR IMPROVED INSTRUCTION, NEW YORK CITY.

D. Greenberger, Principal, expresses no opinion upon this question.

##### 27. CLARKE INSTITUTION.

Caroline A. Yale, Principal, expresses no opinion upon this subject.

##### 28. ARKANSAS INSTITUTE.

F. D. Clarke, Principal, expresses no opinion upon this question.



Appendix 30.

## 29. MARYLAND SCHOOL.

"I could not, without taking more time than would be allowable, submit anything under the fourth heading, and doubt whether I could add anything to the common stock on this point.

"CHARLES W. ELY, Principal."

## 30. NEBRASKA INSTITUTE.

John A. Gillespie, Principal, expresses no opinion upon this question.

## 31. HORACE MANN SCHOOL.

Sarah Fuller, Principal, expresses no opinion upon this question.

## 32. ST. JOSEPH'S INSTITUTE, FORDHAM, N.Y.

Madame Ernestine Nardin, President, expresses no opinion upon this question.

## 33. WEST VIRGINIA SCHOOL.

H. B. Gilkeson, Principal. No reply to circular letter received to date, June 2, 1888.

## 34. OREGON SCHOOL.

P. S. Knight, Superintendent, expresses no opinion upon this question.

## 35. MARYLAND SCHOOL FOR COLOURED DEAF-MUTES.

F. D. Morrison, Superintendent. No reply to circular letter received to date, June 2, 1888.

## 36. COLORADO INSTITUTE.

John E. Ray, Superintendent, expresses no opinion upon this question.

## 37. CHICAGO DAY SCHOOLS.

[The Principal of these affiliated schools, Mr. Philip A. Emery, has forwarded a number of printed pamphlets containing his views relating to the instruction of the deaf. These have been bound into one volume marked "Emery Pamphlets."

The following extracts are passages from Mr. Emery's pamphlets which he marked as expressing his ideas. Mr. Emery is himself deaf, and was educated in one of our institutions. It should be noted that the expression "oral children" refers to ordinary hearing and speaking children, and not to deaf children taught orally. And "oral schools" are ordinary public schools for hearing children, and not schools for the deaf on the oral plan.—A. G. B.]

## EXTRACTS.

From Pamphlet No. 1.—"A Plea for Early Mute Education, Deaf-mute Day Schools, and the Objections to them Answered."

"Aside from the State schools, every town and city that can muster five deaf-mute children of school age should have a deaf-mute department connected with its town or city school, under the control of the School Board and supported out of the school fund; and arrangements should also be made to send such children to the nearest State school, after three to five years of instruction in the day school, if the State school is within easy reach (not over one hundred miles at most). But if not, and the city and adjoining counties have about 300,000 inhabitants, they should have an institution of their own. The day school system can be kept up till it has two or three classes of eight or ten pupils each, then the city should have a regularly organized institution. Hence, all those cities like Cincinnati, Louisville, Chicago, Quincy, Milwaukee, Green Bay, Toledo, Cleveland, Buffalo, Savannah, Ga., New Orleans, Fort Wayne, Lafayette, Logansport, and other cities, should by all means have day schools and a mute high school of their own.

"The high schools should be located in a healthy suburb, and should allow those pupils living in the city who desire to go home at the close of school on Fridays and return on Mondays to do so, in order to save that much of boarding expense to the State, and also that the children may be more or less under the direct home and parental influences and prevented from being entirely weaned from the same.

"A deaf-mute taken from all the good influences of a home, and thrust into a crowd of fellows of misfortune like himself, in an elegant and imposing building, and subjected to a change of habits and exercises almost if not entirely foreign to that of a home, is sure to acquire habits, tastes, and ideas that render him shiftless, capricious, and visionary in after life.

"The carrying out of false ideas narrows the educational chances of the mutes, and limits their acquirements to one-fourth, if that much, to what is given oral children. The very reverse should be the idea and the aim. To give mutes the most varied, the broadest, and the largest possible school training, with the least amount of State boarding, should be the prevailing idea of all the teachers and friends of the mutes. This should also be the aim and acts of the State. It savours more of true benevolence than sailing under the cloak of charity, which is a farce, a fraud!

"The common school law only limits the schooling of oral children from six to twenty-one—i.e. as a free gift, it schools them FIFTEEN YEARS. In the mute State schools the pupils formerly got only FIVE YEARS from their A B C to graduation! By what authority and moral right the State or Trustees of mute schools can limit the mutes to only five years, or a day less than allowed oral children, we are at a loss to understand, unless it be the great cost of boarding. In some of the mute schools the time has been lengthened to eight and ten years, which is an advance in justice; but as the mute needs a schooling far more than an oral child, he should not be limited to a less length of time. His boarding should never be subtracted from his school time at all. Every mute has a just moral claim to at least FIFTEEN full school years of instruction, and no State or Trustees have any legal or moral right to shorten the time a single day. It is not only grossly unjust, but also unconstitutional, to legislate away a single day from the mute's moral right to schooling. The Legislature or Trustees may, if they choose, lengthen the time, but they can never curtail it.

"But as it is a moral and social disaster to take a mute away from home, and from the entire control of parents and home influences, from ten years old till he is fifteen or twenty, some auxiliary plan must be adopted to prevent this in a large measure, if not altogether, and to give him an earlier start and a larger privilege, equal to that of oral children at least, from six to twenty-one years. In some of the boarding mute schools they have been admitting mutes as young as seven or eight, but the experiment seems to have proved a failure, not because the children were too young to learn, but because too young for the rules and military-like care of such schools, and the Trustees in some instances have revoked the terms of admission back to ten years. While this is just one way, it is unjust another. For a child that is a mute should receive attention in the educational line, in its broadest sense, the moment it becomes deaf; and not be left to ignorance, sensuality, till ten years old. Schooling a mute at home is a splendid preventive of indolence of both mind and body, and thus bars the mutes from the tendency to stupidity, blank ignorance, sensuality, &c., that they acquire by being neglected after six years of age till ten or twelve, and which gives so much trouble when they do enter school, and takes so much valuable time to start them in book learning, and break them of bad habits.

"General Eaton says, on page cxxii of his report for 1881—

"The education of the deaf-mute child should be commenced in the home at the earliest practicable moment. He should be encouraged in all active exercises, since they occupy his mind and strengthen his body. He should be shown novel and interesting objects, that his powers of observation may be quickened and his mind furnished with material for thought. The finger alphabet, simple writing and drawing, and the meaning of figures may be taught by parents or by older brothers or sisters. Above all, the moral education of the child should not be neglected, as his future acquirements depend largely upon it. . . . As the deaf child has more than ordinary difficulties to overcome in obtaining an education, there should be no

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obstacle placed in the way of his entrance upon school-life at as early an age as may be deemed advisable.

"The mute day school seems to meet this want quite well. In the first place, it DOES NOT take the child away from home except during school days—9 A.M. to 3 P.M.—and leave him to live and board with his parents, and be under their entire control, the same as oral children. In the second place, it admits him when he is six years old, and CANNOT stop him till he graduates, be it fifteen or more years. In the third place, it costs the state nothing for board.

"True, this may not be done for all of the mutes, as will be seen further on, as to how the isolated mutes should be provided for. As for those living in a city, we have already explained the way for them.

"Schools similar to those in Chicago have been established in London, and placed by the School Board under the supervision of Rev. William Stainer. In order to extend their benefits, homes have been opened near them for the accommodation of children living at a distance. An account of these homes says:—

"Mr. Stainer, aided by benevolent friends, has opened at two or three points near the schools "ladies' Christian homes," where the children are brought together and provided with board and lodgings from Monday until Friday, returning to their homes for Saturday and Sunday. Each home has accommodation for forty children, and they are received as young as four years of age. Their parents pay the cost of their food. Besides the weekly boarders, there are some children who, having no homes of their own, are placed in these establishments as permanent boarders by boards of guardians, the Royal Association in Aid of the Deaf and Dumb, and benevolent individuals. The advantage of the homes is not only that children living at a distance are brought near to the schools, but also that out of school hours they are surrounded with educational and moral influences, while still maintaining their family relations and home ties by weekly visits.—[From Report of the Commissioner of Education, 1881.]

## "Objections to Mute Day Schools Answered."

"The first, and perhaps the strongest objection to these schools is, that regular attendance is impossible, on account of the unreliableness of continual good weather.

"True, these day-schools, like the oral common schools, are more or less subjected to the weather. On this account they cannot be as regularly attended as the State boarding-schools—deaf and dumb institutions. Yet they (mute day-schools) are as regularly attended as the oral schools. Because storms or very bad weather interrupt the regular attendance of oral schools, is that a good reason against their existence, and a proof that they should exist, or that they should exist only as boarding schools? Our mute day pupils are just as anxious to attend these day-schools as the boarding-school pupils are to get back to school at the close of their vacation, and for the same reason too!—and this during bad weather also. We are often amazed at their regular attendance during inclement weather. If they do now and then miss a day on account of bad weather, it does not always detract from their school-room progress. On the contrary, it often whets their mental appetite. The home jars, street sights and episodes, and their contact with people, &c., not only increases their stock of general knowledge, but also their desire for learning. The principal of the St. Louis day-school, Mr. D. A. Simpson, presents many arguments to prove that is best for deaf children to remain at home during their school days, and answers the objections to day-schools as follows, in his letter to the Commissioner of Education, page cxxi of Report of 1881:—

"The only strong point which opponents of day-schools can advance is the difficulty of classification of pupils and the large percentage of daily absence from school. To this it may be replied that some of the very important advantages which a day school has over a State institution more than compensate for this difficulty of classification, and, as to absence from school, it is not at all true, as far as the St. Louis day-school is concerned, that the percentage of daily absence is large. Here, with forty-one pupils enrolled, the average daily absences do not exceed four, less than one from each class.

"Is not this very objection also more than counterbalanced by better health, caused by the daily exercises of a 'long, free run' in going to and returning from

school in the open air, than that of the boarding-school pupils?—not only of stronger physical health, but also clearer and stronger mental powers? Is it not a fact that more children are broken down, and the germs of consumption planted, by too close and long confinement, than by outdoor exposures? Compare the pupils of a day-school and those of a boarding-school as to health and mental vigour, and see if this is not so. We are not here contending against boarding-schools as such at all; at least not against small ones, if the children are under no military-like rules, and who have more open-air and home-like freedom than can be allowed in large boarding-schools. Again, is not this objection to day-schools, on account of irregular attendance, more than overbalanced in the instructing and training of mute children some three or four years earlier than they are in boarding-schools?—and that, too, though the instruction on this account may not be quite so good. Is not this early, though ever so irregular, teaching of mutes, worth something as a preventive against many bad habits and blank mental crusting, or spiritual blindness and mental callousness, so common with mutes who have been allowed to grow up in ignorance, unschooled till nine, ten, or more years old? The school year of many of the State mute schools runs from the second Wednesday in September to the second Wednesday in June, or thirty-eight weeks. Five days in school each week makes 190 school days: this, on a ten years' course, which is the longest time in any State schools, makes 1,900 school days; and in those of eight years' course, 1,520 school-room days.

"In the day-schools, the school year has forty weeks—or 200 school days—and from six years old to twenty-one gives the mutes FIFTEEN YEARS! or 3,000 school days! If he averages one day each week for absence on account of bad weather, which is a large allowance, it will leave him 2,400 days in school, and 500 days, or two and a half years, longer than the ten-year course; and 880 days, or four years, more than the eight-year course! What now has become of the objection?

"Besides the fact that the mute's boarding at home forces his folks to learn to talk with him in his easy, natural, and quick way, which is far better and easier in most cases than to force him to loose much valuable school time in learning articulation, it also more or less educates the public in the mute's peculiar characteristics and his language. This is of vast importance to the mute. For it is not after all the mode or manner by which the mute carries on communication, as it is in the familiar acquaintance with the mutes by the public. Where mutes are well known by the public, especially mutes of good morals, they have far less trouble to get along, and in communication by signs, than they do where they are strangers or people do not know much about them. While we are not opposed to mute institutions for the country mutes, yet it is a fact that institution-mutes too often get entirely too much weaned from the public as well as from home, and when their school course is run, and they return home, they are strangers—foreigners—to the neighbourhood, and this acts against them, no matter how well educated. Some people think them semi-gods in learning, and 'stand off!' And as most people can't write well nor understand overwell the grunty and peculiar enunciation of articulation, &c., it causes them to act cold and distant, and thus leave the mute too severely alone, even when they would like his help, if they were only FAMILIAR by ACQUAINTANCE with him.

"This unfamiliarity, and therefore coldness and distance of the mute's relatives and the public, soon breeds in him discouragement, if not disgust, and off he goes to see the world or seek the companionship of his old school acquaintances, here, there, and yonder. If he can't do this, he lingers around home like a drone. Education is a fine thing, but when it, or rather the necessity of boarding away from home so early and so long, lifts him above his home and relations, it does him harm, and raises that ugly question, 'Is it not more of a curse than a blessing?'

"There is still another point, and that is, the day-school not only familiarises the business public with mutes in seeing them so often, but it familiarises the oral school children with the mutes, and enables them both to learn to communicate with each other while going to and returning home from school together, and playing together, and thus they grow up together, and live and die old friends of childhood and school-days. This interweaves them together, as it were, into social and business life, and thus prevents in a large measure that alienation of mutes from the oral people that is so

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ngly in a business and social way.\* Raise a cat and dog together from birth to maturity and they will always be friendly, no matter about the vast difference in their natures, but raise them apart, and lo, 'a cat and dog life.' Apply the illustration to the different classes of children, and it need no prophet to foretell the results. We speak here not from a theoretical point, but from many a sad experience, and thirty years among mutes out of school.

"A Summary.—Now let us briefly recast the advantages of a mute day-school, and see how stand the advantages versus the disadvantages by comparison.

"1. It begins the education of mutes at or near their home, where they can board at home, and thus be under the direct care and influence of their parents, for at least the first few years, and prevents them in a large measure from getting weaned from their home and losing their love for their parents and home, which is too often the case when mutes receive all their education away from home. Therefore they are more INDEPENDENT and less INSTITUTIONISED.

"2. It gives mute children more years of schooling, the same number of years that oral children receive, which in many States is from six to twenty-one; while State boarding-schools are limited on account of the vast expense of boarding, &c., generally making the best scholarship of mutes about equal to oral children of the ages of ten and twelve years. As mutes need schooling far more than oral children, they should by all means receive as much and not less. Hence, day-schools give mutes the same length of time as oral children, and save to the State at least one-half of the special appropriation, or making that much less needed for boarding, by reducing the time necessary in a boarding-school to one-half—i.e., schooling a mute from six to sixteen in a day-school, and then five years (sixteen to twenty-one) in a boarding-school will give a mute three times better education than can be had without going to a day-school.† That, too, without any greater cost to the State.

"3. It prevents the mutes from growing up in ignorance, stupidity, crustiness, and bad habits in a large measure, if not altogether. A mute at six is often 'bright,' and if not taken in hand while young, will grow sour, morose, and vicious as he grows older; uncared for, the more he feels and broods over his misfortune; which is checked if his education is commenced early; while, if left till ten, he often becomes a 'hard case,' or a 'dull boy.' This is illustrated in the start and advantage that semi-mutes have over others on entering an institution for mutes, which is not so much on account of their ability to hear or talk a little, as these are no mental advantages, but mostly from their having had some early schooling, and on this account enter at once an advanced class and sometimes the high class. This is also so with all who have been more or less to day-schools or who have had several years of private instruction.

"4. It tends to expand and ennoble the mute's better nature, and increase his knowledge and experience of the world, men, and things, by daily observation at home, and while going to and returning from school, and in the discharge of his varied home duties.

"5. It gives the mute more self-reliance,‡ and more business push to earn his own living, which is so often lacking in mutes educated wholly housed up and away from home. And it teaches him what is justice and the rights of man, and that others have rights, &c., as well as he; thus teaching him to regard and respect the claims and rights of others; and to curb his pride, conceit, and educational arrogance.

"6. It forces his parents, brothers, sisters, relatives, and friends to learn to talk with him in his own language far better than when he is educated altogether

\* Prof. A. G. Bell, of telephone fame, has publicly taken the same view of the question, and insists upon it that the mutes must be raised and schooled with the oral children.

† Though common sense, justice, and the common law to give the mute the same amount of schooling, yet in some States the Legislature should enact a special law requiring School Boards to open a day-school wherever five or more mutes can be got together, as it saves to the State four to six years of boarding expenses; and this saving of boarding more than covers the cost of the day-schooling; thus giving mutes a far better education at no greater cost, if as much, than all schooling in the institution. Hence what is taken from the school fund for day-schools is saved in turn in special appropriation to the State institution. And the same is so, if the State makes special appropriation for the day-schools. For it is only a different way, which amounts to the same in the Ledger, but gives the mutes a better education.

‡ The Massachusetts State Board of Charities says that children brought up in asylums and charitable institutions do not LEARN SELF-RELIANCE, and that however good situations are procured for them on their becoming of proper age—graduated—to go out into the world, sooner or later they are almost sure to be found in some charitable institution!—in fact "institutionised"!—Small manual schools teach self-reliance and tend less to institutionisation.

away from home. This is of vast importance to him. And it is far less troublesome for relations to learn to talk with the mute by signs than it is for him to learn articulation! A fact!

"7. It builds up better physical health and makes him stronger and more robust, with less tendency to consumption, which is often the result of long confinement to rooms and limited yard range, and which has broken down the health and shortened the life of many a promising mute boy and girl; for which an education ever so good never compensates. Parents having their child boarding at home with them while young, or between six and sixteen, can doctor and care for it while sick, and are not annoyed by anxiety and uneasiness about sickness and epidemics like those whose children are away from home when sick, or with others who are sick with some violent or contagious disease. Among these are the sore eyes, so common in all institutions, among little children, and which is the great enemy of the deaf-mutes, but which is rarely known in a mute day-school.

"8. The chances and prevalence of evil, or the 'epidemic of wickedness,' is far less, if not one hundred times less, among day-school pupils than among those of a boarding-school. In day-schools the company and familiarity of good children with the evil and vicious ones is only for a few hours during the day and never at night, the evil hour to man. Children well guarded against evil and bad company, and taken good care of, especially at night, will come to manhood and womanhood with better morals than all the lectures on morality and sermons on religion put together can do for them without this moral care. Children, like animals, need no reasoning but forcible restraint from evil, and must be compelled to do right, until their moral character is well formed, developed, and matured. No one can do this so easily and so well as parents—at least, not with those under sixteen. Our stress upon morality may seem too strong, but we must remember that it is the GREATEST need. An educated man without good morals is an evil and a curse to society, while a good moral man without an education is a blessing. It is the latter and not the former who deserves, and can make the right use of, an education.

"9. It gives the mute a larger circle of acquaintance among oral people at home, and this prevents the excessive clannishness so prevalent among mutes educated wholly from home and the world. The larger familiar acquaintance the mute has at home among his parents and neighbours, the less apt is he to become dissatisfied with his home life and to wander off among strangers.

"10. It prevents the parents from being over-indulgent and foolish with and about their mute child, to a great extent. Absence tends to lax requirements in duties and morality by parents on the return of an absent child, and allowance and indulgence that are wrong and injurious are permitted. But when a child is educated near home and boards at home while young or under sixteen, the parents see the ignorance and gloom of their child's mind daily dispelled, which disarms them of their access of sorrow and pity (which is worse than not quite enough of it) for their child's misfortune, and causes them to treat him on an equality, as to duty, morality, work, &c., with the other children. A mute does not need pity, but a good domestic and moral training as well as a good school education, instead of pity, indulgence, and lax requirements.

"If a mute's education is begun when he is six years old in a day-school and he is kept there till sixteen years old, and then sent for five years to a Mute High School—a separate and distinct school from the primary, not a high class of it, nor in any connected with it officially or otherwise, nor on the same plat-location—where the SCIENCE of manual labour, trades\* best suited for boys, and gardening, &c., and culinary affairs—household science, &c.—for the girls, are FULLY AND THOROUGHLY TAUGHT as well as advanced studies, would he not get in these fifteen years of schooling a pretty good command of written language, and that too by signs, as well as a good education otherwise? And if to this he could add a full Mute College course (six years) would we not then have mutes of still broader views and more extended culture than now? Surely we would; for is not the narrowness and conceit of many of our mutes owing much to the too brief schooling and too lax moral training in their primary course?

\* Only boys of good mechanical talents should be allowed to learn a trade. And they should be at least fifteen or sixteen years old.

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"Times indicate a radical change coming. We fancy we see rising o'er the mountain-tops of error and misapplied philanthropy the morning star of a better day for the misunderstood, abused, and illy-educated mute; and that in the near future 'the many' instead of 'the few' will attain to a high degree of intelligence, in scholarship, science, and morality. We ask the prayers and aid of all good men to the end that God will bless and prosper the deaf-mute schools, and speed the day when all mutes shall be as well educated every way as any one.

"Remarks.—The MS. of this pamphlet was written some two or three years ago, long before we knew anything about Prof. A. G. Bell's day-school views. The MS. was given to the printer in March 1884.

"The good points of Prof. Bell as to day-schools v. institutions seem to be anticipated in this pamphlet. But it seems that the author's personal experience with deafness, articulation, signs, and over a quarter of a century's experience as a teacher of the deaf, against Mr. Bell's inexperience in deafness, or signs, or what it actually is as to learning articulation without hearing, saved the author from Mr. Bell's extreme views of articulation.

"While the author has written strongly in favour of day-schools, he wishes it distinctly understood that he is not a puller-down, but an advocate of progress—advancement. He believes it absolutely necessary to have State mute boarding-schools for the mutes of villages and those scattered over the country. But his own sad experience in an institution life, and a long business and social relation with the graduates of large and small mute institutions, forces him to conclude that the small institutions fare generally the best; and that these State schools should be more on the industrial plan, where farm-work, gardening, and fruit culture are the leading features outside of the school-room, and the science and art part of these are taught in earnest. These, the most healthful and independent pursuits of man, and in which deafness is less a bar, if any at all, than in the trades and other pursuits, are not taught as they should be; and too much stress laid upon trades. A good mute who is a good farm hand has far less trouble to get work and to get along than a mute with a trade, because deafness is not so much in the way with the former as it is with the latter.

"But for large cities the author believes the city schools should have a deaf-mute department with a special teacher in charge well versed in the mute's own language—signs, with a high class boarding-school in the suburbs where trades can also be taught for the city boys. But the day-schools cannot be in the same room with the oral children. A small, separate room for such is necessary, the same as they already have in Chicago, Cincinnati, and St. Louis.

"These have maintained a harmonious connexion for some ten years! And that too with excellent results, with none of the imagined disagreeableness, &c., between the oral and deaf children that institution folks fancy there would be, being also favourable for the development of character, business tact, self-reliance, &c.

"One of Mr. Bell's critics does not meet the issue by telling all about the attempts and failures of day-schools in Europe! This is America! not Europe.\* Besides, these foreign day-schools for mutes were schools by themselves, and not departments to a school system like our great common school system. Many of them were started in early days when people did not demand schools for children—not even for oral children, much less for the deaf—as they do in this age, and especially in this country.

"There is another point his critic overlooked, and that is, that all or most of those foreign day-schools used the articulation system only, instead of the 'combined.'

"In this country we believe that the eclectic or combined system in the mute school department of the public schools will meet the great need of mute schools near home, at least for the present age. This American eclectic day school system is the one used in the Chicago Mute Schools. Thus Chicago takes the lead.

"Mr. Bell's critic puts stress upon the idea that institution pupils are at home three months in the year while going to school, as if that was sufficient home life for a mute! He knows, we suppose, as well as any one, that if it was three months instead of seven, away from home every year for ten years, between the ages of

\* A brother critic uses this same foreign argument to prove the contrary! thus stabbing one another with a two-edged sword, instead of standing united on the argument.

ten and twenty, it would spoil most any oral child as to home life and home ties, &c. We venture to say he himself would not care to try the experiment with his oral children, if he has any, much less with an unfortunate child, if he had one.

"Another objector admits all that Prof. Bell says about home ties and home influence, but says 'that not all homes are what they should be,' therefore the mute should be taken away from its mother and home! If so, why not take away all the other children too? If the institution cared for the mutes till death, it would be less objectionable. But it does not, and after the school course is run it returns the mute to his humble and 'ought not to be' home, to stay there! But being raised, by an institution life, above his parental station, he soon becomes dissatisfied with it, and then commences a life of discontent, which often ends in something worse, such as travelling from place to place, begging, visiting and hanging round saloons, pool-rooms, base-ball grounds! Because of no home and no work? No; because home life is 'too lonely'! too 'work much!' &c. Parents are too lax with them, or have lost their control and influence over their mute child by long absence from home. A city daily paper went so far as to state that all the educated mutes in the city gambled, because so many of them were seen so often in pool-rooms, and that they were beer-drinkers too, because they were often seen congregated in saloons! And he might have added, with much show of truth, that they always (?) have beer at their picnics, dancing at their sociables, and wine at their parties! Would not this have been too true? Are these parties as they should be? Should not such be the exception instead of the rule? Does not this reflect severely on institution life? We beg, in the name of all that is sacred in home ties, all that is good in morality, that the institution folks look more closely to the social and moral habits of their charge, and not trust altogether to chapel service, so that their graduates will be more like the day-school pupils, who stick more to home and home duties, &c., even if many of these homes are 'not what they should be.' Remember that Providence rules and not man, or else even these 'should not be homes' would not exist. And we would kindly suggest to parents that it will be well for them to see where, how, and with whom their mute spends his idle time.

"To expect these institution children not to become inflated with pride and arrogance from the effects of fine buildings, nice surroundings, and a domestic life of comfort and ease not always found in the homes of the wealthy, is expecting entirely too much from poor human nature. It is said, 'put a horse in clover, and he will kick,' thus being less useful and more dangerous. Is not this so of man, and especially of children, particularly when gathered into 'a great crowd'?

"Seven children' are considered to be a full family, and all that a man and wife can raise at they should be; and that 'twelve children is too many' for any man to care for and raise right. If so, what is the law of ratio or the largest number of deaf-mutes (who need so much and constant personal attention) that can be in one school, and be cared for, taught, and trained as they should be?'

From Pamphlet No. 2.—"Are Signs or Articulation the best Means or Channel of Instruction?" "By an Old Teacher who was himself taught both Articulation and Signs, and knows from personal experience and long observation which system is the BEST IN THE SCHOOL-ROOM."

"By whose authority do the oral people presume to speak and dictate to the deaf and dumb? Who gave the oral people exclusive authority to sit in judgment on the deaf and dumb without their consent? Have the deaf and dumb no voice nor rights that the oral are bound to respect? Why are intelligent deaf-mute teachers not consulted as to the needs, &c. of their people, even at teachers' conventions? Are they dummy-numps, or human-educational chattel?

"Is 'the pure oral' method a jargon, and grunty intonation of vocal sounds, or an easy, clear, and distinct utterance—a mastery of vowel and consonant sounds?

"Teaching the deaf and dumb to talk is not educating them at all. If it was, why do those children who can hear talk need any schooling, even when they are splendid talkers?



"True, one must have a language whereby to be educated. But it must be his mother tongue; and if this is impossible, then the next, or the one the most EASY to learn and to remember, and *easiest and most fluent to use*, with the least possible mental strain; and not the driest and hardest. If so, why select or elect articulation, which to the deaf and dumb is not only foreign, but UNNATURAL, and exceedingly hard and dry, taxing his memory ten times more than the driest and hardest dead or foreign language does the oral student? The sign language is *easier* to a mute than the mother tongue is to the oral child!—it is, as it were, HIS MOTHER TONGUE! Though a mute child, uneducated, knows but little and uses but little of the sign language, yet he takes to it as easily and as naturally as a duck to water; and in a little while, at school, gathers it up with such rapidity and *avidity* that he often astonishes his teacher with his accuracy and fluency in its use. He often surpasses, as a master of this language, the very best teachers of it among teachers of mutes who hear and speak!—thus opening wide the door to his mind whereby the teacher can readily talk with him on every subject, even on abstract ideas, &c. as though he (the mute) had command of a spoken language! And this is accomplished in an incredibly short time; thus losing but little time from the school-room studies, in acquiring a language that to him is as easy as the English is to an Englishman, or French to a Frenchman. Yea, more so; for the mute is often his own instructor in the language of signs, and sometimes the teacher of it to his teacher! So simple, easy, *natural*, and *philosophical* is the language of signs that you can tell a mute child a pretty good story of a 'cat and mouse' in signs almost the moment he has learned the signs for *cat* and *mouse*; and that, too, before he knows another word. This cannot be done in any spoken language to those who can hear and talk, much less to those deaf and dumb by articulation. These are *facts*—facts that we not only believe to be true, but *know* to be true from our own personal experience and observation among mutes for over a quarter of a century as a teacher.

"Here we could stop and rest upon these facts, and defy the world and a thousand *Milan Conventions* to disprove them, and prove, not by resolutions but by *facts*, that articulation is *inferior* to signs as a means or channel whereby to *educate* the deaf and dumb,—not two out of ten, but nine out of ten.

"The sign language is so new and strange to many that we feel constrained to further remark upon it, for the special benefit of the parents of mutes who should fully know its merits and its claims; and fully impress upon them these claims and merits, and that teaching the deaf and dumb to talk is *not educating them* any more than the learning of a foreign language by a vocal child is educating that child—at least, not as he should be educated on the start.

"The art of speaking by arbitrary rules, without sense or sound,\* is not and cannot be the natural and proper channel through which to *educate* the deaf and dumb. It is more of an *accomplishment* than a channel to his mind. In this respect, we are *not*, and *never* have been opposed to mutes learning articulation, or any other accomplishment that will *embellish* their education or mind; as it is to them what music or a foreign language is to the oral student. This and nothing more. But what we do oppose is the unjust and 'cruel'† proceeding of *FORCING* a mute to learn articulation *before he is educated*, and the still worse policy of attempting to educate him by it only. That which severely taxes the mental powers and takes the strength of mind and memory *too much* from ideas, &c. is surely not a good thing to study while being educated. Language is *not* the *chief* thing to life and action, but *intelligence*, *good ideas*, *good judgment*, &c. are; and these should *always* take the *precedence* of a foreign language. Knowledge, not language, is power. Ideas *first*, language *last*.

"To a mute, spoken words are soulless as well as soundless, and do not and cannot convey the nature or meaning of an object or idea in their chirographical construction or mimic sounds, while signs do! Signs to a great extent are their own interpreters! There is

\* The committee of the Chicago Deaf-Mute Day Schools, in its Report for the school year ending July 31, 1881, in speaking of the progress of the mutes, says: "The wonder, however, is not that as a class they accomplish so little, but really that they accomplish as much as they do in getting command of a language based upon *sound* which has no *sound*, nor sense in its articulate sound, to them."

† The progress referred to has been through *signs* as the means of instruction.

‡ See article on lip reading in *Am. Annals for Deaf and Dumb* for 1883.

no spoken language that does this. If not, and signs do, and are so easily acquired and readily understood by mutes, then why, in the name of common sense, reason, and justice, attempt to educate the mute by prohibiting the use of signs? Why deny to him an *easy and pleasant* road to education? Why repeat with an unfortunate mute the foolish idea of the long-ago college authorities, that 'Greek and Latin is the best education' a child could have?

"AFTER a mute is educated, or after he has a good start in knowledge *via* signs, he then, and *not before*, may be taught articulation, as an *accomplishment*. He can then, and more willingly, more easily, be taught it. For then he often has a *desire* to learn it. 'A *desire* is half-way'.

"In none of the sign schools are the mutes *prohibited* from learning to talk all they like, but rather encouraged to, while in the articulate schools they are *FORBIDDEN* to learn or to use signs, and are reprimanded if they break over this injunction! The plea that signs hinder a child from learning is not true. This is a thing we never knew in a single case in all our long intercourse with them—a thing we cannot account for.

"Most mutes who have learned both signs and articulation prefer to use signs. This being so,—and it is, so far as we have observed,—is it right to keep signs from them? Signs, we believe, are the great Providential compensation to a mute for the loss of hearing and speech—and a splendid compensation too, as nine-tenths of the mutes, if not every mute, can testify. Deny him the use of his own language, and you render his life sombre, solemn, and desolate. If you want proofs of these statements, go visit mutes who are married, or gathered together at parties, and see for yourself who are the most lively, cheerful, and intelligent,—those who have been educated by the sign system, or those educated by articulation only and who know no signs. What! though Providence stopped up my ears, tied my tongue, for some wise purpose, you, a friend (!?), would tie up my hands and send me along down the long journey of life sad and solemn, with only the *artificial* light of the articulate-lantern to guide me, in order that I might always, for your *selfishness*, remember to say 'papa' and 'mamma'—to talk parrot-fashion—rather than that I should not be able or forget how to say these, though I became ever so wise, happy, and useful in an unbroken silence, by the beautiful and effective sign language!

"If we write in rather too severe a strain, remember that we are the victim of the attempt to educate us by the oral process, and that we are not pleading for others in what we have not had actual personal experience, but *vs.* a system in which we have had sad experience. Nor is it so much what the Gallaudets, the Peets, the Jacobs, and Brown, Williams, Wilkinson, Fay, McIntire, Gillett, De Motte, Noyes, Swiller, and many other staunch friends and defenders of the sign system say, that we are thus urged to plead, but from the fact that the deaf-mutes *themselves* all say it is the best, who surely are better judges of what is the best mode of expression for them, than those who never were dumb, judging from their volubility in what they have no personal experience of; though they seem to be deaf, as they seem not to hear the facts; yet they have no experience in deafness physically. Why any one with common sense can contend against signs in the face of all these facts we are at a loss to understand on the grounds of benevolence, common sense, and *education*.

"If signs were as hard to teach as articulation, and as unpleasant and as difficult for mutes to use, and had no advantage in conveying the nature, meaning, &c., of objects, we surely would be the last one in the world to write thus. The articulate system would in that case stand on equal grounds with it. But as articulation is hard to learn and unnatural, it can *NEVER* be the best method of instruction. We should remember that the learning to talk is one thing and education quite another; and that it is not the ability to communicate with others orally that mutes so much need as a good stock of ideas as to the world, men and things, which can be given mutes by signs in far less time (some say in one fourth of the time) than by articulation. If so, why force a mute to take the *longest, hardest and driest* road to knowledge, *via* articulation, instead of the shortest and easiest, by signs? Why tax his memory on the start with that which he should learn last? Do we teach oral children Greek or Latin, or a foreign language, before they are educated in their own? *NEVER!* Would not such a foolish course tend to over-tax and weaken their memories, and *hinder* their acquisition of knowledge?

"But when a mute is wholly or half educated, and is fourteen or sixteen years old, and is able to stand the *severe extra strain* on his memory, he can begin to learn to articulate. In this normal order of things we are as strong a friend to articulation as any one can be who is not blinded by false ideas or prejudice. Had the friends of articulation gone to work on this idea, and opened their schools to mutes who had graduated from the sign schools, *desirous* of learning to talk as an accomplishment, the same as oral children do about music, they would have started right, and would have met with no opposition from the sign schools, and a great deal less from the mutes themselves. They would have secured the patronage that is now given to the articulate department of the sign schools, which would never have been opened, perhaps, had it not been for the wrong or extreme course pursued by articulate schools.

"If the oralists would confine themselves to teaching the pupils to articulate *common* words of every-day life in the common way of people, the same as the oral teacher in the oral department of mute schools, and leave school studies to the sign schools, they would be far more successful and do more good.

"To master common words, pronounce, and be able to read the same on the lips of most people, is a task severe enough at all times on the mind of the pupil at the time. As learning to talk is not education, it therefore is a special or particular *art*, which requires a constant and close attention, for the time being; to master.

"The moment we undertake to divide the pupil's attention while learning to talk by teaching the sciences along with it; we retard the progress in articulation and waste the pupil's time in learning words used in books that are not common, and which the deaf often soon forget because so seldom used by the people. For it depends upon daily practice at home that enables a mute not to forget how to pronounce words learned.

"There are, no doubt, some semi-deaf, especially those who have become more or less deaf *after* ten years of age, who could be quite well educated by the 'pure oral' system alone. But a system that embraces both articulation and signs would be the best, even for these. For when they fail to 'catch' the teacher's utterance or words, or pronounce incorrect, &c., signs would instantly give them the right word or words, and aid them to pronounce more correct. This was so with ourselves, and other semi-deaf said it was so with them.

"We now come to what we consider the best social point in signs and the poorest in articulation, and which is 'cruel' in our friends as well as a great blemish. We mean the objection to signs as leading to *clannishness* among mutes; and that on this ground, shortsighted people say signs should not be learned. And that articulation without signs was the way to *restore the deaf to society*, which is 'a nice thing on paper,' but not true in the full sense in reality, because the deaf are *still deaf*. Though they learned to talk ever so well, it is not so much what the deaf say, as it is what the public want to say to them!—as people want to do the *talking*, and want *you* to *listen*. If you cannot listen or hear because deaf, then the people have little social interest in you. 'A good listener' is a good friend, but a poor listener is not a desirable friend. Now, as these are stubborn facts, even with the best of people, what becomes of the restoration of the deaf to society?

"We, with all our fine *articulate powers*, are not on social equalities with those who hear. And why not? Simply because we are still deaf, and therefore barred out, because we cannot hear, and that, too, notwithstanding our good speaking powers!

"But in the companionship of our deaf and dumb wife, and all out mute acquaintance, we stand upon an equal footing, because deafness is *no bar* to the language of signs. As it is a sort of an every-day theatre, it makes life bearable because it transcribes nature so full and well that much of gloom and lonesomeness is driven away. For he who walks with nature, walks near God. And as signs bring one *closer* to nature than spoken language, he must in the very nature of things live a life less lonely and less cheerless than he who is deaf to all the world, but knows not nature's beautiful language of signs. For, is it not in signs that all nature speaks, and so spoke to Adam long before speech was developed?

\* A writer in the *Annals for the Deaf and Dumb*, for 1883, on Lip Reading so branded the exclusive articulation system.

"Give an *ignorant* deaf man hearing, and that moment he is the equal of any one, and is *talked* to and treated as a man. For his hearing has you by the nose, so to speak. If you slight him in the least because he is not well educated, you do so at your social peril.

"Give speech, even perfect speech, to the deaf man who is well educated—yea, a classical scholar—yet he is 'the deaf man,' 'the dummy'! You may be able to hear him well, but because *he is deaf* you are *brief* in your talk to him, and often say nothing *yourself*. And you speak *less* to him when in company than when behind the barn. And why? Simply because *he is deaf!* Do you fancy he does not *see* and *feel* this *breifly*?

"Is not this a universal and stubborn fact? And has articulation restored him to society in the face of this fact?

"Can a deaf man with perfect speech be a society man fully and freely? We know of a number of very intelligent and highly respected semi-mute ladies and gentlemen, who are treated with much silence in society simply because *they are deaf*. In a social gathering, the company of even a person hard of hearing is avoided as far as practicable without causing him or her to feel slighted. Why so? Because of an inferior social relation? *No!* but because he or she is *deaf*. Ah! it is this elevating deafness or want of hearing that plays the mischief.

"And as the wise seek the society of the educated, the rich the society of the wealthy, the poor those of like condition, the spiritualists those of like belief, the Methodists seek out and associate *mostly* with Methodists, and so of the Presbyterians and all other classes of people. If so, why not allow the deaf to associate with the deaf? You *never* condemn this clannishness in the former; why do you in the latter? Simply because you are liberal-minded and charitable with the former, but *narrow* and *uncharitable* with the latter! If this touches you to the quick, let it do so and burn you till you are just, for we have been the ones insulted, lo! these many years, and hope and pray that these words may wake you to the *wants* and *wishes* of THE MUTES, and less to those of your own, in regard to a people whom you want to unclan.

"Are deaf people devoid of modesty and sensibility?—No! This causes them to get out and keep out of the way—to sit in corners or on a back seat.

"Why do deaf people *prefer* deaf people for companions? Is it not because of like conditions—*equality*? If true, why deny them this *full companionship*?

"As a deaf man spends his idle time mostly by himself or in company with those like himself, why not allow him the fullest of this narrow social enjoyment, by enlarging it, and by permitting him the use of his own language—*signs*—as it is by *this*, and not by articulation, that he *loves* to talk to and be talked to by those who are deaf? We are not pleading against articulation, for it is *useful*, but we protest against the iron-jacketing of the deaf with restriction to articulation alone, or prohibiting their making use of signs. For they will use signs in spite of your rule, behind the house or when out of your sight, and thus practise deception—the first step in immorality!

"Is there not something radically wrong in that system which must needs put a muzzle on the deaf to prevent them from using signs?—the language of nature, which they love so well that they instinctively learn it with little and often with no instruction!

"Superintendent Ely, of the Maryland Mute School, in his report for 1881-83, says:

"It has been urged by extreme advocates of articulation that pupils cannot be successfully taught in schools where the sign language is used. Our experience disproves this conclusively, and also shows the great value of the sign-language in stimulating the minds of the children, and *preparing them to receive more readily instruction in speech*." [This is the belief of ALL teachers in mute institutions.]

"Were the articulate schools places for the deaf to learn to *talk only* (and that is all they should be), and not a school of learning, there would, no doubt, be a reason for forbidding the use of signs by the pupils. But if in teaching in English, grammar, or any science, you have a class who are Germans, or who understand that language better than English, and your explanation happens not to be clear in English, but would be in German, you would not be wise not to speak so, if you could, for the time being; and a tyrant or tyrannical not to allow your pupils to reply in their native tongue when they found they could not do it in



## Appendix 30.

English. Hence those teachers of 'French and German' who undertake to teach English to these foreign people are the best teachers when they can speak these languages as well as the English. For they make the foreign language the 'stepping-stone' to the English. Just so with the deaf—we are obliged to use signs and to allow them to use signs in order to get them to rightly understand us and we them, so as to make the best progress possible in school studies.

"Is not lip-reading, or the watching of the mouth of the speaker by the deaf, a vast machinery of 'guess-work,' guessing at the tens of thousands of words, more or less differently pronounced by a great many people, even by parents, brothers, sisters, and friends? And with men who have moustaches the feat of lip-reading is not only more difficult, but too often impossible.

"Is it not a fact that articulation teachers only can talk to their pupils best, while others, even parents, have more or less difficulty in making their child understand them? Were this not so, the articulate system would be better than it is. But so long as people speak differently and indifferently, it can only be an ACCOMPLISHMENT, but cannot compare with signs at all as a school-room medium between teacher and pupil.

"He who admits nothing, claims too much to be just. Therefore, the pure oralists are not just, for they admit nothing as true or useful in signs, the universal language of nature, particularly that of those who cannot hear or talk. He who admits what is true on his opponent's side, is just. Therefore the manualists are more just and wiser than the oralists, for they admit that some mutes can be taught to articulate to a certain extent, and a few others quite well.

"Why do not the articulate schools add a sign-department to their schools, like the sign-schools have done (in adding an articulation department), and thus give their pupils a more intelligent education, and thereby get more scholars and do more good? Is it not because the sign-department would soon become the largest department, and many of the articulate teachers be obliged to learn signs or else give way to those versed in signs? Would it not look wiser and more philanthropic for them to give the sign system a full and fair trial in their schools, and then, if found not to be of any use, nor to be what is claimed for it, to discontinue it? Would they dare to try it just a little while, and on a small scale? If not, why not? Ah! look behind, and you may see why.

"He who knows both sides—the practice, as well as the theory—is the best judge. Who, therefore, is the best judge, he who has fully and fairly tried both signs and articulation, or he who has tried articulation only?

"How many oralists are there who understand signs well, and yet prefer the oral system as the best school-room language-medium by which to teach the deaf to read, write, and cipher, and to learn geography, drawing, &c.? None! We have known cases of oralists coming over to the manual system, but not a case of a manualist going over to the oralist. People don't go back on Providence—nature, but sometimes they do on art.

"There are a great many manualists (sign-makers) who have taught or can teach articulation, but prefer the signs as the best channel to teach mutes to read, write, cipher, the study of geography and all other school studies, including morality and religion.

"Visible speech,' with all its merits, is not of so much use to the deaf, who read so well what their teacher says, that way, because, as it would seem, the common people do not speak altogether that way. It is an unusual way of speaking, and the deaf who talk this way attract attention at once, and everybody within hearing stops and stares at them! This cuts them to the quick, as they are more sensitive than other people because deafness makes them so.

"You can satisfy yourself by sitting a little out of the reach of the voice, and watching the motion of the lips of people. You will find that many people do not open and shut their mouths and move their lips exactly alike in pronouncing the same words, and you, like the deaf, soon get lost and bewildered. If the vowels had but one clear and distinct lip-motion-sound, and each and all people pronounced or lip-uttered words alike, the deaf would have far less trouble.

"Articulation must be confined to the common way, such as the people use, or else be of little use to the deaf in business life. Otherwise the deaf will miss and misunderstand much that people say to them, no matter how well they learn to read the lips of their teacher, who speaks not as common people do.

"When our State schools are reduced to a normal size (like the model one in Europe, where not over twenty-five pupils are permitted to be collected together), say, not over 100 pupils in one locality, giving America about 600 schools instead of only about sixty, we will then be able to show a standard of excellency in language, science, art, morality, industry, and trades, that is not now attained, and impossible in over-large schools. Enlarge the little oral schools to 300 and 500 children of all grades of mental capacity, and where then would be their few excellent successes? The oral schools have been very fortunate in keeping their schools small, while the sign schools have been unfortunate in being permitted to grow entirely too large, and thereby lessening the individual attention that deafness makes absolutely necessary with the deaf.

"We have not said all we would like to, but we hope we have satisfied inquirers. We close by re-repeating that articulation is a nice accomplishment to those who can master it, but signs are the best medium of educating the deaf."

From Pamphlet No. 3.—"Facts for Parents of Mutes, Ideas for the People, and Suggestions for the Law-makers."

"The trustees of the various institutes should be composed in part of mutes, selected on account of their pre-eminent qualities of good sense, good judgment, and sterling honesty, for such people are much better acquainted with the needs of their own class than those who are able to hear, and who are, under the present system, appointed as trustees, but who are too often entire strangers to deaf-mutes and their peculiarities of language, &c., and, in their ignorance of such, are forced to rely upon the explanation and dictation of interested and sometimes selfish parties."

"As the superintendent is generally, if not always, present at the meetings of the board of trustees, he can, and should, interpret the proceedings of the board to the mute members. In fact, the importance of having deaf-mutes and semi-mutes as members of such bodies is so great as to justify the employment of an impartial and faithful interpreter, in case the superintendent cannot perform that duty."

"We do not see why deaf-mutes with the intelligence, liberal-mindedness, and mature judgment of John Carlin, M.A., H. C. Rider, Editor of the *Deaf Mutes Journal* (N.Y.), with many others of equal honesty and intelligence scattered all over the Union, should not be on the board of trustees of their respective State schools for mutes."

"We firmly believe that with such men, from among the deaf-mutes, on the board of trustees, deaf-mute education would be generally better promoted, many abuses prevented, and many wrongs redressed; and the general management of these institutions run less in the interest of speculators, selfish and individual interest, and more in the moral, intellectual and industrial interest of those for whom the institutions were built.

"PHILIP A. EMERY, Principal."

## 38. CENTRAL NEW YORK INSTITUTION, ROME, N.Y.

E. B. Nelson, Principal, expresses no opinion upon this question.

## 30. CINCINNATI PUBLIC SCHOOL.

A. F. Wood, Principal, expresses no opinion upon this question.

## 40. WEST PENNSYLVANIA INSTITUTION.

"My conviction is that the best method of instruction for the large majority of the deaf is what is usually termed in this country the combined method. The use of signs, in my judgment, cannot be discarded entirely; in fact, to a limited extent they are absolutely necessary; with rare exceptions, to the successful instruction of the deaf; and yet they should be employed as little as possible. Deaf children should be taught the English language from the very beginning.

\* Good sense, good general judgment on all business matters, good understanding of what a deaf-mute school should be, should entitle any mute to a trusteeship, and that, too, even if he is not a good English scholar. For, pray, how many of the oral people who hold such positions are good scholars?

They should learn to use the alphabet at once, and be compelled to spell or write, and not be permitted to use the signs in the schoolroom.

"JOHN G. BROWN, Principal."

## 41. WESTERN NEW YORK INSTITUTION.

Z. F. Westervelt, Superintendent and Principal. No reply to circular received to date, June 2, 1888.

## 42. PORTLAND SCHOOL, MAINE.

Ellen L. Barton, Principal, expresses no opinion upon this question.

## 43. RHODE ISLAND STATE SCHOOL.

"I thoroughly believe in speech reading, . . . in the constant drill of the elements and combinations, but not to the exclusion of words; for instance if in an articulation exercise we should strike upon the combination *shoo* or *to*, I should stop and explain to the pupil that they are the same; that is, have the same sound (requiring the same muscular action in their formation) as *shoe* and *toe*; and I should show the pupil the objects which the words represent; in short, give him as thorough an understanding of the phonetic word as possible. Then he has one, yes, two words for his vocabulary. We go on building in this way until in the ten months (one school year's time) the new beginner, if he has ordinary intelligence, will have a list of from 30 to 60, possibly 100 words. While all the while he adds a little and holds on to the building materials, all the time becoming more and more proficient in their adaptation and use. This method differs somewhat from the Northampton method, and altogether from Mr. Greenberger's latest.

"ANNA M. BLACK, Principal."

vide Reports for further information.

## 44. ST. LOUIS DAY SCHOOL.

D. A. Simpson, Principal. No reply to circular letter received to date, June 2, 1888.

## 45. NEW ENGLAND INDUSTRIAL SCHOOL.

Nellie H. Sweet, Principal, expresses no opinion upon this question.

## 46. DAKOTA SCHOOL.

James Simpson, Superintendent. No reply to circular letter received to date, June 2, 1888.

## 47. MILWAUKEE DAY SCHOOL.

"In regard to question 4, I have written a brief paper and sent it to the Royal Commission through the Rev. Dr. Stainer, of London, who delivered it into their hands. I did this because I heard that Dr. Gallaudet had been asked to appear before them, and I feared the fact that articulation was taught in America, and that we had pure oral schools, might not come to their knowledge. This paper was written more than a year ago, and undoubtedly is still in the hands of the Commission. . . . Enclosed find the law relating to the establishment of day schools for the deaf in our State, also the amendment. The latter really makes the law of value. The amendment was a part of the law of 1885—that is, of the original Bill—but in order to gain our point we yielded a little to circumstances. We were then enabled to start our Milwaukee school, and in 1887 we obtained what we originally asked for—the 100 dollars per child.

"PAUL BINNER, Principal."

## EXTRACTS FROM THE LAWS OF WISCONSIN.

## CHAPTER 315.

An Act in Relation to the Instruction of Deaf-mutes in Incorporated Cities and Villages.

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:—

SECTION 1.—Upon application by the mayor and common council of any incorporated city, or by the

president and board of trustees of any incorporated village in the State, to the State superintendent of public instruction, he shall, by and with the consent of the State board of supervision, grant permission to such city or village to establish and maintain, within its corporate limits, one or more schools for the instruction of deaf-mutes, residents of the State of Wisconsin.

SECTION 2.—The mayor of any incorporated city, and the president of any incorporated village, which shall maintain one or more schools for the instruction of deaf-mutes, shall report to the State superintendent of public instruction and to the State board of supervision, annually, and as often as said State superintendent or board may direct, such facts concerning such school or schools as said State superintendent or board may require.

SECTION 3.—There shall be paid out of the State treasury, in the month of July in each year, to the treasurer of every incorporated city or village maintaining a school or schools for the instruction of deaf-mutes, under the charge of one or more teachers of approved qualifications, to be ascertained by the State superintendent of public instruction, the sum of 100 dollars for each deaf-mute pupil instructed in any such school at least nine months during the year next preceding the first day of July, and a share of such sum proportionate to the term of instruction of any such pupil as shall be so instructed less than nine months during such year.

SECTION 4.—The sums to be paid, as provided in next preceding section, shall be audited by the Secretary of State upon the certificate of the president and secretary of the school board and the superintendent of schools of such city maintaining such school, setting forth the number of pupils instructed in such school or schools and the period of time each such pupil shall have been so instructed in such school or schools next preceding the first day of July; and in case any such school shall be maintained in an incorporated village, then upon the certificate of the county superintendent of schools of the proper county, accompanied by the affidavit of the teacher or principal of such school, setting forth the same facts last aforesaid, all of which such certificates and affidavits shall be first approved in writing by the State superintendent of public instruction and the president of the State board of supervision, which certificates and affidavits so approved shall be filed with the Secretary of State, who shall thereupon issue his warrant upon the State treasurer in favour of the treasurer of such city or village, as the case may be, for the sum which shall appear to be due pursuant to the provisions of this Act; provided, that not more than two-fifths of the amount appropriated by this Act shall be expended in any one county.

SECTION 5.—A biennial appropriation is hereby made to pay the sums which shall each year become due and payable, under this Act; said appropriation shall not exceed 5,000 dollars per annum for the years 1885 and 1886.

SECTION 6.—This Act shall take effect and be in force from and after its passage and publication.

Approved April 4, 1885.

## CHAPTER 40.

An Act in Relation to the Instruction of Deaf-mutes, and Amendatory of Section 4, of Chapter 315, of the Laws of 1885.

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:—

SECTION 1.—Section 4 of chapter 315 of the laws of 1885 is hereby amended by striking from said section the following words at the end thereof, to wit: "Provided that no more than two-fifths of the amount appropriated by this Act shall be expended in any one county;" so that said section when so amended will read as follows: SECTION 4.—The sums to be paid, as provided in next preceding section, shall be audited by the Secretary of State upon the certificate of the president and secretary of the school board and the superintendent of schools of such city maintaining such school, setting forth the number of pupils instructed in such school or schools and the period of time each such pupil shall have been so instructed in such school or schools next preceding the first day of July; and in

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case any such school shall be maintained in an incorporated village, then, upon the certificate of the county superintendent of schools of the proper county, accompanied by the affidavit of the teacher or principal of such schools, setting forth the same facts last aforesaid, all of which certificates and affidavits shall be first approved in writing by the State superintendent of public instruction and the president of the State board of supervision, which certificates and affidavits so approved shall be filed by the Secretary of State, who shall thereupon issue his warrant upon the State treasurer in favour of the treasurer of such city or village, as the case may be, for the sum which shall appear to be due, pursuant to the provisions of this Act.

SECTION 2.—This Act shall take effect and be in force upon its passage and publication.

Approved March 12, 1887.

## 48. PENNSYLVANIA ORAL SCHOOL, SCRANTON.

Miss Emma Garrett, Principal, says:—"I gather from a hasty reading of an article by Mr. R. Laichley that he suggests (in last number of 'Quarterly Review of Deaf-mute Education,' London), establishing day schools. Possibly where he wants to have them they will be practicable. I think the time will come when it will be practicable to have many of them in the United States. I think present need is for small oral boarding-schools here. While we have so many sign boarding-schools poor parents, ignorant of methods, will let their children slip into them. It was practicable to have a day school in large Philadelphia. I demonstrated that. Had eighty pupils."

The following paper "contains much that I would gladly say to anyone studying the interests of the deaf":—

## Conditions necessary to giving every Deaf Child a Chance to learn to Learn to Speak, &amp;c.

When the glorious Milan International Convention of Teachers of the Deaf, held in 1880, decided by a vote of 160 to 4 that the oral method ought to be preferred to that of signs for the education and instruction of the deaf, and that all now pupils be taught by oral method, it recommended that they should be separated from the old pupils who were finishing their course by signs and manual alphabets.

I read in report of 11th National Convention of American Instructors of the Deaf in California in 1886 that the following resolution, with two amendments, was adopted:—"That earnest and persistent endeavours should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labour."

The amendments to this resolution were as follows:—"First, that the trial was to be made by articulation teachers trained for the work; and secondly, that such pupils who had sufficient hearing should be taught orally." These amendments were good; but I looked anxiously, but without finding it, for an amendment to the effect that the pupils given this trial should be absolutely separated from pupils instructed by signs and manual alphabets, this being recommended as a necessary condition to success by the Milan Convention.

Believing that it is a "necessary condition to success," I should have proposed this amendment had I been present at the California Convention. As teachers at the Milan Convention decided, deaf children are not given a "chance" to learn to speak unless they are kept away from signs and manual alphabets while the trial is being made.

I sometimes read in reports of large sign institutions that the small number of pupils they have taught orally compare favourably with those taught in purely oral schools. I do not grant this; but if I did, it would not prove that the same pupils would not do better in oral schools.

Most of our oral schools are in their infancy, and are very small. None of them are large, comparing them with our large sign institutions. Therefore, we must naturally suppose that the sign institutions, being so much more numerous, and, as a rule, so much larger, have a larger number of bright pupils, and a fair comparison cannot be drawn between the few selected pupils orally instructed in large sign schools and the pupils in small pure oral schools.

The charge sometimes made, that oral schools refuse dull subjects, cannot be sustained. I have never refused them, nor have I ever known any pure oral principal to do so.

A child deaf from early infancy was admitted to my school. He was afflicted with chorea, or St. Vitus's dance, had sores on his mouth and hands, and was exceedingly careless and impatient. He had had some instruction from a sign teacher and some from an articulation teacher. His mother told me they had failed in their efforts. His nervous twitching was so bad that he would sometimes turn around a dozen times before he could look at a word on my lips. His upper teeth seemed almost to cover the under teeth. His hand shook so, that it was with difficulty that he could hold a pencil. Sickness kept him at home a great deal. Omitting time lost in this way, he has been under my instruction about three years. In that time he has learnt to speak about two thousand words, writes legibly, and has gained much general information under the head of language and geography lessons. Though he is still very nervous at times, he has slowly but steadily improved physically; and, if he can remain with me as long as sign institutions ask for the education of their pupils, he will have a good education and speak with sufficient distinctness. I tell of his case only in the interest of difficult subjects. Of course it was necessary to give careful thought to the proper treatment of his physical condition while giving him speech, lip-reading, mental development, and writing; and I may add I needed to help him to be morally strong to overcome his extreme impatience and carelessness.

I have had nine years' experience with the deaf, and I consider him one of the most difficult subjects I have ever known.

Dr. Buxton quoted a sentiment of Sir Arthur Helps at the Milan Convention that we would all do well to remember. "Human nature," he says, "is a thing to which we can put no limits, and which requires to be treated with unbounded hopefulness."

I have been an advocate of day schools for the deaf. I still believe such conditions are more natural, and that they are better, provided the child has a home within reasonable distance of school, and where parents and friends communicate with it only through speech. When these conditions do not exist the principal of an oral day school is at an immense disadvantage. This also would prevent any just comparison between articulation pupils in a boarding-school like our sign institutions and the pupils in an oral day school, where many of their homes are so far from school as to cause irregular attendance.

If orally taught deaf children cannot be with judicious parents and friends out of school hours, I think they are better off in an oral boarding-school, provided they have intelligent attendants out of school hours who are pledged to talk to the pupils, and who hold their positions on condition of their fulfilling this pledge. Thus, always being surrounded with talking influences, they will naturally acquire the habit of speech.

It has been said that articulation teaching is injurious to the health of teachers. Facts do not support this statement when the teaching is done in purely oral schools. Special articulation work in sign schools may be unusually wearing. Worry is always more harmful than work, and our pure oral teachers may be sick at heart to feel how few American schools for the deaf employ the methods they believe in. "Hope deferred maketh the heart sick."

Deaf children should be early taught to speak. In the future, when their parents are blessed with a knowledge of the truths contained in Miss May S. Garrett's "Directions to Parents of Deaf Children,"\* they will in many cases begin this work. Until this good time comes I heartily recommend their being placed in moderate-sized oral boarding-schools at four or five years. I say moderate sized, for it seems to me it is impossible to give deaf or hearing children the "mothering" they crave and need in very large schools. Very large schools for young people are sad sights, whether for the deaf or hearing.

That noble and now powerful organisation in many of our largest cities—the Children's Aid Society—is rapidly doing away with large institutions for hearing children, preferring to risk placing poor hearing children in families who are willing to receive a child rather than to surround them with the many evils of life in a large institution. A little child begets love, and in some cases elevates the home it enters in this way.

\* See Mary Garrett Private School, No. 6.

## Appendix 36.

In conversation with one of the most active workers in the Children's Aid Society—I think one of its projectors—I spoke of the necessity for boarding-schools for many deaf children at present. I unfolded the case as clearly as I could to her, and she agreed with me in thinking that a boarding-school on the cottage plan for about one hundred pupils was about the best we could hope to do for the deaf "at present." I emphasised "at present" because the world moves, and what may be the best now may not be years hence.

Many touching stories are told by this Society of the unnatural little children it has found in these large institutions—one of a little girl who did not understand when asked to kiss someone, so completely had this very ordinary expression of affection been left out of her young life. If large institutions are sad for hearing children, how inexpressibly so are they for afflicted deaf children!

We may not look for a deaf child of four or five years to remember or make use of as much as a child of eight or nine would; but those who are taught early to speak will not form so strong a habit of expressing their wants in signs; their voices will ultimately be more natural, lip-reading more true, &c.

In reviewing the work done in Miss Mary S. Garrett's school the past year in her last report, she says, in reference to the present conditions by which the deaf are surrounded:—

"The improvement in the speech and lip-reading of the pupils which it is the main object of the school to teach is all that could be expected under the circumstances. Before every deaf child can have the advantage of the best circumstances, almost as great a revolution must take place in the knowledge of those by whom they are surrounded from their birth as took place when the general belief of the world that the deaf are necessarily idiotic gave way a couple or more centuries ago to the knowledge that they are not."

"It is known now by some that when every person who has any communication with a deaf child talks to it from infancy on, just as to a hearing child, and never uses a motion, sign, or manual alphabet with it, that the child learns the habit of depending on the lips alone and to understand spoken language readily, and the terrible barrier which makes it alone in the world is removed."

"When this knowledge becomes general, and hearing people take advantage of it and act accordingly, then, and not until then, will the oral method be taught under the best circumstances. In the meantime hundreds of deaf children are being sacrificed to the ignorance of those who control them, just as thousands were sacrificed in the old times to the ignorance of the age."

"Our pupils improve just in proportion to their several advantages in this respect; the more constantly they are talked with the faster they improve. I have never used any medium of communication with them except the speech and lip reading they have learnt, and they naturally always talk to me and always understand me; and if everyone else did the same, and had always done so, speech and lip-reading would be easy and natural to them. They need the constant practice which makes speech and lip-reading a habit."

"EMMA GARRETT."

## 49. NEW JERSEY SCHOOL.

Weston Jenkins, Superintendent, expresses no opinion upon this question.

## 50. UTAH SCHOOL.

H. C. White, Principal. No reply to circular letter received to date, June 2, 1888.

## 51. NORTHERN NEW YORK INSTITUTION.

Henry C. Rider, Superintendent. No reply to circular letter received to date, June 2, 1888.

## 52. FLORIDA INSTITUTE.

"St. Augustine, Fla.: May 26, 1888.

"Dr. A. G. BELL.—Dear Sir,—Am sorry the reply to your circular letter has not reached you. I hope it has ere this. I wrote it and left it on my desk for mailing, and can trace it no further. I will try to answer some of the questions as I remember them. We have 18 deaf pupils. Several of them were over 12 years of age when they entered, but even in this

case we are teaching articulation to 12. With 11 articulation is used as a means of instruction; 2 have never been taught articulation; and 4 have been tried without success. Two of the pupils can hear a little (semi-deaf); one became deaf at two years of age; and the other gradually lost her hearing. Cause unknown. We have never made any effort to develop the hearing of these pupils, though I doubt not at least one of them could be much benefited by a systematic course of training.

"It has been our experience that every deaf child of fair mental powers can be taught to speak with sufficient clearness to be understood by those accustomed to hearing 'semi-mutes' talk, if the articulation training begin while the child is very young—say 4 to 8 years of age. But little can be done with children over 15 years of age."

"PARK TERRELL, Principal."

## 53. WASHINGTON (TERRITORY) SCHOOL.

James Watson, Director. No reply to circular letter received to date, June 2, 1888.

## 54. NEW ORLEANS PUBLIC SCHOOL.

"As to the instruction of the deaf, in order to enable them to be well-educated, self-sustaining, and useful citizens, they should be sent early to school, but not to large State institutions, as home influences and the daily observations of life exert a powerful effect in improving the minds and manners of this class of children. The fact is that all growing children require close watching on the part of their own parents and relatives. Therefore day schools are far preferable to the large State institutions."

"R. B. LAWRENCE, Principal."

## 55. EVANSVILLE SCHOOL, INDIANA.

Charles Kerney, Principal, expresses no opinion upon this question.

## 56. LA CROSSE DAY SCHOOL.

"I think that much valuable time and teaching force are thrown away trying to teach many deaf-mutes to talk. It is like Gratiano's "grain of wheat in a bushel of chaff"—an infinite deal of trouble and of little value when acquired. I speak this of the majority, who never learn to talk with ease, facility, and pleasure to themselves and others; still I would not cease to try to give all a chance."

"ALBERT HARDY, Superintendent of Schools."

## 57. NEW MEXICO SCHOOL, SANTA FÉ.

"I think some of having articulation here, if a good number of scholars can be had; but, the people here in the Territory being mostly Mexican, speak Spanish, and if their deaf youths be taught to speak in English in this school it would be of no use to them, as they cannot talk then to their Spanish-speaking folks. They generally want them to get education here, especially in the Roman Catholic creed. English is now taught here according to the Committee's decision. . . . This school is a new one, which has recently become the public property of this Territory. . . . There are now six scholars in attendance here. Two out of the six scholars here are semi-deaf and can speak Spanish, but they are learning English here. Their deafness occurred at the age of ten years. Before it occurred they were taught to speak at home. Two were born deaf, and the rest became deaf during early childhood."

"LARS M. LARSON, Superintendent."

## PRIVATE AND DENOMINATIONAL SCHOOLS.

## 1. WHIPPLE'S HOME SCHOOL.

"We make articulation a speciality, teaching it to every child who enters school. We find all can be taught to articulate who have any degree of intelligence."

"MARGARET HAMMOND, Principal."



## Appendix 30.

## 2. GERMAN EVANGELICAL LUTHERAN INSTITUTION.

D. H. Uhlig, Director, expresses no opinion upon this question.

## 3. ST. JOHN'S CATHOLIC INSTITUTE.

Charles Fessler, President, expresses no opinion upon this question.

## 4. KNAPP'S INSTITUTE.

Fred. Knapp, Principal.—No reply to circular letter received up to date, June 2, 1888.

## 5. VOICE AND HEARING SCHOOL.

Mary McCowen, Principal, expresses no opinion upon this question.

The following passage marked by Miss McCowen is quoted from *The New Method* (April, 1888), a paper issued monthly by "The Voice and Hearing School":—

"Our little three-year-old pupil (supposed to have been totally deaf from birth, and so far developing no hearing), who had never learned at home to speak even the word 'mamma,' is getting to be a regular chatter-box—not that she has perfect speech, but her voice can be heard every hour of the day in spontaneous baby chattering, using words intelligently which she has been taught, and day after day gaining new ones. At the same time her voice is losing the screech (no other word expresses the noise) which terrified the neighbours when she first came, and she is also fast forgetting the signs (because she does not need them to make herself understood) which had been specially taught her at home by a deaf-mute teacher. Her parents visited her last month and expressed themselves delighted with her progress in every way."

## 6. MARY GARRETT'S SCHOOL.

"Every year that I work among the deaf I feel more and more convinced that if every deaf child was guided to speech and lip-reading from infancy, and carefully kept from motions, signs, and manual alphabets, and allowed only speech for all communications with others, that the results would be satisfactory to us and most comforting to the afflicted deaf.

"We cannot expect the best results unless we use all the means.

"MARY S. GARRETT, Principal."

Some of the views Miss Mary Garrett would desire to express will be found in the following article, written by her and published in the *Medical and Surgical Reporter* of June 12, 1886. This is the article referred to by her sister, Miss Emma Garrett, Principal of the Pennsylvania Oral School (No. 47):—

## "DIRECTIONS TO PARENTS OF DEAF CHILDREN.

"All deaf children whose eyesight is good and who are not idiotic, can, with extremely rare exceptions, be taught to talk and can learn lip-reading, provided their parents, caretakers, and teachers know how to guide and teach them. When parents discover an infant to be deaf, they should continue to talk to it, just as every mother does to a hearing baby when it is learning to talk; she does not use motions to it, because it has not yet commenced to understand her language, but she repeats over and over again to it the pet names she calls it, tells it again and again to 'say papa,' 'say mamma,' &c., &c., until it learns to understand and then to copy her words. She is keen to discover, encourage, and correct its first attempts at articulation.

"The attention of the deaf infant should be directed to the mouth with the same persistence, and it should be talked to just the same by every one who is with it. No more motions should be used with it than with a hearing child; its attention should be always guided to the mouth of the speaker and concentrated there. Little by little it will begin to attach meaning to the words and sentences it sees, just as the hearing child little by little learns to attach meaning to the words and sentences that it hears. People almost universally, when they wish to take an infant from its mother, hold out their arms and say, 'Come,' watching the little one for an indication in its face of its desire to be taken, or to see if it will hold out its arms to come. Thus the child learns the meaning of the word 'come,' but as it grows older the parent or others simply call it to come, without holding out the arms, dropping the motion as soon as the child understands

the word. No more motions should be used with a deaf child than this, which amounts simply to showing the action represented by a word; the words should be indefinitely repeated, that the child may become familiar with their looks on their mouth, while the representation of an action should be dropped as soon as possible, and should never be made without at the same time showing the child the word representing it. The names of objects may be taught with the objects, which is really the way in which hearing children learn them in their homes. We must always remember that when a hearing child is learning to talk its hearing gives it the advantage of every word spoken in its presence, while the deaf child only has the advantage of seeing the mouth of the person it happens to be looking at, or who is talking with it, and this difference must be made up to the deaf child by a great amount of repetition of the words and language we are teaching it.

"Every one with whom a deaf child comes in contact should talk to it and encourage and aid it to articulate. Deaf babies begin to say 'Ma-ma-ma' just as hearing babies do, but as a rule it is not encouraged in them; if it were, and the child properly guided to further articulation, it would talk.

"Miss Fuller, Principal of the Horace Mann School at Boston, quotes in her report for 1885 a part of a letter which she received from the mother of a congenitally deaf pupil, now seven years of age, who is able to use speech and to understand it upon the lips of others to a remarkable degree." Miss Fuller says further that the letter "shows what a mother had done before her child entered school at the age of four years."

"The mother writes: 'In trying to recall what Bertha learned in the first three years of her life, I realise the fact that it was through ignorance of her total deafness that we taught her anything. Thinking all the time that she was very backward in learning to talk, we took unusual pains with her, saying over the simple words that children catch so easily. If we had known at the beginning that she heard nothing when we spoke to her, I am afraid, instead of teaching her what little we did, we should have been discouraged and used signs. As it was, she had learned to speak many words before she entered school. 'Papa' and 'Mamma' were the first words that she learned. We would say, 'Come and see papa,' or 'Come and see mamma,' and at the same time hold out our hands to her. In a short time she learned to recognise us by these names and call us by them. To be sure, the words sounded very much alike when she spoke them, but hearing children often speak imperfectly at first. When she was sitting on the floor, I would say 'Up' to her, and partly lift her, so that she soon learned what the word signified, and would say, 'Mamma, up.' She always lived among uncles and aunts, who have helped us in teaching her to talk. None of them ever used signs with her, but talked as with a hearing child. When quite young she learned to call them by their respective names. If she wanted to go to one of them she was induced to say, 'Auntie Jennie,' or 'Uncle George,' before she was gratified. In the same manner she learned to speak the name of any object that interested her. To teach her that she must not play with the stove, I showed her that it soiled her hands, and told her they were 'all black.' If she disobeyed, she would come to me hold up her hands, and say 'All black.' At one time we lived in a house with a family to whom Bertha became very much attached. She learned to call them by name, and when we took her to see them we always asked her if she wanted to go upstairs. It was not long before she would say 'Up-stairs' to us, many times in the day, meaning to ask us if she could go up.

"In this way we did what we could for her until we took her to school. The manner in which we had begun with her was very kindly commended, and we were advised to continue talking with her and teaching her words, which we have done. None of her questions, and they are very numerous, are ever allowed to go unanswered. We always encouraged her to talk to us about her play and everything that interests her, and try to explain what she does not understand. But our feeble efforts seem like nothing in comparison with what her teacher has done and is still doing for her. We appreciate it all, and only hope that Bertha may long remain under her skillful guidance and care.

"No one should be allowed to make motions or signs to the child, or to teach it the manual alphabet, as it grows older. It should be strictly trained to depend on

lip-reading and that alone. When the child is old enough, it may be taught to write words and sentences as soon as it can articulate them and read them from the lips, but not before.

"There are no doubt mothers who would be skillful enough in training their children from the beginning so that they would never need to go to special schools for the deaf, but could be taught with the hearing; probably, however, the majority of parents would need to send their children to school taught by specially trained articulation teachers, for a while at least. Such teachers should be equally strict that all communications with their pupils, in classes and out of classes, at the table, on the play-ground, and on all occasions, should be through speech and speech alone. It is the universal experience that hearing children who study French and German in English schools, where all their lessons, outside of these special classes, are recited in English, do not learn to speak these languages. If deaf children are given special lessons in articulation in schools where they see signs and the manual alphabet used constantly around them, and where they use them in the play-ground, at the table, or in their classes, the cases where they become proficient in the actual use of speech and lip-reading will be as rare as of those hearing children who become proficient in French and German under similar circumstances.

"Children or grown persons who lose their hearing through sickness should at once be trained to read the lips and encouraged to talk just as they did before, and they should as studiously be kept from all contact with signs or manual alphabet as the congenitally deaf.

"Miss Emma Garrett, Principal of the Pennsylvania Oral School for the Deaf at Scranton, Pa., describes in the January number of the *Annals of the Deaf* for 1886 the case of a pupil of hers. He was a young lad who lost his hearing in May 1885. Under her direction he was induced to continue to talk as before and to depend on lip-reading alone for his communication with others; after spending a very few weeks under her instruction in the autumn, he was able to take his place in the hearing school which he had formerly attended, and all his communication there is through speech and lip-reading. There is a great difference in the aptitude of this class of the deaf for acquiring lip-reading; some seem to be what might be called natural lip-readers, and learn it from their associates simply by watching their lips, while others need training from special teachers. All such persons should, however, train themselves or be trained to depend on lip-reading and speech, and not on writing.

"It needs very little reflection on the part of intelligent minds to estimate the difference in the life of a person who is able to understand the speech of those around him, and to make himself understood by them, from the life of one who knows only signs and the manual alphabet, which are almost unknown outside of the institutions where they are taught.

"As there is only one deaf person to every 1,500 hearing persons in our population, it behoves us to help that one deaf person to fit himself for communication with those 1,500. We cannot expect the 1,500 to learn manual alphabets or arbitrary signs to suit the one deaf person.

"There is a popular delusion that the vocal organs of deaf children are defective; the fact is, that such cases are rare exceptions, and that as a rule their vocal organs are normal. The articulation of consonant sounds depends on certain positions of the lips, tongue, teeth, and palate. The quality of vowel sounds depends on certain positions of the tongue. Any deaf child who can cry, and scream, and has lips, tongue, teeth, and palate, has the necessary vocal organs.

"The deaf children are capable of being taught by the *Pure Oral Method*, and the method is a success when parents, caretakers, and teachers know how to apply it. It is possible for deaf born children to learn speech and lip-reading after they begin to go to school, if they have competent teachers; but much time would be saved and far better results obtained if parents would do their part before the child is sent to school.

"Great results have already been gained through the *Oral Method*, and I have no doubt that greater and better results than any already obtained await us in the future, as the method becomes more widely and more strictly and intelligently applied. The oral pupil who has the least amount of intelligible speech and of lip-reading compared with his fellow oral pupils, has just that much advantage over the most expert maker of arbitrary signs and the manual alphabet, which are sure to be as unintelligible to the general public as our speech is to the sign-maker.

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"The more perfect we can make the speech of the deaf, and the more skilful we can train them to be in lip-reading, and the greater the amount of language we can teach them, the happier and more independent they will be.

"MARY S. GARRETT."

## 7. MARIA CONSILIA INSTITUTE.

Sister Adèle, Principal, expresses no opinion upon this question.

## 8. CINCINNATI ORAL SCHOOL.

Katharine Westendorf, Principal. No reply to circular letter received to date, June 2, 1888.

## 9. CHICAGO CATHOLIC SCHOOL.

No reply to circular letter received to date, June 2, 1888.

## 10. MISS KEELER'S ARTICULATION CLASS.

"I have a private class for deaf-mutes taught by the same system as that used in the New York Institution for the Improved Instruction for Deaf-Mutes, in which I was an instructor from 1873 till 1885.

"SARAH WARREN KEELER, Instructor."

## 11. CINCINNATI CATHOLIC SCHOOL.

"As I have been in the profession only since last September, I do not feel warranted in making any observations. Our course of instruction is the same as that pursued at the Philadelphia Institute, except that we, for want of means, do not teach articulation or give industrial training.

"E. P. CLEARY, Principal."

## 12. SARAH FULLER HOME FOR LITTLE CHILDREN WHO CANNOT HEAR.

[This is the first infant school for the deaf in America. The members of the Royal Commission may desire to know something of the origin and purposes of the school. I, therefore, take the liberty of quoting from a personal letter received from the Principal of the Horace Mann School.—A. G. B.]

"Newton Lower Falls, Mass.: May 8, 1888.

"MY DEAR MR. BELL,— . . . I want to tell you a little about the beginning of our home school for little deaf children, as it will soon open. If you have had time to read the articles which I have sent to you, you know our object.

"During the years of my work for deaf children I have often been pained to know that bright eager little minds were found to wait for needed direction until, through neglect, they became listless and indifferent to natural helps. No institution would receive them, day schools were too distant to allow them to live in their homes and go back and forth without much trouble and expense, and private teaching cost too much for the returns to be gained, so no practical way seemed to lead out of the many difficulties until Mrs. Francis Brooks said emphatically: 'We will have a little school.' She has through friends secured enough money to warrant a good beginning, and we shall probably open the school next month with three pupils. One child is two and a half, deaf from cerebro-spinal meningitis, with some perception of sound, good antecedents, and a bright, attractive child. Another probable pupil was born deaf, good parentage, and is nearly three years of age. We have rented a small house near Mrs. Brook's home in West Medford, and have two admirable persons to take charge—one as matron, and the other as teacher. Nothing has been so full of interest to me since the opening of the Horace Mann School as this ideal home for very young deaf children. I can scarcely resist the wish to go to it myself. I would like very much to have an opportunity to tell you more about it. To-night I cannot write longer, but you shall know of my plans for it from time to time.

"I am, sincerely yours,

"SARAH FULLER."

[The letter of Mrs. Brooks which has led to the establishment of this school is full of interest, and should be preserved. I therefore take the liberty of appending it.—A. G. B.]



## "THE SARAH FULLER HOME FOR LITTLE CHILDREN WHO CANNOT HEAR."

"It is proposed to establish in the country, near Boston, a home for children who, being deaf, cannot gain a knowledge of language unless taught.

"It is believed that in such a home, surrounded by the fostering care so needful to all young children, much may be done to mitigate the misfortune of deafness for these little ones.

"While teaching them to speak and to read the lips of those who speak to them, it will be possible to give them, at an early age, such knowledge of the rudiments of language, both spoken and written, as is usual with young hearing children.

"If this be accomplished, they will start in life less heavily weighted than if they are neglected until they are of the proper school age.

"It is not proposed to retain these children in the home after they are old enough to go to the Horace Mann School, only to prepare them for that and to utilise their earliest years before the organs of speech have lost their elasticity.

"If you are inclined to aid us in this undertaking, will you kindly sign this paper and name the amount of your gift?

"The money thus promised will be collected and acknowledged promptly.

"Please address and return to Mrs. Francis Brooks, 97, Beacon Street, Boston."

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Amount \_\_\_\_\_

## SCHOOLS IN THE DOMINION OF CANADA.

## 1. CATHOLIC INSTITUTION (MALE) MONTREAL.

J. B. Manseau, Principal. No reply to circular letter up to date, June 2, 1888.

## 2. CATHOLIC INSTITUTION (FEMALE), MONTREAL.

Sister Mary of Mercy, Superioress. No reply to circular letter up to date, June 2, 1888.

## 3. HALIFAX INSTITUTION.

"As a native of the mother country and for many years engaged in the instruction of the deaf and dumb there, I feel anxious to see the education of the deaf placed upon a proper basis. To accomplish this, in my view the following things are necessary:—

"1. Adequate financial support guaranteed by law to lift the institutions above the precarious and fluctuating support of *voluntary contribution*.

"2. A lengthened term of instruction—eight years at least, as in our own Nova Scotia law.

"3. Better remuneration of teachers.

"4. Elevation of teachers' qualifications and status.

"The last two would almost follow from the first, the want of funds being one chief source of the backwardness of deaf-mute education in Great Britain. Inadequate remuneration leads to inferior qualification and status of teachers, and that again to inferior work.

"The best basis for an institution for the deaf is to have its management organised as a voluntary corporation, subject to public election, drawing a *per capita* allowance for the support of its pupils, payable partly by the State and partly by the municipality or parish to which the pupils belong, an allowance sufficient to cover the cost of maintenance and education. Voluntary contributions need not be excluded, but the work should be regarded as *national*, not *private*—a matter of *right*, not an *elemosynary dole*. The State to satisfy itself as to the quality of the work done by competent inspection or by tests applied according to a standard and method arranged by experts in the education of the deaf.

"Such a system would produce the maximum of results with the minimum of friction and waste.

"One evil to be dreaded is the subordination of the work to party politics, and another the employment of non-experts as inspectors or supervisors of the educational work. This has done serious mischief to the cause of late years in some parts of America. In the old country there is less danger from political interference, but more from the appointment of merely

professional men, chiefly clergymen, as inspectors who have no special acquaintance with deaf-mute education. No general educational qualifications or attainments, however eminent, can supply the lack of special training here, where more than anywhere else the adage applies, "A little knowledge is a dangerous thing."

"J. SCOTT HUTTON, Principal.

"May 17, 1888."

## 4. ONTARIO INSTITUTION.

R. Mathison, Superintendent, forwards Reports of his Institution. The following passages, marked by Mr. Mathison, are quoted from the 1885 and 1887 Reports:—

*From the 1885 Report.*

"In each class there has been an average of twenty pupils, a number really in excess of what ought to be. Experience has demonstrated that sixteen deaf and dumb children are sufficient to tax the most painstaking and conscientious teacher. Although gratifying success has been shown by our teachers in the past with the larger number, still it is too much to expect that the same rate of progress can be maintained. The difficulties of teaching the deaf are greater than in teaching speaking children, as it is largely an individual work. With our present number of teachers, we are still obliged to place twenty or twenty-one pupils in each class. It is to be hoped that arrangements will be made whereby additional teachers may be obtained, so that the pupils now here, and to come, may receive an increased amount of benefit during their term of instruction.

"During the past year we have pursued the same methods of instruction as have been in vogue in former years, making every study subordinate to the teaching of language—the great want of the deaf. The Province owes every deaf-mute child an education, and a good one. It is even more necessary that a deaf child should be educated than a speaking one, and this leads me to remark that the time allowed in this institution, seven years, is too short for the proper instruction of the majority of deaf mutes. Pupils are admitted at seven years of age and are supposed to complete their studies when fourteen, at which age most speaking children are still at school. A deaf child has to be taught more than a speaking one, and yet it is allowed fewer years in which to receive the necessary instruction. An extension to ten years, with a course of study for that period, would enable us to impart a good knowledge of language to a majority of the children who attend here."

"We have 235 pupils at the present time. About thirty of these are young children, all of whom are stated to be over seven years of age. They require constant, watchful care and attention, and were it not that the law compels us to receive them, it would be better if they remained at home with their mothers until a more mature age had been reached. Their minds do not seem capable of grasping ideas, and for two or three years they are only taught the alphabet, and the names of a few objects which could be taught them in their own homes. The children who come here when nine or ten years of age take up the work much more readily than those who come younger, and are as far advanced at the end of one year as the younger ones who have spent two or three years here. Primary instruction could be given these little ones just as well by their parents, if they would interest themselves in the matter. A child may be taught quite early to write the letters of the alphabet and combine them into words indicating objects which can be shown to them. Its own name and names of persons in the family may also be learned in the same way. When a number of words are memorised, short and easy sentences may be written and understood by the child. Counting with objects may also be undertaken, and afford a pleasant pastime for the little one, shut out as it is in many instances from enjoying the play of speaking children. A little attention given in this way would help the young deaf and dumb child materially.

"Considerable discussion has taken place during the past year in England and the United States in reference to the establishment of day-schools for the deaf, in connexion with ordinary public schools, but no definite conclusion seems to have been reached as to their desirability, as opposed to gathering them together in institutions. It has been contended that deaf-mutes brought into communication with hearing and speaking

children in ordinary schools would derive great benefit from the association. The experiment was tried under the auspices of the School Board of London, England, but it was found impracticable to have them in the same rooms, and the deaf-mutes were relegated to classes in class-rooms by themselves. It was also seen that the deaf children did not associate and assimilate with the others, and that their powers of speech were insufficient to enable them to communicate with them. As a solution of the difficulties attending the day-school methods, homes were established in different parts of the city where they were kept and cared for the same as in an ordinary institution. In the United States a number of experiments have been made in the same direction, but with varying success, and where they still exist they are looked upon as only preliminary training places to fit pupils for the more thoroughly organised institutions. Professor J. C. Gordon, an eminent scholar, at the National Deaf-Mute College at Washington, has given a great deal of attention to this matter, and after thoroughly investigating the subject in a dispassionate manner, and consulting authorities at hand in the extensive library at his command, says "that disappointment and failure have uniformly followed the attempted extension and adaption of the common school system to the needs of deaf children; that in Europe the systematic and organised efforts in that direction have been abandoned, and the education of the deaf has been confined to trained specialists in organised institutions; that a complete and satisfactory education of children who have never heard, in the same class with hearing children, has never been accomplished; that the satisfactory instruction of the deaf requires teachers having special fitness for the work, special training, and that special institutions remain the necessity for the great mass of deaf children, as they continue to afford satisfactory results with the greatest economy of time and money."

"Most of the institutions in the United States and Canada recognise the importance of industrial training for deaf-mutes. In the British institutions, however, an opposite opinion seems to prevail, for at a convention of the head-masters of these latter, held in Doncaster, a resolution was unanimously passed to the effect that the intellectual and moral training of the deaf and dumb was of more paramount importance to them than the teaching of trades. The principal objections then raised were, that when they left school they did not follow those trades which they had been taught, but preferred something else; that if they did continue to work at their respective trades, they were obliged to serve the full apprenticeship outside, no account being taken of the three or four years which they had spent at it while at school; and that the expense was too great. Since then, however, one, at least, of the British instructors has changed his opinion, namely the Rev. Wm. Stainer, who has charge of the London Day School. In a letter to the *London Times*, some time since, he says: 'There are known to be at the present time hundreds of deaf and dumb people in the metropolis either wanting employment, or, for want of knowing a trade, incapable of supporting themselves by their own labour. Most of these have had all the advantages that an expensive school education could bestow, and yet are not self-supporting. Hitherto I have advocated the entire separation of industrial and school occupations, on the ground that they would interfere with each other; but more recent experience, gained on the Continent and in the United States, convinces me that we are behind in this matter, and ought, without delay, to adopt practical measures.'

*From the 1887 Report.*

"I have no new departure in the way of imparting instruction to deaf children to announce, as we have pursued the methods which we have found to be most effective in the past. Our system is known as the *Combined* one, and by its use we are advancing side by side with the best institutions in America. The convention of instructors which met at Berkeley, California, last year came to the conclusion that the experience of many years in the instruction of the deaf has plainly shown that among the members of this class of persons great differences exist in mental and physical conditions and in capacity for improvement, making results easily possible in certain cases which are actually unattainable in others, and that the system of instruction existing at present recommends itself for the reason that its tendency is to include all known

methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action, working at the same time in harmony, and aiming at the attainment of a common object.

"R. MATHISON, Superintendent.

## 5. MACKAY INSTITUTION.

"We discourage the use of signs in the class-rooms, and encourage written and spoken language.

"The advanced ones can readily communicate with hearing people and with each other without resorting to pen and paper."

"HARRIET E. MCGANN, Superintendent."

## 6. NEW BRUNSWICK INSTITUTION.

A. H. Abell, Principal. No reply to circular letter to date, June 2, 1888.

## 7. FREDERICTON INSTITUTION.

Albert F. Woodbridge, Principal. No reply to circular letter to date, June 2, 1888.

## LETTERS.

*From the former Principal of the Clarke Institution.*

"Boulder, Colorado: May 5, 1888.

"DEAR SIR,—Your circular came this morning. I have been out of the work of deaf-mute teaching for nearly four years, and you need more recent statistics than anything I can give you. I cannot add anything to those which Miss Yale will give you. I am very glad you are sending out these "Queries," and hope you will receive full and prompt replies. I had a great deal of trouble to gather the tabular statement we made in 1883, in some instances having to make several requests before obtaining a reply. I have just been comparing our statement with that in the last January 'Annals'; it shows a gain in the teaching of articulation, but not as great a gain as I would like to see.

"The change at Hartford is quite marked, now giving some instruction in articulation to 85 out of 180, and in 1883 teaching 35 out of 188. In writing to Mr. Williams recently I commented on this increase, and he replies: 'We have three teachers in our articulation department now, and are doing more than we have before done in that line. Some of our congenital mutes are doing remarkably well. I would have more rather than less of speech and speech reading, but at the same time I believe as firmly as ever that there is a large percentage of the children in all schools for the deaf to whom speech and speech reading can give no adequate compensation for the loss they would suffer in being deprived of the aid of the sign language in getting their education.' When I think how the American Asylum fought the establishing of our school, I feel that 'the world does move.'

"I hope the 'Annals' will receive the benefit of the information you gather, and that it will be able to convince the Royal Commission of the advantages of articulation.

"With thanks for your kind wishes for my health, and love to Mrs. Bell,

"Yours truly,

"H. B. ROGERS.

"Professor A. Graham Bell,  
"1,336 Nineteenth Street, Washington, D.C."

*From the Editor of the "American Annals of the Deaf."*

"Kendall Green, Washington, D.C.:

"May 5, 1888.

"MY DEAR PROFESSOR BELL,—I thank you for your circular, which I was glad to see; also for your courteous invitation to express my views. To express them fully would require a good deal of explanation and qualification, and I do not think it best to undertake it at present. I will only express the hope that you will urge the British Government to afford liberal support to existing schools of all kinds, and to establish new ones, without hampering them by close restrictions of any kind as to the methods to be pursued, trusting rather to 'the survival of the fittest,' which will be the inevitable result of the free discussion which has been going on for some time and is not yet ended.

"Hoping you will have a pleasant and prosperous trip, and that your mission will result in much good.

"I am very truly yours,

"E. A. FAX."







Appendix 30.

or school except with the consent of the proper authorities thereof or of the governor, and the sums necessary for the instruction and support of such pupils in such institution or school shall be paid by the Commonwealth: *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sums by the parents or guardians of said pupils.

Section 2.—Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

Section 3.—This act shall take effect upon its passage.

Approved, April 14, 1857.

GROWTH OF AMERICAN SCHOOLS FOR THE DEAF FROM 1857 TO 1887.

Statistics compiled from the American Annals of the Deaf.

Date.	Total Number of Schools.	Total Number of Pupils.	Number of Pupils taught Articulation.	Total Number of Teachers.	Number of Deaf Teachers.	Number of Articulation Teachers.
1857	20	1,721	—	95	—	—
1863	22	2,012	—	119	—	—
1866	24	2,469	—	120	—	—
1867	24	2,576	—	120	—	—
1868	27	2,998	—	170	71	—
1869	30	3,246	—	187	77	—
1870	34	3,784	—	222	94	—
1871	38	4,063	—	260	110	—
1872	36	4,253	—	271	107	—
1873	38	4,252	—	274	104	—
1874	44	4,892	—	290	98	—
1875	48	5,309	—	321	111	—
1876	49	5,010	—	304	104	—
1877	49	5,711	—	356	111	—
1878	49	6,166	—	375	126	—
1879	51	6,431	—	388	113	—
1880	55	6,798	—	425	132	—
1881	55	7,019	—	444	147	—
1882	55	7,155	—	481	154	—
1883	53	7,169	—	497	151	—
1884	61	7,485	2,041	508	155	—
1885	64	7,801	2,618	540	156	—
1886	66	8,050	2,484	566	158	134
1887	69	7,978	2,556	577	155	171

ANALYSIS OF TENTH CENSUS OF THE UNITED STATES RELATING TO THE DEAF AND DUMB.

Results compiled from the published Statements of the Rev. Fred. H. Wins, Expert and Special Agent of the Tenth Census for the Defective, Dependent and Delinquent Classes.

DEAF AND DUMB OF THE UNITED STATES, 1880.

Where found.		
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
Total	-	33,878

Sexes.		
Males	-	18,567
Females	-	15,311
Total	-	33,878

Ages.		
Under 6 years of age	-	1,437
6 to 16 years of age	-	10,046
Over 16 and under 21	-	5,013
21 years of age and over	-	17,382
Total	-	33,878

Age when Deafness occurred.		
Born deaf	-	12,155
Under 5 years of age	-	7,289
5 to 9 years of age	-	2,235
10 to 14 years of age	-	694
15 years of age	-	100
Unknown	-	11,405
Total	-	33,878

Causes of Deafness.		
Congenital	-	12,155
Adventitious	-	10,318
Not stated	-	11,405
Total	-	33,878

Causes of Adventitious Deafness.		
Causes assigned, accepted and tabulated	-	9,209
Causes assigned, rejected as too vague or improbable to be counted or classified	-	978
No cause assigned	-	131
Total	-	10,318

Causes of Adventitious Deafness Assigned with more or less Definiteness and Probability in the following Cases.

Accident	-	593
Diseases of ear	-	366
Other diseases	-	8,250
Total	-	9,209

ANALYSIS OF THE 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	-	131
Quinine	-	78
Blows and Contusions	-	74
Inflammations of the Ear	-	72
Diphtheria	-	70
Hydrocephalus	-	63
Teething	-	54
Mumps	-	51
Small-pox and Variola	-	47
Erysipelas	-	36
Fright	-	32
Water in the Ear	-	25
Sun-stroke	-	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
Total	-	9,209

Appendix 30.

SCHOOLS FOR THE DEAF IN THE UNITED STATES, 1888.

Name.	Location.	Method of Instruction.	Date of Opening.	Chief Executive Officer.
A.—PUBLIC SCHOOLS.				
1. American Asylum for the Education of the Deaf and Dumb.	Hartford, Conn.	Combined	1817	Job Williams, M.A., Principal.
2. New York Institution for the Instruction of the Deaf and Dumb.	Washington Heights, New York, N.Y.	Combined	1819	Isaac Lewis Peet, LL.D., Principal. Chauncey N. Brainerd Superintendent.
3. Pennsylvania Institution for the Deaf and Dumb.	Philadelphia (3), Pa.	Manual and Oral	1821	A. L. E. Crouter, M.A. Principal. W. K. Argo, B.A., Superintendent.
4. Kentucky Institution for the Education of Deaf-Mutes.	Danville, Ky.	Combined	1823	Amasa Pratt, M.A., Superintendent.
5. Ohio Institution for the Education of the Deaf and Dumb.	Columbus, Ohio	Combined	1829	Thomas S. Doyle, Principal.
6. Virginia Institution for the Education of the Deaf and Dumb and the Blind.	Staunton, Va.	Combined	1839	Eli P. Baker, Superintendent.
7. Indiana Institution for the Education of the Deaf and Dumb.	Indianapolis, Ind.	Combined	1844	Thomas L. Moses, Principal.
8. Tennessee School for the Deaf and Dumb.	Knoxville, Tenn.	Combined	1845	W. J. Young, M.A., Principal.
9. North Carolina Institution for the Deaf and Dumb and the Blind.	Raleigh, N.C.	Oral and Manual	1845	Philip G. Gillett, M.A., LL.D., Superintendent.
10. Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill.	Combined	1846	W. O. Connor, Principal.
11. Georgia Institution for the Education of the Deaf and Dumb.	Cave Spring, Ga.	Manual	1846	Newton F. Walker, Superintendent.
12. South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Spring, S.C.	Combined	1849	William D. Kerr, M.A., Superintendent.
13. Missouri Institution for the Education of the Deaf and Dumb.	Fulton, Mo.	Combined	1851	John Jastremski, M.D., Superintendent.
14. Louisiana Institution for the Deaf and Dumb.	Baton Rouge, La.	—	1852	John W. Swiler, M.A., Superintendent.
15. Wisconsin School for the Deaf	Delavan, Wis.	Combined	1852	M. T. Gass, M.A., Superintendent.
16. Michigan School for the Deaf	Flint, Mich.	Combined	1854	J. R. Dobyms, M.A., Superintendent.
17. Mississippi Institution for the Education of the Deaf and Dumb.	Jackson, Miss.	Combined	1854	Henry W. Rothert, Superintendent.
18. Iowa Institution for the Education of the Deaf and Dumb.	Council Bluffs, Iowa	Combined	1855	G. L. Wykoff, Principal.
19. Texas Deaf and Dumb Asylum	Austin, Texas	Combined	1857	W. H. Kendall, Superintendent.
20. Columbia Institution for the Deaf and Dumb.	Kendall Green, near Washington, D.C.	—	1857	E. M. Gallaudet, Ph.D., LL.D., President.
A. Kendall School for the Deaf	Kendall Green, near Washington, D.C.	Combined	1857	James Denison, M.A., Principal.
B. National Deaf-Mute College	Kendall Green, near Washington, D.C.	Manual	1864	E. M. Gallaudet, Ph.D., LL.D., President.
21. Alabama Institution for the Deaf	Talladega, Alabama	Combined	1858	Joseph H. Johnson, M.D., Principal.
22. California Institution for the Deaf and Dumb and the Blind.	Berkeley, California	Combined	1860	Warring Wilkinson, M.A., Principal.
23. Kansas Institution for the Education of the Deaf and Dumb.	Olathe, Kansas	Combined	1861	S. T. Walker, M.A., Superintendent.
24. Le Couteux St. Mary's Institution for Improved Instruction of Deaf-Mutes.	Buffalo, N.Y.	Manual, Oral, and Combined.	1862	Sister Mary Anne Burke, Principal.
25. Minnesota School for the Deaf	Faribault, Minn.	Combined	1863	Jonathan L. Noyes, M.A., Superintendent.
26. Institution for the Improved Instruction of Deaf-Mutes.	New York, N.Y.	Oral	1867	D. Greenberger, Principal.
27. Clarke Institution for Deaf-Mutes	Northampton, Mass.	Oral	1867	Miss Caroline A. Yale, Principal.
28. Arkansas Deaf-Mute Institute	Little Rock, Ark.	Combined	1867	Francis D. Clarke, M.A., Principal.
29. Maryland School for the Deaf and Dumb.	Frederick City, Md.	Combined	1868	Chas. W. Ely, M.A., Principal.
30. Nebraska Institute for the Deaf and Dumb.	Omaha, Neb.	Combined and Aural.	1869	John A. Gillespie, M.A., Principal.
31. Horace Mann School for the Deaf	Boston, Mass.	Oral	1869	Miss Sarah Fuller, Principal.
32. St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.	Fordham, N.Y.	Combined and Oral.	1869	Madame Ernestine Nardin, President.
33. West Virginia School for the Deaf and the Blind.	Romney, W. Va.	Combined	1870	H. B. Gilkeson, Principal.
34. Oregon School for Deaf-Mutes	Salem, Oregon	Combined	1870	Rev. P. S. Knight, Superintendent.
35. Maryland School for Coloured Blind and Deaf-Mutes.	Baltimore, Md.	Combined	1872	F. D. Morrison, M.A., Superintendent.
36. Colorado Institute for the Mute and Blind.	Colorado Springs, Colo.	Combined	1874	John E. Ray, M.A., Superintendent.
37. Chicago Deaf-Mute Day-Schools	Chicago, Ill.	Manual and Oral	1875	Philip A. Emery, M.A., Principal.
38. Central New York Institution for Deaf-Mutes.	Rome, N.Y.	Combined	1875	Edward B. Nelson, B.A., Principal.
39. Cincinnati Public School for Deaf-Mutes.	Cincinnati, Ohio	Manual	1875	A. F. Wood, Principal

Name.	Location.	Method of Instruction.	Date of Opening.	Chief Executive Officer.
40. West Pennsylvania Institution for the Instruction of the Deaf and Dumb.	Edgewood, near Wilkinsburg, Pa.	Combined	1876	Rev. J. G. Brown, D.D., Principal.
41. Western New York Institution for Deaf-Mutes.	Rochester, N.Y.	Combined	1876	Z. F. Westervelt, Principal and Superintendent.
42. Portland School for the Deaf	Portland, Me.	Oral	1876	Miss Ellen L. Barton, Principal.
43. Rhode Island State School for the Deaf	Providence, R.I.	Oral	1877	Miss Anna M. Black, Principal.
44. St. Louis Day-School for the Deaf	St. Louis, Mo.	Manual	1878	D. A. Simpson, B.A., Principal.
45. New England Industrial School for Deaf-Mutes.	Beverly, Mass.	Combined	1879	Miss Nellie H. Sweet, Principal.
46. Dakota School for Deaf-Mutes	Sioux Falls, D.T.	Combined	1880	James Simpson, Superintendent.
47. Milwaukee Day-School for the Deaf	Milwaukee, Wis.	Oral	1883	Paul Binner, Principal.
48. Pennsylvania Oral School for the Deaf	Seranton, Pa.	Oral	1883	Miss Emma Garrett, Principal.
49. New Jersey School for Deaf-Mutes	Chambersburg, near Trenton, N.J.	Combined	1883	Weston Jenkins, M.A., Superintendent.
50. Utah School for the Deaf	Salt Lake City, Utah	Manual	1884	Henry C. White, B.A., Principal.
51. Northern New York Institution for Deaf-Mutes.	Malone, N.Y.	Combined	1884	Henry C. Rider, Superintendent.
52. Florida Blind and Deaf-Mute Institute	St. Augustine, Fla.	Combined	1885	Park Terrell, Principal.
53. Washington School for Defective Youth	Vancouver, W.T.	Combined	1886	James Watson, Director.
54. New Orleans Public School for Deaf-Mutes.	New Orleans, La.	Manual	1886	R. B. Lawrence, Principal.
55. Evansville Deaf-Mute School	Evansville, Ind.	Manual	1886	Chas. Kerney, B.A., Principal.
56. La Crosse Day-School	La Crosse, Wis.	Oral	1886	Albert Hardy, Superintendent of Schools.
57. New Mexico School for the Deaf and Dumb.	Santa Fé, N.M.	Manual	1887	Lars M. Larson, B.A., Superintendent.

B. DENOMINATIONAL AND PRIVATE SCHOOLS, 1888.

1. Whipple's Home School for Deaf-Mutes	Mystic River, Conn.	Oral	1869	Margaret Hammond, Principal.
2. German Evangelical Lutheran Institution for Deaf and Dumb.	Norris, Mich.	Oral	1873	D. H. Uhlig, Director.
3. St. John's Catholic Deaf-Mute Institute	St. Francis, Wis.	Combined	1876	Rev. Chas. Fessler, President.
4. Mr. Knapp's Institute	Baltimore, Md.	Oral	1877	Frederick Knapp, Principal.
5. Chicago Voice and Hearing School for the Deaf.	Englewood, Ill.	Oral and aural	1882	Miss Mary McCowen, Principal.
6. Private School for Teaching Deaf Children to Speak.	Philadelphia, Pa.	Oral	1885	Miss Mary S. Garrett, Principal.
7. Maria Consilia Deaf-Mute Institute	St. Louis, Mo.	Combined	1885	Sister Adèle, Principal.
8. Cincinnati Oral School for the Deaf	Cincinnati, O.	Oral	1886	Mrs. Katherine Westendorf, Principal.
9. Chicago Catholic School for Deaf-Mutes.	Chicago, Ill.			
10. Miss Keeler's Articulation Class	New York, N.Y.	Oral	1886	Miss Sarah Warren Keeler, Principal.
11. Cincinnati Catholic School for Deaf-Mutes.	Cincinnati, O.	Manual	1887	E. P. Clearly, B.A., Principal.
12. Sarah Fuller Home for Little Children who cannot Hear.	West Medford, Mass.	Oral	1888	Sarah Fuller, Supervising Principal.

C. SCHOOLS FOR THE DEAF IN CANADA, 1888.

1. Catholic Male Deaf and Dumb Institution for the Province of Quebec.	Mile-End, near Montreal, Can.	Manual and Oral	1848	Rev. J. B. Manseau, C.S.V. Principal.
2. Institution for the Female Deaf and Dumb of the Province of Quebec.	Montreal, Can.	Manual and Oral	1851	Rev. Sister Mary of Mercy, Superioress.
3. Halifax Institution for the Deaf and Dumb.	Halifax, N.S.	Combined	1857	J. Scott Hutton, M.A., Principal.
4. Ontario Institution for the Deaf and Dumb.	Belleville, Ontario	Combined	1870	R. Mathison, Superintendent.
5. Mackay Institution for Protestant Deaf-Mutes and the Blind.	Montreal, Can.	Combined	1870	Miss Hargriet E. McGann, Superintendent.
6. New Brunswick Deaf and Dumb Institution.	6. Portland, N.B.	Manual	1873	A. H. Abell, Principal.
7. Fredericton Institution for the Education of the Deaf and Dumb.	Fredericton, N.B.	Combined	1882	Albert F. Woodbridge, Principal.

- A. (3.) Broad and Pine and (Oral Branch) Eleventh and Clinton Streets.  
 (24.) No. 125, Edward Street.  
 (25.) Lexington Avenue, between 67th and 68th Streets.  
 (31.) No. 65, Warren Street.  
 (32.) This Institution has three branches: one at Fordham, another at 61st Henry Street, Brooklyn, and another at Thragg's Neck, Westchester county, N.Y.  
 (35.) No. 648, W. Saratoga Street.  
 (39.) There are five schools in different parts of the city. Mr. Emery's address is 43, So. May Street.  
 (40.) Ninth Street, between Walnut and Main Streets.  
 (43.) Corner Fountain and Beverly Streets.

- (44.) Corner Ninth and Washington Streets.  
 (47.) Corner Seventh and Prairie Streets.  
 (51.) Corner of Girod and Rampart Streets.  
 B. (4.) Nos. 29, 31, and 33, Halliday Street.  
 (5.) Wabash Avenue, near 63rd Street.  
 (6.) No. 16 South Broad Street.  
 (7.) No. 1348, Cass Avenue.  
 (8.) Seventh and Race Streets.  
 (9.) St. Joseph's Home, May Street.  
 (10.) No. 597, Lexington Avenue.  
 C. (2.) No. 401, St. Denis Street.  
 (5.) Notre Dame de Grâce.

APPENDIX 31.

FALLACIES CONCERNING THE DEAF, AND THE INFLUENCE OF SUCH FALLACIES IN PREVENTING THE AMELIORATION OF THEIR CONDITION.

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Mr. ALEXANDER GRAHAM BELL made the following communication on

FALLACIES CONCERNING THE DEAF, AND THE INFLUENCE OF SUCH FALLACIES IN PREVENTING THE AMELIORATION OF THEIR CONDITION.

It is difficult to form an adequate conception of the prevalence of deafness in the community. There is hardly a man in the country who has not in his circle of friends and acquaintances at least one deaf person with whom he finds it difficult to converse excepting by means of a hearing-tube or trumpet. Now is it not an extraordinary fact that these deaf friends are nearly all adults? Where are the little children who are similarly afflicted?—Have any of us seen a child with a hearing-tube or trumpet? If not, why not? The fact is that very young children who are hard of hearing, or who cannot hear at all, do not naturally speak, and this fact has given origin to the term "deaf-mute," by which it is customary to designate a person who is deaf from childhood.

"But are there no deaf children?" you may ask, "excepting those whom we term deaf-mutes?" No; none. In the tenth census of the United States (1880) persons who became deaf under the age of sixteen years were returned as "deaf and dumb." Such facts as these give support to the fallacy that deafness, unaccompanied by any other natural defect, is confined to adult life, and is specially characteristic of advancing old age. So constant is the association of defective speech with defective hearing in childhood that if one of your children whom you have left at home, hearing perfectly and talking perfectly, should, from some accident, lose his hearing, he would also naturally lose his speech. Why is this, and why are those who are born deaf always also dumb.

Fallacies concerning the Dumbness of Deaf Children.

The most ingenious and fallacious arguments have been advanced in explanation: George Sibscota,\* in 1670, claimed that the nerves of the tongue and larynx were connected with the nerves of the ear, "and from this Communion of the vessels proceeds the sympathy between the Ear, the Tongue and Larynx, and the very affection of those parts are easily communicated one with the other. Hence it is that the pulling of the Membrane of the Ear causeth a dry Cough in the party; and that is the reason most deaf men \* \* \* are Dumb, or else speak with great difficulty; that is, are not capable of framing true words or of articulate pronunciation by reason, of the want of that convenient influx of the animal spirits; and for this cause also, it is that those who are thick of Hearing have a kind of hoarse speech."

The value of Sibscota's reasoning may be judged of by the further information he gives us concerning the uses of the Eustachian tube. "By this it is," he says, "that Smokers, puffing up their Cheeks, having taken in the fume of Tobacco, send it out at their Ears, Therefore the opinion of *Alcmaeon* is not ridiculous, who held that she-Goats did breathe thorough their Ears," &c., &c.

It is easy for us to laugh at the fallacies of the past, but are we ourselves any less liable to error on that account? The majority of people at the present day believe that those who are born deaf are also dumb because of defective vocal organs. Now let us examine this proposition. It is a more ridiculous and absurd fallacy than that of Sibscota and more easily disposed of.

The hypothesis that congenitally deaf children do not naturally speak because their vocal organs are defective

involves the assumption that were their vocal organs perfect such children would naturally speak. But why should they speak a language that they have never heard? Do we speak any language that we have not heard? Are our vocal organs defective because we do not talk Chinese? It is a fallacy. The deaf have as perfect vocal organs as our own, and do not naturally speak because they do not hear. I have myself examined the vocal organs of more than 400 deaf-mutes without discovering any other peculiarities than those to be found among hearing and speaking children. The deaf children of Italy and Germany are almost universally taught to speak, and why should we not teach ours? Wherever determined efforts have been made in this country success has followed and articulation schools have been established.

Fallacy Concerning the Intelligence of Deaf Children.

The use of the word "mute" engenders another fallacy concerning the mental condition of deaf children. There are two classes of persons who do not naturally speak—those who are dumb on account of defective hearing and those who are dumb on account of defective minds. All idiots are dumb.

Deaf children are gathered into institutions and schools that have been established for their benefit away from the general observation of the public, and even in adult life they hold themselves aloof from hearing people; while idiots and feeble-minded persons are not so generally withdrawn from their families. Hence the greater number of "mutes" who are accessible to public observation are dumb on account of defective minds, and not of defective hearing. No wonder, therefore, that the two classes are often confounded together. It is the hard task of every principal of an institution for the deaf and dumb to turn idiots and feeble minded children away from his school—children who hear perfectly, but cannot speak. Although it is evidently fallacious to argue that, because all deaf infants are dumb, and all idiots are dumb; therefore all deaf infants are idiots: still this kind of reasoning is unconsciously indulged in by a large proportion of our population; and the majority of those who for the first time visit an institution for the deaf and dumb express unfeigned astonishment at the brightness and intelligence displayed by the pupils.

Why Hearing Children who become Deaf also become Dumb.

I have stated above that children who are born deaf do not naturally speak because they cannot hear. For the same reason children who lose their hearing after having learned to speak naturally tend to lose their speech. They acquired speech through the ear by imitating the utterances of their friends and relatives, and when they become deaf they gradually forget the true pronunciation of the words they know, and have naturally no means of learning the pronunciation of new words; hence their speech tends to become more and more defective until they finally cease to use spoken words at all.

Adults who become deaf do not usually have defective speech, for in their case the habit of speaking has been so fully formed that the mere practice of the vocal organs in talking to friends prevents loss of distinctness. We can learn, however, from the case of Alexander Selkirk, how important is constant practice of the vocal organs. This man, after about one year's solitary residence upon an island, was found to have nearly forgotten his mother tongue; and we find that deaf adults who shrink from society and use their vocal organs only on rare occasions, acquire peculiarities of utterance that are characteristic of persons in their condition, although the general intelligibility of their speech is not affected.

Fallacies Regarding the Nature of Speech.

The fallacies I have already alluded to respecting the difference between those who become deaf in childhood and those who become deaf in adult life have their origin in a fallacy concerning the nature of speech itself. To most people, who do not reflect upon the subject, it appears that speech is acquired by a natural process similar to that by which we acquire our teeth. At a certain age the teeth make their

\* I have been informed that Sibscota's work, "The Deaf and Dumb Man's Discourse," from which the above extracts are taken, is in reality a translation of another work by Anthony Denising, published in 1656.



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appearance, and at another age we begin to talk. To unreflecting minds it appears that we *grow into speech*; that speech is a natural product of the vocal organs, produced without instruction and education; and this leads directly to the fallacy that where speech is wanting or imperfect the vocal organs are defective.

I have already stated that this cause has been assigned in explanation of the dumbness of children who are deaf. The idea gives rise also to the popular notion that stammering and other defects of speech are diseases to be "cured," and the attempt has been made to do so, even by heroic treatment. It is not so very long ago that slices have been cut from the tongue of a stammerer, in the vain hope of "curing" what was, after all, but a bad habit of speech. I have myself known of cases where the uvula has been excised to correct the same defect. The dumbness of the deaf and the defective speech of the hearing are some of the penalties we pay for acquiring speech ignorantly, by mere imitation. If parents realised that stammering and other defects of speech were caused by ignorance of the actions of the vocal organs, and not necessarily through any defect of the mouth, they would have their children taught the use of the vocal organs by articulation teachers, instead of patronising the widely advertised specialty physicians, who pretend by secret means to "cure" what is not a disease. Speech is naturally acquired by imitation, and through the same agency defects of speech are propagated. A child copies the defective utterance of his father. A school-fellow mocks a stammering companion, and becomes himself similarly affected. In the one case the fallacy that the supposed disease is hereditary prevents attempts at instruction and correction, and in the other the idea that the affliction is the judgment of God in the way of punishment discourages the afflicted person and renders him utterly hopeless of any escape excepting by a miracle.

A practical illustration of the fact that defective speech is propagated by imitation is shown in my own case. When I was a boy my father was a teacher of elocution, and had living with him at one time one or two pupils who stammered. While under the care of my father, these boys spoke clearly and well, without any apparent defect, but, owing to his being called away for a protracted period of time, his pupils relapsed, and the boys commenced to stammer as badly as at first. Upon my father's return he found a house full of stammerers. *His own sons were stammering too!* I can well remember the process of instruction through which I went before the defect was corrected in my own case.

*Ignorance the Real Difficulty in the Way of Teaching Deaf Children to Speak.*

Speech is the mechanical result of certain adjustments of the vocal organs, and if we can teach deaf children the correct adjustments of the perfect organs they possess, they will speak. The difficulty lies with us. We learn to speak by imitating the sounds we hear, in utter ignorance of the action of the organs that accompanies the sounds. I find myself addressing an audience composed of scientific men, including many of the most eminent persons in the country, and I wonder how many there are in this room who could give an intelligible account of the movements of their vocal organs in uttering the simplest sentence? We must study the mechanism of speech, and when we know what are the correct adjustments of the organs concerned, ingenuity and skill will find the means of teaching perfect articulation to the deaf.

*The Old Fallacy—"Without Speech, no Reason."*

I have already stated that children who are born deaf are also always dumb. How, then, can they think? It is difficult for us to realise the possibility of a train of thought being carried on without words; but what words can a deaf child know, who has never heard the sounds of speech?

When we think, we think in words, though we may not actually utter sounds. Let us eliminate from our consciousness the train of words, and what remains? I do not venture to answer the question; but it is this, and this alone, that belongs to the thoughts of a deaf child.

It is hardly to be wondered at, therefore, that the fallacy should have arisen in the past that there could be no thought without speech; and this fallacy prevented for hundreds of years any attempt at the education of the deaf. Before the end of the last

century deaf-mutes were classed among the idiots and insane; they had no civil rights; could hold no property; they were irresponsible beings. Even those interested in the religious welfare of the world consigned their souls to the wrong place, for "faith comes by hearing," and how could a deaf child be saved? I say that for hundreds of years the old fallacy, that "without speech there could be no reason," hindered and prevented any attempt at the amelioration of the condition of the deaf. But, strange to say, it was this very fallacy that first led to their education. It was attempted, by a miracle, to teach them to speak.

In Bede's history of the Anglo-Saxon church we read "How Bishopp John cured a dumme man with blessing him."

"And when one weeke of Lent was past, the next sonnday he willed the poore man to come unto him; when he was come, he bydd him put out his tounge and show it unto him, and taking him by the chinne, made the signe of the holy crosse upon his tounge, and when he had so signed and blessed it, he commaunded him to plucke it in again, and speake saying, speake, me one word, say *gea, gea*, which in the english tounge is a worde of affirmation and consent in such signification as yea, yea.\* Incontinent the stringes of his tounge were loosed, and he said that which was commaunded him to say. The bishopp added certain letters by name, and bid him say A; he said A; say B, he said B, and when he had said and recited after the bishopp the whole crosse rewe he put upon him sillables and hole wordes to be pronounced. Unto which when he answered in all pointes orderly, he commaunded him to speake long sentences, and so he did; and ceased not all that day and night following, so longe as he could hold up his head from sleepe (as they make report that were present) to speake and declare his secret thoughtes and purposes, which before that day he could never utter to any man."†

Now, stripped of the miraculous, this is simply a case of articulation teaching. In the other countries of Europe the first attempts at the education of the deaf were also made by teaching them to speak, and as the early teachers were monks of the Roman Catholic Church, it is probable that these schools resulted from the attempts to perform the miracle of healing the dumb. A large proportion of the deaf and dumb who were thus brought together were successfully taught to articulate.

But now comes a marvel: It was found by the old monks that their pupils came to understand the utterances of others by watching the mouth. Such a statement appears more marvellous to those who understand the mechanism of speech than to those who are ignorant of it; and there is a general tendency to consider this accomplishment as among the fictitious embellishments of the old narratives. But the experience of modern teachers confirms the fact. John Bulwer, who is said to have been the earliest English writer upon the subject of the instruction of the deaf and dumb, published in the year 1648 a treatise entitled "Philosophus; or, the Deaf and Dumbe Man's Friend. Exhibiting the Philosophicall verity of that subtle Art, which may inable one with an *observant Eie*, to *Heare* what any man speaks by the moving of his lips. Upon the same Ground, with the advantage of an *Historicall Exemplification*, apparently proving, That a Man Borne Deafe and Dumbe may be taught to *Heare* the sound of *words* with his *Eie*, and thence *learn to speak with his tounge.*"

*Articulation Teaching in America.*

In Europe at the present time deaf children are much more commonly taught to speak and understand speech than in this country.

In the majority of our schools and institutions articulation and speech-reading are taught to only a favoured few, and in these schools no use is made of articulation as a means of communication. A considerable number of the deaf children in our institutions could once hear and speak, and those pupils who retain some knowledge of spoken language have their vocal organs exercised for an hour or a day in an articulation class under a special articulation teacher, but this is not enough exercise to retain the speech. I have seen a boy who became deaf at 12 years of age, and who had previously

\* It will be remembered that the original of this was in Latin, and that the "english tounge" here means what we now call the Anglo-Saxon.  
† American Annals of the Deaf and Dumb vol. ., p. 33 (1848).

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attended one of our public schools, go into an institution for the deaf and dumb talking as readily as you or I and come out a deaf mute.

Few, if any, attempts are made to teach articulation to those who have not naturally spoken, except at the special request of parents who desire that the experiment shall be tried with their children.

I have seen a congenital deaf mute, who also had a sister deaf and dumb, who was taught to speak in adult life, and I found upon experiment that he could understand by ear the words and sentences that he had been taught to articulate when they were spoken in an ordinary tone of voice about a foot behind his head, yet this young man had been educated at one of our best institutions without acquiring articulation, and as a consequence he grew up a deaf mute and married a deaf mute. He informed me himself that he could hear the people talking in the workshop where he was employed, but did not understand what they said.

As a matter of personal observation I am convinced that a large proportion of the congenitally deaf are only hard of hearing, and this belief is supported by the fact that it used to be the custom in some of our institutions to summon the pupils from the playground by the ringing of a bell? Does this not indicate that a large number of the pupils could hear the ringing of the bell, and that they told the others who could not hear at all? Such pupils could have been taught to speak at home by their friends if artificial assistance had been given to their hearing. There was no necessity for their ever becoming deaf and dumb.

It is only within the last fifteen years or thereabouts that schools have been established in the United States where all the deaf children admitted are taught articulation and speech-reading, but such schools are rapidly increasing in number. Still, it is not generally known that the experimental stage has passed, and that all deaf mutes can be taught intelligible speech. This is now done in Italy and Germany, and the international conventions of teachers of the deaf and dumb held recently at Milan and Brussels have decided in favour of articulation for the deaf.

I have stated before that the difficulties in the way of teaching articulation are external to the deaf. They lie with us and in our general ignorance of the mechanism of speech. A teacher who does not himself understand the mechanism of speech is hardly competent to produce the best results. So dense is the general ignorance upon this subject that it is probable that of the 50,000,000 of people in this country the number of persons who are familiar with all that is known concerning the mechanism of speech might be numbered on the two hands. Considering this, the success obtained in our articulation schools is gratifying and wonderful.

*Upon the Art of understanding Speech by the Eye.*

It has been found in the articulation schools of this country that deaf children can acquire the art of understanding by eye the utterances of their friends and relatives, and this fact has led some teachers to suppose that speech is as clearly visible to the eye as it is to the ear, and this fallacy tends to hinder the acquisition of the art by their pupils.

When we examine the visibility of the elementary sounds of our language we find that the majority can not be clearly distinguished by the eye. How then, you may ask, can a deaf child who cannot distinguish the elements understand words which are combinations of these elements?

When the lips are closed we cannot see what is going on inside the mouth. The elementary sounds of our language, represented by the letters P, B, and M, involve a closure of the lips. Hence the differences of adjustment that originate the differences of sound are interior and cannot be seen. But while the deaf child may not be able to say definitely whether the sound you utter is P, B, or M, he knows certainly that it must be one of these three, for no other sounds involve a closure of the lips. And so with the other elements of our language. While he may not be able to tell definitely the particular element to which you give utterance, he can generally refer it to a group of sounds that present the same appearance to the eye. In the same manner he may not be able to tell the precise word that you utter, but he can refer it to a group of words having the same appearance. For instance, the words "pat," "bat," and "mat," have the same appearance to the eye. While he cannot tell which of these words you mean when it is uttered

singly, he readily distinguishes it in a sentence by the context. For instance, were you to say that you had wiped your feet upon a "mat," the word could not be "pat" and it could not be "bat."

Here we come to the key to the art of understanding speech by the eye—Context. But this involves, as a prerequisite, a competent knowledge of the English language; and we may particularly distinguish those children who have acquired the art from those who have not, by their superior attainments in this respect. We can, therefore, see why children who have become deaf after having learned to speak, naturally acquire this power to a greater extent than those who are born deaf.

There are many cases of congenitally deaf children who have acquired this art as perfectly as those who have become deaf from disease; but in every case such children have been thoroughly familiar with the English language, at least in its written form.

*Fallacies Regarding Speech-reading.*

The fallacy that speech is as clearly visible to the eye as it is audible to the ear hinders the acquisition of the art by causing the teacher to articulate slowly and word by word, even opening the mouth to its widest extent to make the actions of the organs more visible. When we realise that context is the key to speech-reading, theory asserts that ordinary conversational speech should be more intelligible than slow and labored articulation. This is amply proved by the experience of the most accomplished speech-readers. I have been told by one who has acquired this art that when introduced to strangers their speech is more readily understood if they are not aware they are speaking to one who cannot hear. The moment they are told they commence to speak slowly and open their mouths to an unnatural extent, thus rendering their articulation partially unintelligible. The change brought about by the knowledge that the listener could not hear was sometimes sudden and great.

I have lately made an examination of the visibility of all the words in our language contained in a small pocket dictionary, and the result has assured me that there are glorious possibilities in the way of teaching speech-reading to the deaf, if teachers will give special attention to the subject.

One of the results of my investigation has been that the ambiguities of speech are confined to the little words, chiefly to monosyllables. The longer words are nearly all clearly intelligible. The reason is obvious, for the greater number of elements there are in a word the less likelihood is there that another word can be found that presents exactly the same outline to the eye.

We need never be afraid, therefore, of using long words to a deaf child, if they are within his comprehension. We are apt to have the idea that short words will be simpler, and we sometimes try to compose sentences consisting as much as possible of monosyllabic words, under the impression that such words are easy for the pupil to pronounce and read from the mouth. It is more common, therefore, to present such sentences to beginners than to more advanced pupils. Now, I do not mean to say that these sentences may not be easier for a child to pronounce, but the words used are the most ambiguous to the eye. Such a simple word as "man," for instance, is homophonous with no less than 13 other words.

A few years ago I dictated a string of words to some pupils, with the object of testing whether they judged by context or were able to distinguish words clearly by the eye. The results are instructive. Among the words dictated occurred the following: "Hit—rate—ferry—aren't—bat—four—that—reason—high—knit—donned—co." I told the pupils not to mind whether they understood what I said or not, but simply to write down what they thought the words looked like, and what do you think they wrote? Upon examining their slates I found that nearly every child had written the following sentence: "It rained very hard, and for that reason I did not go." I told the pupils to be very careful to observe whether they could distinguish any difference between the words I uttered and the words they wrote. I therefore went over the whole string of words again, articulating them one by one very distinctly. No difference whatever was detected.

The mother of one of my pupils was present, and was greatly astonished to see her daughter writing down words so different from those I had pronounced. She said that she could not have believed that her daughter could have been so stupid; but her surprise was



increased when she found that the other children had written the same sentence. I told her that there was no difference in appearance between the words I had uttered and the words they had written. She desired to test the matter herself with her own child. She asked her daughter to repeat after her the words I had written, but the result was the same. The last part of the sentence she repeated at least a dozen times, without shaking her daughter's confidence in the belief that the words she had uttered were precisely the same as those spoken by her mother. To one who could hear, it was a startling revelation to observe the confidence of the child in the accuracy of her replies.

"Repeat after me," said the mother, as she pronounced the words singly and with deliberate distinctness: "high;" answer, "I;" "knit," ans., "did;" "donned," ans., "not;" "co," ans., "go." "Are you sure you have pronounced the words exactly as I have said them?" Ans., "Yes; perfectly certain." "Try again." "Knit," answer, "did;" "donned," answer "not." "Are you sure I said that?" Ans., "Yes; absolutely sure." "Try again," and here the mother mouthed the word "donned," ans., "not." The mother was convinced, and she left the room with the remark that she felt that she had been very cruel to her child through ignorance of the fact that words that were very different to her ear looked alike to her child, and could not possibly be distinguished, excepting by context.

I have seen a teacher attempting to impart instruction to a deaf child by word of mouth. She would speak word by word, and the pupil would repeat after her. Upon one occasion the pupil gave utterance to a very different word from that which had been spoken by the teacher. The latter repeated the word a number of times, opening her mouth to the widest extent, and the boy each time repeated the incorrect expression. The teacher grew annoyed at the supposed stupidity of the pupil, and the pupil grew sulky, and was discouraged in his attempt to read from the mouth; whereas, in reality, it was not the stupidity of the boy that was in the way of his progress, but the ignorance of the teacher, who did not know that the words that were so different to her ear were absolutely alike to his eye.

Some teachers, in their anxiety to teach speech-reading to their pupils, have the idea that they should refrain from every other mode of communication, so that their pupils may be forced to observe the movements of the mouth, and the mouth alone. For instance, it is easy to write an ambiguous word or to spell it by a manual alphabet, but some teachers refrain from doing so, under the impression that this practice leads the pupil to depend upon the hand instead of the mouth.

Again, deaf persons gather an idea of the emotion that actuates a speaker by the expression of his countenance. In fact, facial expression is to the eye what the modulation of the voice is to the ear. It gives life to the inaudible utterances of the mouth; but there are some teachers who are so afraid that their pupils may come to depend upon the face instead of the mouth, that they think they should assume an impassive countenance from which nothing could be inferred.

#### Requisites to the Art of Speech-reading.

If we examine the visibility of speech and the causes of its intelligibility, we shall find that there are three qualifications that must be possessed by a deaf child in order that he may understand readily the utterances of his friends. Omit any one of these qualifications and good speech-reading is an impossibility:

I. The eye must be trained to recognize readily those movements of the vocal organs that are visible. Has this ever been done? Have not pupils been required to grapple with all the difficulties of speech-reading at once, and to observe not only the movements of the vocal organs, but to find out the meaning of what is said?

II. I have already explained that certain words have the same appearance to the eye, and it is necessary, if the pupil is to understand general conversation, that he shall know the words that look alike, so that a given series of movements of the vocal organs shall suggest to his mind not a single word, but a group of words, from which selection is to be made by context.

An illustration will explain what I mean. There are many words which have the same sound to the ear, but

different significations. For instance, were I to ask you to spell the word "reine," you could not tell whether I meant "rain," "rein," or "reign." These words sound alike, but they lead to no confusion, for they are readily distinguished by context. In the same way "homophonous words," or words that have the same appearance to the eye, are readily distinguished by context.

As a general rule when a teacher finds that her pupil does not understand a given word, she supposes the non-comprehension to be due to an untrained eye, and this leads to the patient repetition of the word with widely opened mouth, to make the action of the organs more visible. This, unintentionally, enables the pupil to acquire a knowledge of homophonous words; for, when he fails to understand in the first instance, he is requested to try again. He then guesses at the meaning. He thinks of all the words that past experience has taught him looked something like the word proposed, and after a series of guesses generally succeeds in his attempt to unravel the meaning.

In this way success comes at last, not in consequence of the pupil seeing more than he saw at first, but in consequence of knowledge gained by experience of failure. He learns what words present the same appearance to the eye. Let teachers find out the words that look alike, and teach them in groups to their pupils. In this way instruction will take the place of painful experience.

III. The third requisite to good speech-reading is familiarity with the English language. Familiarity with our language, either in its written or spoken form, is absolutely essential in order that a deaf person may make use of context in his attempt to decipher our speech. It is a mental problem that the deaf child has to solve and not solely a problem of vision. The eyes of the congenitally deaf, if there is any difference at all, are rather stronger and better than the eyes of those who become deaf from disease; and yet, as a class, the congenitally deaf acquire the art of speech-reading with much more difficulty than those who could speak before they became deaf. The reason is that, as a class, the former have not a vernacular knowledge of our language even in its written form, while the latter have. Children who become deaf in infancy from disease are at as great a disadvantage in this respect as the congenitally deaf, and for the same reason.

I shall inquire more particularly into the cause of this lack of familiarity with the English language, and I shall show that it results from a wide-spread fallacy regarding the nature of language and the means by which our language should be taught. In the meantime I shall simply direct attention to the fact that those who are deaf from infancy do not, as a general rule, become familiar with the English language even in its written form.

It is obvious that if we talk to deaf children by word of mouth, and refrain from explaining, by writing or some other clearly visible means, the words that are ambiguous, those pupils who are already familiar with the language have very great advantages over the others. They have a fund of words from which to draw, they can guess at the ambiguous word and substitute other words within their knowledge so as finally to arrive at the correct meaning. But young children who have been deaf from infancy, and who never, therefore, have known our language, are not qualified at once for this species of guess-work. They know no words excepting those we teach them, and have, therefore, no fund to draw upon in case of perplexity. If we commence the education of such children by speech-reading alone, they are plunged into difficulties to which they have not the key.

To such children it becomes a matter of absolute necessity that our language should be presented to them in an unambiguous form. With such pupils, writing should be the main reliance, and speech-reading can only be satisfactorily acquired by the constant accompaniment of writing, or its equivalent—a manual alphabet. I have no hesitation in saying that the attempt to carry on the general education of young children who are deaf from infancy by means of articulation and speech-reading alone, without the habitual use of English in a more clearly visible form, would tend to retard their mental development. I do not mean to say that this is ever actually done, but I know there is a tendency among teachers of articulation to rely too much upon the general intelligibility of their speech. Let them realize that the intelligibility is almost entirely due to context, and they will rely

more upon writing and less upon the mouth in their instructions to young congenitally deaf children.

After a probationary period, pupils who could speak before they became deaf become so expert in speech-reading that the regular instruction of the school-room can be carried on through its means without detriment to the pupil's progress. The exceptional cases of congenitally deaf persons who have become expert in this art assures us that, with all who are deaf from infancy, we can certainly achieve the same results if only we can give them a sufficient knowledge of our language, at least in its written form. In the early stages of the education of the congenitally deaf it appears to me that written English should be made the vernacular of the school-room, and that all words or sentences written should also be spoken by the teacher and read by the pupils from the mouth. When the English language has become vernacular there is no reason why instruction should not also be given by word of mouth alone (as in the case of those who could speak before they became deaf) without interfering with mental development.

Before leaving this subject I would say that it is of importance to remember that speaking and understanding speech by the eye are two very different things. We can all of us speak very readily, but I fancy it would puzzle most of us to be called upon to tell what a speaker says by watching his mouth. The congenitally deaf can certainly be taught to speak intelligibly even by persons unfamiliar with the mechanism of articulation. Such pupils should therefore be taught to articulate, and their vocal organs should be continually exercised in the school-room by causing them to speak as well as to write. The congenitally deaf can be taught to articulate even before they are familiar with English, but I do not think they can acquire the power of understanding ordinary conversational speech by watching the mouth, at least to any great extent, until after they have become familiar with our language.

#### Gesture Language.

I have already stated that the old fallacy, "without speech there can be no reason," prevented for hundreds of years any attempt at the education of the deaf and dumb, and now I come to the memorable experiment that forever exploded the fallacy. Towards the latter end of the last century the Abbe de l'Epee, during the course of his ministry in Paris, entered a room in which two girls were sewing. He addressed some remarks to them, but received no reply. These girls were deaf and dumb. At once the kind heart of the good Abbe was touched, and he determined to devote his life to the amelioration of the condition of the deaf and dumb.

He gathered together quite a number of deaf children, who made their home with him. He spent his time in their society and devoted to their comfort all that he possessed, reducing himself even to poverty for their sake. He soon observed that these children were communicating with one another, but not by speech. They were inventing a language of their own, unlike any of the spoken languages of the earth—a language of gestures. These children were reasoning by means of this language; they were thinking in gestures instead of in words, and the idea occurred to the Abbe de l'Epee that the old dogma that had for so many hundred years prevented the education of the deaf was a fallacy. Here was nature developing an instrument of reason with which speech had nothing to do. Why should he not study this gesture language and assist these children in their attempts to perfect a means of communication of this kind, and why should he not use this means of communication so as to lead their minds to higher and ever higher thoughts? He did so and succeeded in developing the "sign language" that is now so extensively employed in this country in the education of the deaf. The experiment at once attracted attention. Kings and Emperors visited the humble abode of the Abbe de l'Epee and were astonished by what they saw. He conversed with his pupils in the gesture language, and he taught them through its means the meaning of written French, so that they were enabled to communicate with hearing persons by writing.

#### The Fallacy that a Gesture Language is the only Form of Language that is natural to the Congenitally Deaf.

The old fallacy was done away with, but the new one immediately took its place, which has been introduced

into our country with the language of signs, and is now the main obstacle to the acquisition of English by the congenitally deaf. The fallacy to which I allude is that this gesture language is the only language that is natural to the congenitally deaf, and that therefore such children must acquire this language as their vernacular before learning the English language, and must be taught the meaning of the latter through its means. To my mind such a statement consists of a succession of fallacies, each one resting on the preceding. The proposition that the sign language is the only language that is natural to congenitally deaf children is like the proposition that the English language is the only language that is natural to hearing children. It is natural only in the same sense that English is natural to an American child. It is the language of the people by whom he is surrounded. A congenitally deaf child who for the first time enters an institution for the deaf and dumb finds the pupils and teachers employing a gesture language which he does not understand; but in time he comes to understand it, and learns by imitation to use it, just as an American child in Germany comes in time to understand and speak German.

Although congenitally deaf children, when they enter an institution, do not understand or use the sign language as there employed, they each know and use a gesture language of some kind, which they employ at home in communicating with their friends and relatives. Hence it is argued that if the "sign language" employed in our institutions is not the only one, a gesture language of some kind is necessarily the vernacular of the congenitally deaf child. The scope of the statement is thus widened, and the proposition we have now to consider may be thus expressed: Gesture language, in the wider sense, is the only form of language that is natural to those who are congenitally deaf.

It is a matter of great importance to the 34,000 deaf-mutes of this country, and to their relatives, as well as to all persons who are interested in the amelioration of the condition of the deaf and dumb, that we examine this proposition with care and decide whether it is a fallacy or not. To my mind it is a fallacy based upon another concerning the nature of language itself, namely, that there is such a thing as a natural language. Such an idea has led to errors in the past, and will ever continue to do so. We have all read of the monarch of ancient times, who is recorded to have shut up a number of little children by themselves, and to have given orders to their attendants to hold no communication with them, so that he might observe what language they would naturally speak as they grew up. It is recorded that the first word uttered was a Greek word, from which it was argued that the Greek language was the natural language of mankind.

In the seventeenth century the ingenious Van Helmont was imbued with the idea that the Hebrew language was of divine origin, from which he argued that Hebrew was the natural language of mankind, and that the shapes of the Hebrew letters had some natural relation to the sounds they represented; that they pictured, in fact, the positions of the vocal organs in forming the sounds. The latter idea led him to employ the characters as a means of teaching articulation to a deaf-mute; but the former idea led him to teach his deaf-mute Hebrew, instead of his native tongue.

When we examine the languages of the world that are naturally acquired by hearing children, we fail to discover any natural connexion between the sounds of the words and the things they represent; everything is arbitrary and conventional.

#### Origin and Mode of Growth of a Gesture Language.

Now, let us examine for a moment the nature of a gesture language and the manner in which it comes into existence. You are, we shall suppose, a farmer, and your little deaf boy comes running into the house in great excitement, anxious to tell you something he has observed. How does he do so?

We shall imagine a case. He commences by placing his hands above his head, bowing low, and marching about the room, after which he points out of the window.

You shake your head; you have not the remotest idea what he means.

His face assumes an anxious look, and down he goes upon his hands and knees, and scrambles over the floor,

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touching the carpet with his mouth from time to time, and then again points out of the window.

Still do you not comprehend.

A look of perplexity crosses his face. What can he do to make you understand? At last his face lights up, as a new thought comes into his mind, and he touches the bridge of his nose and again points out of the window.

But, alas! alas! you cannot understand.

The little fellow is perplexed and troubled. At last, in despair, he takes hold of your coat and pulls you out of the door, around the corner, and you find your cow in the turnip patch.

Now you begin to understand what it was he meant to say; he had tried to picture the cow, and to imitate its actions. The hands held above the head had indicated the horns; the scrambling on the floor on his hands and knees had imitated the action of a four-footed animal, and his mouth to the carpet meant the cow eating the turnips.

But how about the bridge of his nose?

You will probably observe that the cow to which he referred had some white spot or other mark upon the nose, and the gesture of the child had not indicated a cow in general, but your black cow "Bessie," with a white spot on her nose, in particular.

Having advanced thus far in the comprehension of his meaning, do you think the child will take the trouble to go through this same pantomime the next time he wishes to tell you about your cow? No. He may commence such a pantomime, but before he gets half through you understand what he means, and he never completes it. A process of abbreviation commences, until finally a touch on the bridge of his nose alone becomes the name of your black cow "Bessie," and the simple holding of his hands above his head conveys to your mind the idea of a cow in general.

By a natural process of abbreviation the child arrives at a simple gesture or sign for every object or thing in which he is interested.

But there are many thoughts he desires to express which are abstract in their nature. How, for instance, can he indicate by any sign the colour of an object? Suppose, by way of illustration, that he desired to communicate to you the idea that he had seen in the road a cow that was perfectly white?

I shall try to depict the conversation between yourself and your deaf boy as it might actually have occurred.

*The boy.* The boy points to the road, touches his teeth, and holds his hands above his head.

You gather from this a vague idea of some connexion between that road, the boy's teeth, and a cow.

Here is a problem: What did he mean? It is pretty clear that he had seen a cow in the road, but what connexion had his teeth with that? Perhaps the cow's teeth were peculiar. You think you had better get him to explain, so—

*The father.* You touch your teeth with an interrogative and puzzled look.

*The boy.* The boy responds by showing you his shirt sleeve and pointing to the road.

Can he mean that there was any connexion between his shirt sleeve and the cow. To clear this point—

*The father.* You touch his shirt sleeve and raise your hands above your head with a look of interrogation.

*The boy.* The boy nods vigorously, raises his hands above his head, and makes his sign for "snow," followed by other signs for objects that are white.

After he has presented a sufficient number of such signs, you perceive that the one thing common to them all was their colour—they were white. And thus you gain the idea that the cow was white.

Do you suppose he goes through this process every time he desires to communicate the idea of white? No; he remembers the object which had conveyed to your mind the idea that that cow was white, and the sign for this object is ever after used as an adjective, qualifying the object the whiteness of which he desires to indicate. Of course you cannot predict what this particular sign may be. I have seen children who have conveyed the idea by touching their teeth; others who expressed it by an undulatory downward movement of the hand, expressive of the way in which a snowflake falls to the ground.

It will thus be understood that a deaf child first commences to express his ideas by pantomime, and that by a process of abbreviation pantomimic gestures come to be used in a conventional manner. Pantomime is no more entitled to the name of language than a picture is, although many ideas can be conveyed through its means. In proportion as it becomes more

conventional and arbitrary it becomes more and more worthy of the name of language.

#### *The Sign-Language of Our Institutions.*

Now, when the deaf children who lived with the Abbe de l'Epee were first brought together, each of them used a gesture-language he had first invented for himself as a means of communicating with his friends at home. Thus there were as many gesture-languages as there were children. The only element common to these languages was probably the pantomime from which they had all sprung. But now what happened? Association and the necessity of intercommunication led to the adoption of common signs. Each child presented his gestures to his fellows, and by a process of selection those signs that appeared to the majority to be the most fitting survived, and were adopted by the whole; and the synonymous signs, which were not so well fitted, were either forgotten by disuse or used in a new meaning to express other ideas.

I do not wonder at the interest displayed in this growth by the Abbe de l'Epee and his contemporaries. To my mind it was the most interesting and instructive spectacle that has ever been presented to the mind of man—the gradual evolution of an organized language from simple pantomime.

When, in 1817, the first school for the deaf and dumb was opened in America, the sign-language as used in the school of the Abbe de l'Epee (then under the charge of his successor, the Abbe Sicard) was imported from France, and became the medium of instruction. The teachers trained in this school naturally became the principals of other institutions established upon its model, and thus the sign-language has been diffused over the length and breadth of our land.

I heartily agree with all that experienced teachers of the deaf have urged concerning the beauty and great interest of this gesture language. It is indeed interesting to observe how pantomimic gestures have been abbreviated to simple signs expressive of concrete ideas; how these have been compounded or have changed their meaning to indicate abstract thoughts; and how the sequence of the sign-words has to a certain extent become obligatory, thus forming a sort of gesture syntax or grammar.

The original stock or stocks from which our languages are derived must have disappeared from earth ages before historic times; but in the gesture speech of the deaf we have a language whose history can be traced *ab origine*, and it has appeared to me that this fact should give it a unique and independent value. In the year 1878, in a paper read before the Anthropological Society of London, I advocated the study of the gesture language by men of science; for it seemed to me that the study of the mode in which the sign language has arisen from pantomime might throw a flood of light upon the origin and mode of growth of all languages.

You may ask why it is that, with my high appreciation of this language as a language, I should advocate its entire abolition in our institutions for the deaf.

I admit all that has been urged by experienced teachers concerning the ease with which a deaf child acquires this language, and its perfect adaptability for the purpose of developing his mind; but after all it is not the language of the millions of people among whom his lot in life is cast. It is to them a foreign tongue, and the more he becomes habituated to its use the more he becomes a stranger in his own country.

This is not denied by teachers of the deaf and dumb, but the argument is made, as I have stated above, that it is the only language that is natural to congenitally deaf children, or that at all events, some form of gesture language must necessarily be their vernacular, and be employed to teach our English tongue.

#### *The Fallacy that a Gesture Language is the only form of Language in which a Congenitally Deaf Child can Think.*

Now what do we mean by a language being "natural" or not? I cannot believe that in this 19th century any one really entertains the fallacy that there is a natural language *per se*. So I presume that that language is considered natural to a person in which he thinks. Under this meaning the proposition assumes this shape: The sign language taught in our institutions, or a gesture language of some kind, is the only form of language in which a congenitally deaf child can think; that is, it is the only language of

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which the elements can be associated directly with the ideas they express.

In this form the fallacy is easily exploded, for in the course of the last one hundred years so many experiments have been made in the education of the deaf that we now know with absolute certainty that deaf children can be taught to associate written words directly with the ideas they represent; and when they are taught to spell these words by a manual alphabet, the movements of the fingers become so natural a method of giving vent to their thoughts that even in sleep their fingers move when they dream.

Not only has written English been made the vernacular of congenitally deaf children, but the same result has been achieved with written French, German, Spanish, Dutch, and other languages.

Congenitally deaf children who have been taught articulation move their mouths in their sleep and give utterance to words when they dream.

Laura Bridgman, the blind deaf-mute, was taught by the late Dr. Howe to gather ideas through the sense of touch. English words printed in raised letters were presented to her sense of touch in connection with the objects which they represented, and she associated the impressions produced upon the ends of her fingers with the objects themselves. The English language in a tangible form became her vernacular.

All these facts assure us that any form of language may become natural to a deaf child by usage, so long as it is presented to the senses he possesses. There is only one way that language is naturally acquired, and that is by usage and imitation. Any form of language that can be clearly appreciated by the senses the deaf child possesses, will become his vernacular if it is used by those about him.

#### *Why the Deaf employ a Gesture Language.*

A gesture language is employed by a deaf child at home, not because it is the only language that is natural to one in his condition, but because his friends neglect to use in his presence any other form of language that can be appreciated by his senses. Speech is addressed to his ear; but his ear is dead, and the motions of the mouth cannot be fully interpreted without previous familiarity with the language. On account, therefore, of the neglect of parents and friends to present to his eye any clearly visible form of language, the deaf child is forced to invent such a means of communication, which his friends then adopt by imitation. I venture to express the opinion that no gesture language would be developed at home by a deaf child if his parents and friends habitually employed, in his presence, the English language in a clearly visible form. He would come to understand it by usage, and use it by imitation.

An old writer, George Dalgarno, in 1680, expressed the opinion, in which I fully concur, that "there might be successful addresses made to a dumb child even in its cradle, *risu cognoscere matrem*, if the mother or nurse had but as nimble a hand as usually they have a tongue."

When deaf children enter an institution they find the other pupils and the teachers using a form of gesture language which they do not understand. For the first time in their lives they find a language used by those about them that is addressed to the senses they possess. After a longer or shorter time they discard the language that they had themselves devised, and acquire, by imitation, the sign language of the institution.

#### *Harmful Results of the Sign Language.*

After a few months residence in the institution, the children return to their friends in the holidays using easily and fluently a language that is foreign to them, while of the English language they know no more than the average schoolboy does of French or German after the same period of instruction. The only language they can employ in talking to their friends is the crude gesture language of their own invention, which they had long before discarded at school; and they perpetually contrast the difficulty and slowness of comprehension of their friends with the ease with which their school-fellows and teachers could understand what they mean. They have learned by experience how sweet a thing is to communicate freely with other minds, and they are continually hampered and annoyed by the difficulty they meet with in conversing with their own parents and friends.

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Can it be wondered at, therefore, that such a child soon tires of home? He longs for the school playground, and the deaf companions with whom he can converse so easily. Little by little the ties of blood and relationship are weakened, and the institution becomes his home.

Nor are these all the harmful effects that are directly traceable to the habitual use in school, as a means of communication, of a language foreign to the mass of the people. Disastrous results are traceable inwards in the operation of his mind, and outwards in his relation to the external world in adult life. He has learned to think in the gesture language, and his most perfected English expressions are only translations of his sign speech.

As a general rule, when his education is completed, his knowledge of the English language is like the knowledge of French or German possessed by the average hearing child on leaving school. He cannot read an ordinary book intelligently without frequent recourse to a dictionary. He can understand a good deal of what he sees in the newspapers, especially if it concerns what interests him personally, and he can generally manage to make people understand what he wishes by writing, but he writes in broken English, as a foreigner would speak.

Let us consider for a moment the condition of a person whose vernacular is different from that of the people by whom he is surrounded. Place one of our American school boys just graduated from school in the heart of Germany. He finds that his knowledge of German is not sufficient to enable him to communicate freely with the people. He thinks in English, and has to go through a mental process of translation before he can understand what is said, or can himself say what he means. Constant communication with the people involves constant effort and a mental strain. Under such circumstances what a pleasure it is for him to meet with a person who can speak the English tongue. What a relief to be able to converse freely once more in his own vernacular. Words arise so spontaneously in the mind that the thought seems to evoke the proper expression.

But mark the result: the more he associates with English-speaking people the less desire does he have to converse in German. The practice of the English language prevents progress in the acquisition of German. I have known of English people who have lived for 20 years in Germany without acquiring the language.

If our American school boy desires to become familiar with the German language, he must resolutely avoid the society of English-speaking people. He then finds that the mental effort involved in conversation becomes less and less, until, finally, he learns to think in German, and his difficulties cease.

Now consider the case of a deaf boy just graduated from an institution where the sign language has been employed as a means of communication. His vernacular is different from that of the people by whom he is surrounded. He thinks in the gesture language and has to go through a mental process of translation before he can understand what is said or written to him in English, and before he can himself speak or write in English what he desires to say. He finds himself in America, in the same condition as that of the American boy in Germany. If he avoids association with those who use the sign language, and courts the society of hearing persons, the mental effort involved in conversation becomes less and less, and finally he learns to think in English and his difficulties cease.

But such a course involves great determination and perseverance on the part of the deaf boy, and few, indeed, are those who succeed.

Not only do the other deaf-mutes in his locality have the same vernacular as his own, but they were his school fellows, and they have a common recollection of pleasant years of childhood spent in each other's society. Can it be wondered at, therefore, that the vast majority of the deaf graduates of our institutions keep up acquaintance with one another in adult life? The more they communicate with one another the less desire they have to associate with hearing persons, and the practice of the gesture language forms an obstacle to further progress in the acquisition of the English language.

These two causes (a) previous exclusive acquaintance with one another in the same school, and (b) a common knowledge of a form of language specially adapted for

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the communication of the deaf with the deaf, operate to attract together into the large cities large numbers of deaf persons, who form a sort of deaf community or society, having very little intercourse with the outside world.

They work at trades or businesses in these towns, and their leisure hours are spent almost exclusively in each other's society. Under such circumstances can we be surprised that the majority of these deaf persons marry deaf persons, and that we have as a result a small but necessarily increasing number of cases of hereditary deafness due to this cause. Such unions do not generally result in the production of deaf offspring, because the deafness of the parents in a large proportion of cases is of accidental origin, and accidental deafness is no more likely to be inherited than the accidental loss of a limb. Still I would submit that the constant selection of the deaf by the deaf in marriage is fraught with danger to the community.

*Why the English Language should be Substituted for the Sign Language as a Vernacular.*

If we examine the position in adult life of deaf children who have been taught to speak, or who have acquired the English language as a vernacular, whether in its written or spoken forms, we find an entirely different set of tendencies coming into play, especially if these persons have not been forced in childhood to make the acquaintance of large numbers of other deaf children, by social imprisonment for years together in the same school or institution apart from the hearing world.

Their vernacular use of the English language renders it easy for them to communicate with hearing persons by writing, or by word of mouth if they have been taught to articulate; and hearing persons can easily communicate with them by writing, or by word of mouth if they have been taught the use of the eye as a substitute for the ear. The restraints placed upon their intercourse with the world by their lack of hearing leads them to seek the society of books, and thus they tend to rise mentally to an ever higher and higher plane. A cultivated mind delights in the society of educated people, and their knowledge of passing events derived from newspapers forms an additional bond of union between them and the hearing world.

If they have formed in childhood few deaf acquaintances, they meet in after life hundreds of hearing persons for every deaf acquaintance, and if they marry, the chances are immensely in favour of their marrying hearing persons.

There is nothing in the deaf-mute societies in the large cities to attract them, and much to repel them; for the more highly educated deaf mutes in these societies speak what is to them a foreign language; while the greater number of the deaf-mutes to be found there are so ignorant that self-respect forbids them from mingling with them.

Thus the extent of their knowledge of the English language is the main determining cause of the congregation or separation of the deaf in adult. A good vernacular knowledge of the English language operates to effect their absorption into society at large, and to weaken the bonds that tend to bring them together; whereas, a poor knowledge of the language of the country they live in causes them to be repelled by society and attracted by one another; and these attractive and repulsive tendencies are increased and intensified if they have been taught at school a language foreign to society and specially adapted for intercommunication among themselves. I say, then, let us banish the sign language from our schools. Let the teachers be careful in their intercourse with their pupils to use English and English alone. They can write, they can speak by word of mouth, they can spell the English words by a manual alphabet, and by any or all of these methods they can teach English to their pupils as a native tongue.

*Conclusion.*

In conclusion allow me to say:

1. That those whom we term "deaf-mutes" have no other natural defect than that of hearing. They are simply persons who are deaf from childhood and many of them are only "hard of hearing."

2. Deaf children are dumb, not on account of lack of hearing, but of lack of instruction. No one teaches them to speak.

3. A gesture language is developed by a deaf child at home, not because it is the only form of language that is natural to one in his condition, but because his parents and friends neglect to use the English language in his presence in a clearly visible form.

4. (a) The sign language of our institutions in an artificial and conventional language derived from pantomime.

(b) So far from being natural either to deaf or hearing persons, it is not understood by deaf children on their entrance to an institution. Nor do hearing persons become sufficiently familiar with the language to be thoroughly qualified as teachers until after one or more years' residence in an institution for the deaf and dumb.

(c) The practice of the sign language hinders the acquisition of the English language.

(d) It makes deaf-mutes associate together in adult life, and avoid the society of hearing people.

(e) It thus causes the intermarriage of deaf-mutes and the propagation of their physical defect.

5. Written words can be associated directly with the ideas they express, without the intervention of signs, and written English can be taught to deaf children by usage so as to become their vernacular.

6. A language can only be made vernacular by constant use as a means of communication, without translation.

7. Deaf children who are familiar with the English language in either its written or spoken forms can be taught to understand the utterances of their friends by watching the mouth.

8. The requisites to the art of speech-reading are:

(a) An eye trained to distinguish quickly those movements of the vocal organs that are visible (independently of the meaning of what is uttered).

(b) A knowledge of homophones; \* that is, a knowledge of those words that present the same appearance to the eye; and

(c) Sufficient familiarity with the English language to enable the speech-reader to judge by context which word of a homophenous group is the word intended by the speaker.

If we look back upon the history of the education of the deaf, we see progress hindered at every stage by fallacies. Let us strive, by discussion and thought, to remove these fallacies from our minds so that we may see the deaf child in the condition that nature has given him to us. If we do this, I think we shall recognize the fact that the afflictions of his life are mainly due to ourselves, and we can remove them.

Nature has been kind to the deaf child, man cruel. Nature has inflicted upon the deaf child but one defect—imperfect hearing; man's neglect has made him dumb and forced him to invent a language which has separated him from the hearing world.

Let us, then, remove the afflictions that we ourselves have caused.

1. Let us teach deaf children to think in English, by using English in their presence in a clearly visible form.

2. Let us teach them to speak by giving them instruction in the use of their vocal organs.

3. Let us teach them the use of the eye as a substitute for the ear in understanding the utterances of their friends.

4. Let us give them instruction in the ordinary branches of education by means of the English language.

5. And last, but not least, let us banish the sign language from our schools.

If it were our object to fit deaf children to live together in adult life and hold communication with the outside world as we hold communication with other nationalities than our own, then no better plan could be devised than to assist the development of a special language suitable for intercommunication among the deaf.

But if, on the other hand, it is our object to destroy the barriers that separate them from the outside world and take away the isolation of their lives, then I hold that our energies should be devoted to the acquisition of the English language as a vernacular in its spoken and written forms. With such an object in view we should bring the deaf together as little as possible and only for the purpose of instruction. After school hours we should separate the deaf children from one another

\* This word was suggested to me some years ago by Mr. Homer, lately Principal of the Providence (R. I.) School for Deaf-Mutes, and has now been permanently adopted.

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to prevent the development of a special language and scatter them among hearing children and their friends in the outside world.

The subject being presented to the Society for discussion, Mr. E. M. GALLAUDET spoke, in substance, as follows:

I have listened with great interest to the remarks of Mr. Bell this evening, and am ready to agree in many particulars with the views he has so well presented.

I am, however, compelled to differ with him at several points; and as these involve matters of vital importance in the treatment of the deaf, I will beg the indulgence of the Society for a short time, while I attempt to show to what extent some of Mr. Bell's views are erroneous.

In proving the generally received opinion that the vocal organs of persons deaf from infancy are defective, to be a fallacy, Mr. Bell declared that difficulties encountered by such persons in acquiring speech are wholly external to themselves, and that all persons so situated can, with proper instruction, be taught to speak and to understand the motions of the lips of others.

That this is a grave error has been proved by the experience of more than a century of oral teaching in Germany.

The late Moritz Hill, of Wessensfels, Prussia, a man of the widest experience and highest standing among the oral teachers of Europe, expressed to me the opinion a few years since that out of one hundred deaf-mutes, including the semi-mute and semi-deaf, only "eleven could converse readily with strangers on 'ordinary subjects' on leaving school. Of course a much larger number would be able to converse with their teachers, family, and intimate friends on commonplace subjects; but it would be found that very many could never attain to any ready command of speech.

The explanation of this lies in the fact that a child, deaf from infancy, in order to succeed with speech and lip-reading must possess a certain quickness of vision, a power of perception, and a control over the muscles of the vocal organs, by no means common to all such children.

Mr. Bell's view has been held by many instructors with more or less tenacity and this fact is explained by a readiness on their part to argue from the particular to the general. Having attained marked success with certain individuals, they draw, in their enthusiasm, the mistaken conclusion that success is possible in the case of every other deaf child, overlooking the fact that many things, besides the mere deafness of the child, may affect the result. Experience has demonstrated that in attempting to teach the deaf to speak, failure in many cases must be anticipated.

Mr. Bell is mistaken in supposing ignorance as to the mechanism of the vocal organs to be a prominent cause of failure to impart speech to the deaf. It is no doubt true that among persons unfamiliar with the training of the deaf, few have made the mechanism of speech a study; but in Germany, Italy, and France, not to speak of our own country, many are to be found who may be said to have mastered this subject. The results of their labors have been made available to instructors of the deaf, and all the best oral schools are profiting thereby.

Mr. Bell is also mistaken when he says that "in a majority of our schools and institutions articulation and speech-reading are taught to only a favoured few, and in these schools no use of articulation is made as a means of communication," and that "few, if any, attempts are made to teach articulation to those who have not naturally spoken." In most of the larger institutions for the deaf in this country, every pupil is afforded an opportunity to acquire speech, and instruction in this is discontinued only when success seems plainly unattainable.

It is a great error to suppose it to be true of a deaf person educated on what Mr. Bell calls the sign-method, that "as a general rule, when his education is completed, his knowledge of the English language is like the knowledge of French or German possessed by the 'average hearing child on leaving school,' or to say that 'he cannot read an ordinary book intelligently without frequent recourse to a dictionary.'" On the contrary, a majority of persons thus educated have a good knowledge of their vernacular, are able to use it readily as a means of communication with hearing

persons, and are able to read intelligently without frequent recourse to the dictionary.

When Mr. Bell has become familiar with the peculiarities of the deaf by personal contact with a large number of this class of persons, I am confident he will not repeat his assertion that "nature has inflicted upon the deaf child but one defect—imperfect hearing." For he will then have discovered, what has long been known to teachers of experience, that deaf children, in addition to their principal disability, are often found to be lacking in mental capacity, or in the imitative faculty, in the power of visual or tactile perception, and in other respects; all of which deficiencies, though they do not amount even to feeble-mindedness, much less to idiocy, do operate against the attainment of success in speech, as well as in other things which go to complete the education of such children.

Passing over several points of relatively small importance, in regard to which I believe Mr. Bell's views to be subject to criticism, I come to his characterization as a fallacy of the opinion held by many "that the language of gestures is the only language natural to the child born deaf or who become deaf in infancy."

I think that in order to sustain his view that this is a fallacy Professor Bell gives a strained and very unusual meaning to the words "natural language." If, as he explains, a natural language is any one that a child may happen to be first taught by those with whom he is associated, then I should have no controversy with him. But I understand a natural language to be one that is mainly spontaneous, and not at all one that is borne in upon a child from without. Moritz Hill, to whom I have already alluded, speaks of the language of signs as "one of the two universally intelligible innate forms of expression granted by God to 'mankind,' the other being speech. Now it is hardly necessary to urge that speech is the form of expression natural to hearing persons, and I think a little reflection will satisfy most persons that with the deaf the language of signs is the only truly natural mode of expressing their thoughts.

Mr. Bell urges that the use of signs in the education of the deaf is a hindrance rather than a help, and that it would be better to banish them altogether. To this view I must give my earnest dissent.

I might, of course, cite the opinions of very many successful instructors of the deaf, who have followed only the sign method, to sustain my position, but I prefer to call in again the testimony of Moritz Hill, a man whose whole life was devoted to the instruction of the deaf by the oral method. In an exhaustive work on the education,\* Hill says, speaking of those who pretend that in the "German method" every species of pantomimic language is proscribed:

"Such an idea must be attributed to malevolence or to unpardonable levity. This pretence is contrary to nature and repugnant to the rules of educational science.

"If this system were put into execution the moral life, the intellectual development of the deaf and dumb, would be inhumanly hampered. It would be acting contrary to nature to forbid the deaf-mute a means of expression employed by even hearing and speaking persons. \* \* \* It is nonsense to dream of depriving him of this means until he is in a position to express himself orally. \* \* \* Even in teaching itself we cannot lay aside the language of gestures (with the exception of that which consists in artificial signs and in the manual alphabet—two elements proscribed by the German school), the language which the deaf-mute brings with him to school, and which ought to serve as a basis for his education. To banish the language of natural signs from the school-room and limit ourselves to articulation is like employing a gold key which does not fit the lock of the door we would open and refusing to use the iron one made for it. \* \* \*

At the best, it would be *drilling* the deaf-mute, but not *moulding* him intellectually or morally."

Hill then follows with thirteen carefully formulated reasons why the use of signs is important and even indispensable in the education of the deaf.

Mr. Bell is in error when he supposes that in the so-called sign-schools verbal language is only imparted through the intervention of the sign-language. In many well-ordered schools of this class, language is taught without the use of signs, and in such schools the language of signs is kept in its proper position of

\* Der gegenwärtige Zustand des Taubstummen Bildungswesens in Deutschland; von Hill, Inspector der Taubstummen Anstalt zu Wessensfels; Ritter des St. Olafs, &c. Weimar, H. Böhlau, 1886.



## Appendix 31.

subordination. It goes without saying that in schools for the deaf there may be an injudicious and excessive use of signs. This is always to be guarded against, and when it is, I am convinced that no harm, but great good, results from the use of signs in teaching the deaf.

Furthermore, it is well known that the attempt to banish signs from a school for the deaf rarely succeeds. Miss Sarah Porter, for three years an instructor in the Clarke Institution at Northampton, Mass., an oral school in which most excellent results have been attained, shows candour as well as judgment when she says, in a recent article in the *American Annals of the Deaf and Dumb*, "Every oral teacher knows that fighting signs is like fighting original sin. But deaf children together and they will make signs secretly if not openly in their intercourse with each other."

It is not true as a matter of fact that the use of signs necessarily prevents the deaf from acquiring an idiomatic use of verbal language and from thinking in such language. Large numbers of them who have never been taught orally have come into such a use of verbal language, and while it is granted that many educated under the sign system do not use verbal language freely and correctly, the same is found to be true of very many who have been educated entirely in oral schools.

In one important particular the language of signs performs a most valuable service for the deaf, and one of which nothing has yet been found to take the place. Through signs large numbers of deaf persons can be addressed, their minds and hearts being moved as those of hearing persons are by public speaking in its various forms.

Having seen the good effects on the deaf of the discreet use of the sign-language through a period of many years, I am confident that its banishment from all schools for the deaf would work great injury to this class of persons intellectually, socially, and morally.

The Hon. GARDNER G. HUBBARD being present, was invited by the chair to participate in the discussion. He said he had been connected with the Clark Institution for many years. The deaf pupils in that school are taught entirely by articulation.

From recent inquiries which had been made to ascertain how far the graduates had profited by instruction in articulation, it appeared that in almost in every instance they could carry on conversation with others sufficiently to engage in many kinds of business from which they would have been excluded if they had only used signs.

It was true, as Mr. Gallaudet said, the congenitally deaf were frequently able to articulate more distinctly than those who lost their hearing at an early age, but this arises from the fact that the disease that caused the deafness affected the organs of articulation to a greater or less degree; but the congenitally deaf do not make as rapid progress in their studies as those who had once spoken, for these have a knowledge of language which the former could obtain only by long protracted study.

Mr. Hubbard believed that the pupils at the Clark Institution made at least as rapid progress in all their studies as those taught by signs; while, at the same time, they acquired the power of reading from the lips and speaking, in which those taught by signs were deficient.

When the first application was made to the Legislature of Massachusetts for the incorporation of the Clark Institution, Mr. Dudley, of Northampton, chairman of the committee to whom the petition was referred, had a congenitally deaf child under instruction at Hartford. The petitioners were opposed by the professors from the asylum, as they believed an articulating school would retard the education of the deaf, as it was impractical to teach the deaf by articulation, that system having been tried and proved a failure, and the new method was stigmatized as one of the visionary theories of Dr. Howe (the principal of the Perkins Institute for the Blind, and the teacher of Laura Bridgeman, the blind deaf mute,) who was associated with the petitioners in the hearing.

The application was rejected through the influence of these professors and of Mr. Dudley, who "knew, from experience with his own child, that it was impossible to teach the congenitally deaf to talk."

Two years after our application was renewed, and with better success.

Mr. Hubbard in the meantime, with the aid of Miss Rogers, had opened a small school where the deaf

were taught to speak. This school was visited and examined by the committee, and the progress made was so great that Mr. Dudley became a warm convert, convinced that the impossible was possible, and the application was granted, although again opposed by the gentlemen from Hartford. The school was opened at Northampton, and has been in operation for nearly fifteen years, and teaching by articulation has ceased to be a visionary theory.

Many of the warmest friends of the Institution now are, like Mr. Gallaudet, connected with institutions where signs are used. In almost every institution for the deaf classes are now taught to articulate, though articulation is not used as the instrument for instruction.

Mr. Gallaudet had taken exception to the remark of Mr. Bell, that idiots were born dumb, and said that in every school for idiots there were many feeble-minded children who could talk readily; but Mr. Bell used the word idiot not as simply a feeble-minded person, but according to its ordinary meaning, "a human being destitute of reason or the ordinary intellectual powers of man."

It has always been the policy at Northampton to prevent, as far as possible, marriages of deaf with deaf, for the records show that the children of such intermarriages are often deaf; and even where a congenitally deaf person marries a hearing person, the children sometimes are deaf.

The tendency of the intermarriage of the deaf would be to raise a deaf race in our midst.

About one in 1,500 of the population are deaf; but if these intermarriages should take place and a deaf race be created, the proportion would rapidly increase. The object of all friends of the deaf should be to prevent them from congregating, and to induce them to associate with hearing people. In bringing the deaf together in institutions where they are taught by signs, the tendency is to make the deaf deaf and the dumb more dumb.

It was originally intended to have only a family or small school at Northampton, but it was soon found that signs could not be excluded from the playground, as the young children could not communicate in any other way. The plan was changed, the number of pupils was largely increased, and a preparatory department established, in which signs were tolerated on the playground. On the removal of the pupils to the higher departments, the use of signs is forbidden, and they are rarely used on the playground or between the pupils, either in or out of school hours.

In the later years of instruction they acquire great facility in articulation and reading from the lips, though there is almost always some difficulty for a stranger to understand them.

Mr. Gallaudet had referred to the International Convention of deaf-mute teachers and their friends, at Milan, three years ago. Mr. Hubbard was present at the convention held this year at Brussels, and was there informed that a delegate had been sent from France to attend the convention at Milan and investigate the method of instruction in Italy, where articulation was used, for the purpose of deciding whether the instruction in French schools should continue to be by signs, or instruction in articulation be substituted for signs.

The preference of the delegate had been for signs, but on witnessing the results obtained in the Italian schools and hearing the discussion, he was led to advise that the instruction in the French schools hereafter be by articulation, instead of signs, and such a change has, Mr. Hubbard understands, been made in most of the schools of France.

Mr. Hubbard learned from the reports at Brussels that almost all the European schools were taught by articulation, and that this means of instruction was being rapidly substituted for the sign language in England as well as in France.

Mr. BELL, in reply to the remarks of Mr. Gallaudet, said:

There are signs and signs. There is the same distinction between pantomime and the sign-language that there is between a picture and the Egyptian hieroglyphics.

Pictures are naturally understood by all the world, but it would be illogical to argue from this that a picture-language, like that developed by the ancient Egyptians, must also be universally intelligible. Pantomime is understood by all the world, but who among us can understand the sign-language of the deaf and dumb without much instruction and practice?

## Appendix 31.

No one can deny that pantomime and dramatic action can be used, and with perfect propriety, to illustrate English expressions so as actually to facilitate the acquisition of our language by the deaf; but the abbreviated and conventionalized pantomime, known as the "sign-language," is used in place of the English language, and becomes itself the vernacular of the deaf child.

Judging from the quotations given by Dr. Gallaudet, Moritz Hill himself makes a clear distinction between pantomime and the sign-language, retaining the former and proscribing the latter. "Every species of pantomime language is not proscribed," he says. "Natural signs," or "signs employed by hearing and speaking persons," are retained, while "artificial signs" are proscribed.

All the arguments that have been advanced regarding pantomime and a pantomime language are equally applicable to pictures and a picture-language. For instance, we may say that a picture-language is more natural than any of the spoken languages of the world, because pictures are naturally understood by all mankind. We may even arrive, by a further process of generalisation, at the idea that picture-language, in the wider sense, really constitutes the only form of language that is natural at all, for all the other languages of the world appear to be entirely arbitrary and conventional. If we pursue the parallel we shall arrive at the conclusion that a picture-language of some kind must necessarily become the vernacular of our pupils, through which the other more conventional languages may be explained and taught.

It is immaterial whether such statements are fallacious or not, so long as we do not apply them to educational purposes. But let us see how they work in practice. The exhibition of a picture undoubtedly adds interest to the fairy tale or story that we tell a child. It illustrates the language we use, and it may be of invaluable assistance to him in realizing our meaning. But is that any reason why we should teach him Egyptian hieroglyphics? Granting the premises: Is the conclusion sound that we should therefore teach him English by means of hieroglyphics?

If such conclusions are illogical, then the fundamental ideas upon which our whole system of education by signs is based are also fallacious and unsound.

One word in conclusion regarding speech. The main cause of the fallacies that fog our conception of the condition of the deaf child is his lack of speech. A deaf person who speaks is regarded by the public

more as a foreigner than as a deaf mute. Speech, however imperfect, breaks through the barriers of prejudice that separate him from the world, and he is recognized as one of ourselves.

Mr. Gallaudet under-estimates the value of speech to a deaf child. He seems to think that speech is of little or no use, unless it is as perfect as our own. The fact is that the value of speech to a deaf child must be measured by its intelligibility rather than by its perfection.

It is astonishing how imperfect speech may be and yet be intelligible. We may substitute a mere indefinite murmur of the voice for all our vowel sounds, without loss of intelligibility. (Here Mr. Bell spoke a few sentences in this way, and was perfectly understood.) Here at once we get rid of the most difficult elements we are called upon to teach. If now we examine the relative frequency of the consonantal elements, we shall find that 75 per cent. of the consonants we use are formed by the point of the tongue, and that the majority of the remainder are formed by the lips. The consonants that are difficult to teach are chiefly formed by the top or back part of the tongue; but, on account of their comparative rarity of occurrence, they may be very imperfectly articulated without loss of intelligibility. Hence I see no reason why, in spite of the general ignorance of teachers respecting the mechanism of speech, we may not hope to teach all deaf children an intelligible pronunciation.

Let teachers appreciate the value of intelligible speech to a deaf child, and they will make the attempt to give it to him. At the present time, lack of appreciation operates to prevent the attempt from being made upon a large scale. Skilled teachers of articulation will become more numerous as the demand for their service increases, and their ingenuity, intelligently applied, will increase the perfection of the artificial speech obtained.

In the meantime, do not let us discard speech from the difficulty of obtaining it in perfection. Do not let us be misled by the idea that intelligible but defective speech is of no use, and must necessarily be painful and disagreeable to all who hear it. Those who have seen the tears of joy shed by a mother over the first utterances of her deaf child will tell you a different tale. None but a parent can fully appreciate how sweet and pleasant may be the imperfect articulation of a deaf child.

## APPENDIX 32.

## IS THERE A CORRELATION BETWEEN DEFECTS OF THE SENSES?

Referred to in Mr. G. Bell's evidence (*passim*).

(Extracted from "Science" for February 13th, 1885.)

People sometimes assume that a defect of any important sense is balanced to the individual by the increased perception of the remaining senses. For instance: it is often thought that deaf persons have better eye-sight than those who hear, and that blind persons have better hearing than those who see. The returns of the tenth census of the United States (1880) concerning the defective classes show clearly the fallacy of such a belief. They indicate that the deaf are much more liable to blindness than the hearing, and the blind more liable to deafness than the seeing.

About one person in every thousand of the population is blind, and one in every fifteen hundred deaf and dumb. Now, if these proportions held good for the defective classes themselves, we should expect to find one in a thousand of the deaf-mute population blind, or one in fifteen hundred of the blind population deaf and dumb: in other words, we should expect to find no more than thirty-four blind deaf-mutes in the country; whereas, as a matter of fact, no less than 493 blind deaf-mutes are returned in the census.

In the following table, I, I present an analysis of the doubly and trebly defective classes. The information has been compiled from the published statements of Rev. Fred. H. Wines (who had charge of the department of the census relating to the defective classes\*), supplemented by unpublished information kindly furnished by the census office.

\* See *American Annals of the Deaf* for January 1885.

TABLE I.  
ANALYSIS OF THE DEFECTIVE CLASSES AS RETURNED IN THE TENTH CENSUS OF THE UNITED STATES (1880).

<i>Singly defective.</i>			
Deaf and dumb	-	-	30,995
Blind	-	-	46,721
Idiotic	-	-	73,370
Insane	-	-	91,153
Total singly defective	-	-	242,239
<i>Doubly defective.</i>			
Blind deaf-mutes	-	-	246
Idiotic deaf-mutes	-	-	2,122
Insane deaf-mutes	-	-	238
Blind idiots	-	-	1,186
Insane blind	-	-	528
Total doubly defective	-	-	4,350
<i>Trebly defective.</i>			
Blind idiotic deaf-mutes	-	-	217
Blind insane deaf-mutes	-	-	30
Total trebly defective	-	-	24
Total defective population	-	-	246,816

\* The "deaf and dumb" have no other natural defect save that of deafness. They are simply persons who are deaf from childhood, and many of them are only "hard of hearing." They have no defect of the vocal organs to prevent them from speaking. A child who cannot hear our language with sufficient distinctness to imitate it remains dumb until specially instructed in the use of his vocal organs. In the above table, the "deaf and dumb" are therefore classified with those having a single defect.

Appendix 32. In the following tables, II-VII, I have reduced these figures to percentages.

TABLE II.

PERCENTAGE of the POPULATION of the UNITED STATES who are DEFECTIVE.

	Totals.	Percentage.
Deaf and dumb	33,878	0·0675
Blind	48,928	0·0975
Idiotic	76,895	0·1533
Insane	91,959	0·1833
Defective population	246,816	0·4921
Population not defective	49,908,967	99·5079
Total population	50,155,783	100·0000

TABLE III.

PERCENTAGE of the DEAF-MUTE POPULATION who are otherwise DEFECTIVE.

	Totals.	Percentage.
Deaf-mutes returned as also blind	493	1·45
Deaf-mutes returned as also idiotic	2,339	6·00
Deaf-mutes returned as also insane	298	0·88
Deaf-mutes returned as otherwise defective	2,883	8·51
Deaf-mutes returned as simply deaf	30,245	91·49
Total deaf and dumb	33,878	100·00

TABLE IV.

PERCENTAGE of the BLIND POPULATION who are otherwise DEFECTIVE.

	Totals.	Percentage.
Blind persons returned as also deaf and dumb	493	1·01
Blind persons returned as also idiotic	1,403	2·87
Blind persons returned as also insane	558	1·14
Blind persons returned as otherwise defective	2,207	4·51
Blind persons returned as simply blind	46,721	95·49
Total blind	48,928	100·00

TABLE V.

PERCENTAGE of the IDIOTIC POPULATION who are otherwise DEFECTIVE.

	Totals.	Percentage.
Idiots returned as also deaf and dumb	2,339	3·04
Idiots returned as also blind	1,403	1·82
Idiots returned as otherwise defective	3,525	4·58
Idiots returned as simply idiotic	73,370	95·42
Total idiots	76,895	100·00

TABLE VI.

PERCENTAGE of the INSANE POPULATION who are otherwise DEFECTIVE.

	Totals.	Percentage.
Insane persons returned as also deaf and dumb	298	0·32
Insane persons returned as also blind	558	0·61
Insane persons returned as otherwise defective	826	0·90
Insane persons returned as simply insane	91,133	99·10
Total insane	91,959	100·00

TABLE VII.

PERCENTAGE of the DOUBLY DEFECTIVE who are also TREBLY DEFECTIVE.

Of 493 blind deaf-mutes, 217, or 44·02 per cent., are returned as also idiotic.
Of 493 blind deaf-mutes, 39, or 6·09 per cent., are returned as also insane.
Of 2,339 idiotic deaf-mutes, 217, or 9·23 per cent., are returned as also blind.
Of 298 insane deaf-mutes, 39, or 10·07 per cent., are returned as also blind.
Of 1,403 blind idiots, 217, or 15·47 per cent., are returned as also deaf and dumb.
Of 558 insane blind persons, 39, or 5·38 per cent., are returned as also deaf and dumb.

The tables seem to indicate that in the case of deafness, blindness, idiocy, and insanity, some correlation exists; for persons having one of those defects appear more liable to the others than persons normally constituted, and doubly defective persons appear to be more liable to be otherwise defective than persons having a single defect. For instance:—

- (a.) Of 50,155,783 persons in the United States, 246,816, or 0·4921 per cent., are defective.  
 (b.) Of 246,816 defective persons, 4,597, or 1·86 per cent., are doubly defective.  
 (c.) Of 4,597 doubly defective persons, 217, or 5·37 per cent., are trebly defective.

The results obtained above, I think, merit the consideration of scientific men, and are calculated to throw light upon the subject of correlated defects.

Although the proportion of the insane who are deaf or blind is abnormally large, the evidences of a correlation between insanity and the other defects noted above are not well marked; but in regard to deafness, blindness, and idiocy, a marked correlation appears to exist.

1. *Deaf-mutes.*—There are fourteen and a half times as many blind persons among the deaf and dumb in proportion to the population as there are in the community at large, and forty-six times as many idiotic.

2. *Blind.*—There are fourteen times as many deaf mutes among the blind in proportion to the population as there are in the community at large, and nineteen times as many idiots.

3. *Idiotic.*—There are forty-three times as many deaf-mutes among the idiotic in proportion to the population as there are in the community at large, and eighteen times as many blind.

The apparent correlation between deafness, blindness, and idiocy, may possibly indicate that in a certain proportion of cases these defects arise from a common cause, perhaps arrested development of the nervous system.

It is of course possible that some of the persons returned as "blind deaf-mutes" may have lost sight and hearing from the same disease. The returns have not yet been sufficiently analyzed to enable us even to separate the congenital from the adventitious cases. We cannot therefore tell at the present time how far the evidences of correlation may be weakened by a closer inspection of details.

The large number of deaf-mutes who have been classified as idiots, also suggests caution in accepting the returns. I recently met a young lady—one of the brightest and best pupils of the Illinois institution for the deaf and dumb—who commenced her school-life in an idiot asylum. She was there discovered to be

JOHN LOVEJOY.  
SETTLED ANDOVER MASS. BEFORE 1640.  
**LOVEJOY FAMILY.**

**SYMBOLS EMPLOYED.**

- Family where order of birth is not followed.
- Family where order of birth is followed,  
Read from right to left.  
N<sup>o</sup>1 is the oldest, N<sup>o</sup>4 the youngest.
- Family containing a case of twins
- ♂♀ Males ♀♀ Females ♂♂ Children who died young.
- Descend from a male is shown by a continuous line; Descend from a female by a dotted line.
- Where more than one line proceeds from a male, the children are by different mothers and where more than one line proceeds from a female, the children are by different fathers.

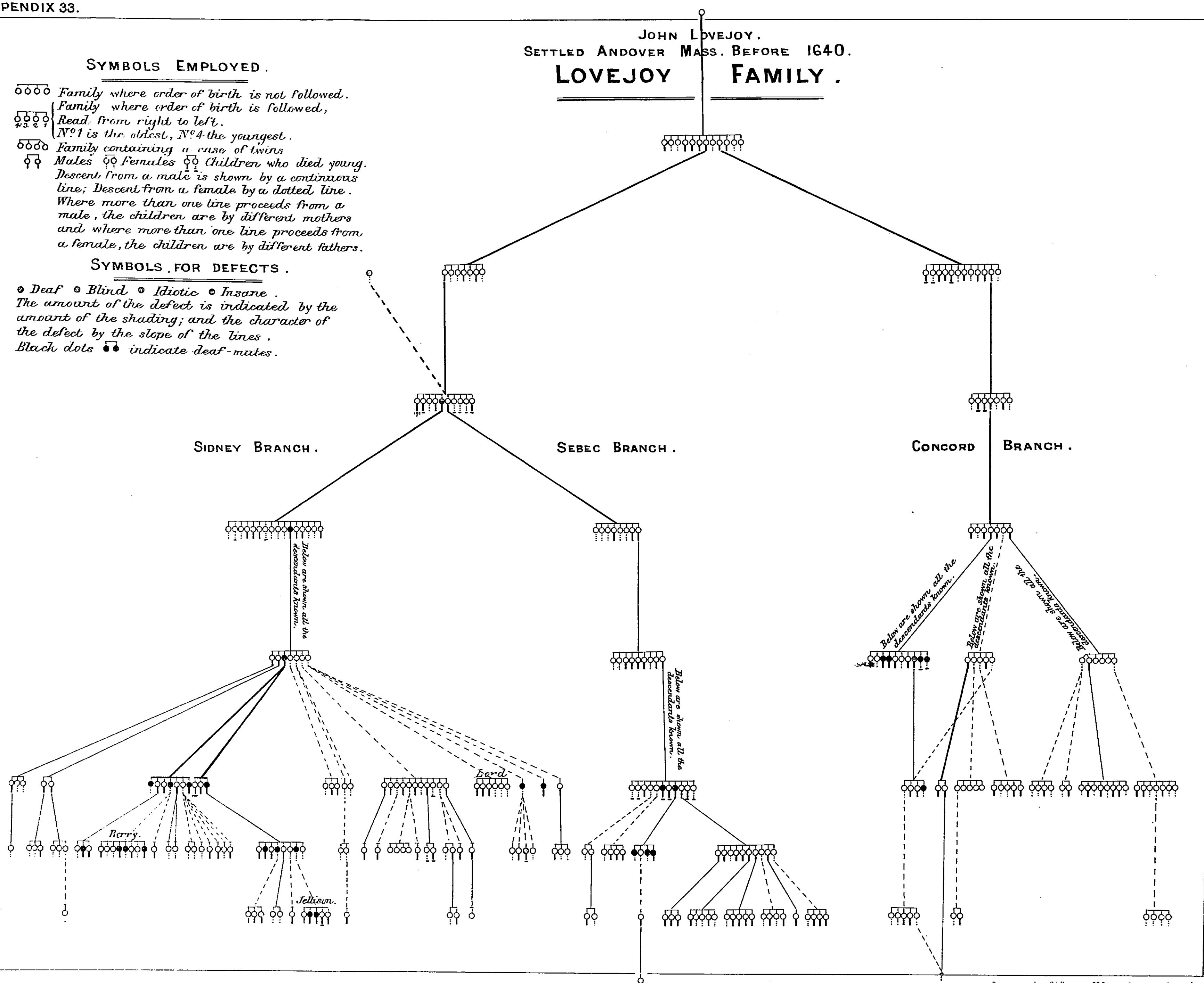
**SYMBOLS FOR DEFECTS.**

- Deaf • Blind • Idiotic • Insane.
- The amount of the defect is indicated by the amount of the shading; and the character of the defect by the slope of the lines.
- Black dots •• indicate deaf-mutes.

SIDNEY BRANCH.

SEBEC BRANCH.

CONCORD BRANCH.



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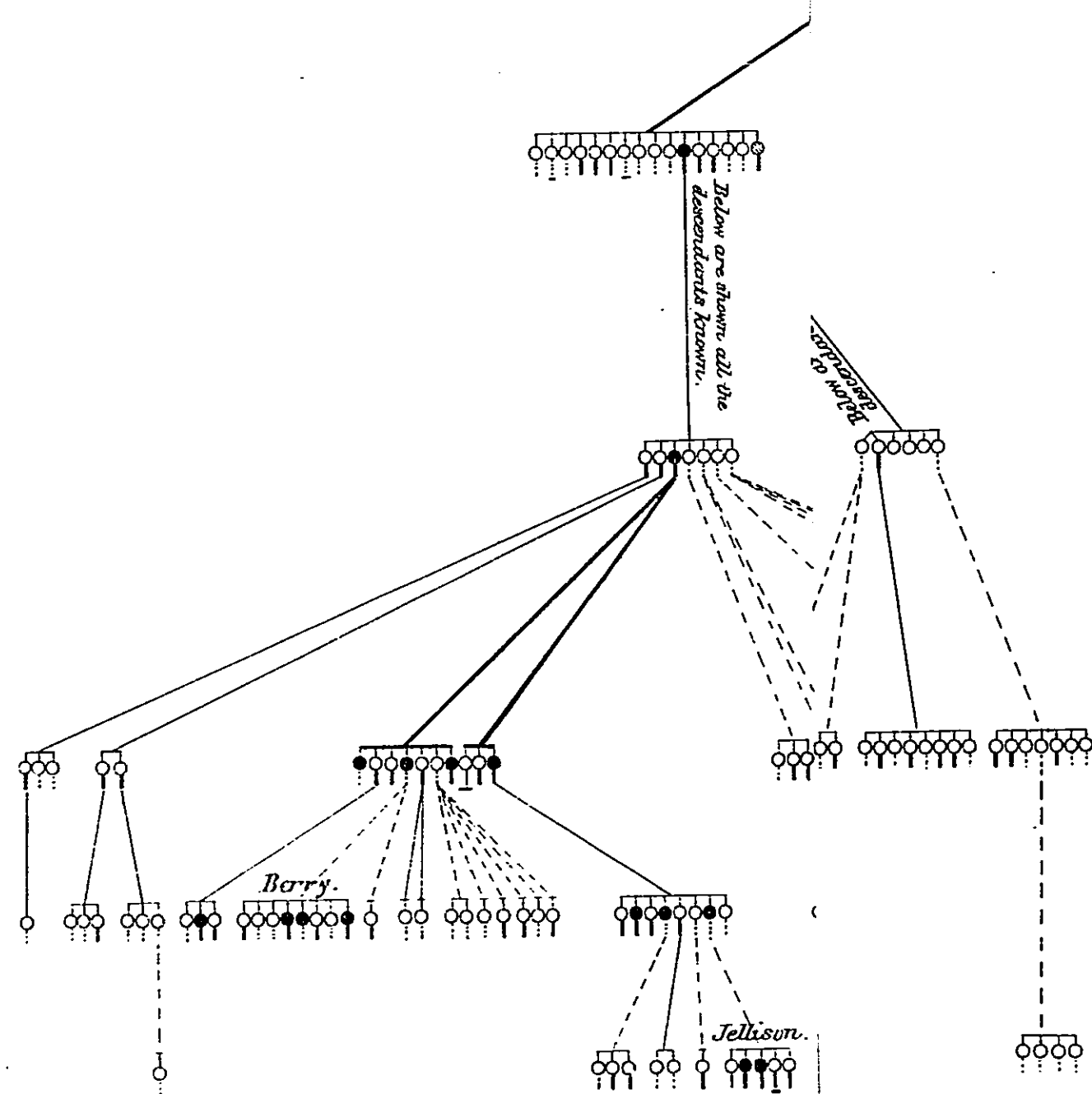
**SYMBOLS EMPLOYED.**

- Family where order of birth is not followed.
- Family where order of birth is followed,  
Read from right to left.  
N<sup>o</sup>1 is the oldest, N<sup>o</sup>4 the youngest.
- Family containing a case of twins
- ♂♀ Males ♀♀ Females ○ Children who died young
- Descend from a male is shown by a continuous line; Descend from a female by a dotted line
- Where more than one line proceeds from a male, the children are by different mother and where more than one line proceeds from a female, the children are by different father

**SYMBOLS FOR DEFECTS.**

- ◐ Deaf ◐ Blind ◐ Idiotic ◐ Insane.
- The amount of the defect is indicated by the amount of the shading; and the character of the defect by the slope of the lines.
- Black dots ● indicate deaf-mutes.

**SIDNEY BRANCH.**



BEFORD 57 COVENT GARDEN 16005. 8/68.

simply deaf, and was transferred to the Institution for the deaf and dumb at Jacksonville, where she not only received a good education, but was successfully taught to speak. Not only are children who are simply deaf sometimes sent to idiot schools, but idiotic children who hear perfectly are often sent to institutions for the deaf and dumb, when it becomes the painful duty of the principal to undeceive the parents as to the real condition of their child. The difficulty in distinguishing these two classes of defective persons arises from the absence of articulate speech. Children who are deaf from infancy, and idiots, do not naturally speak, but

from very different causes. In the one case, the cause is lack of hearing; in the other, lack of intelligence. The judgment of unskilled persons regarding the intelligence of deaf-mutes should evidently be received with caution. It is only to be hoped that the number of idiotic deaf-mutes returned in the census has been over-estimated. Before accepting the results as thoroughly reliable, it would be well to know whether or not the persons who made the returns were competent to judge in the matter.

ALEXANDER GRAHAM BELL.

**APPENDIX 33.**

Referred to in Mr. Graham Bell's evidence.

**LOVEJOY FAMILY.**

**EXPLANATION OF THE GRAPHICAL CHART.**

The chart shows the descent, from John Lovejoy, of twenty-seven congenital deaf-mutes, all bearing the surname "Lovejoy," excepting those marked "Lord," "Berry," and "Jellison."

These deaf-mutes group themselves into three families only remotely connected through the Lovejoy blood.

1. CONCORD BRANCH.—In the Lovejoy family of Concord, New Hampshire, there were four deaf-mutes—two brothers and two sisters. The ancestry on the mother's side is unknown. The only member of this family who seems to have married, was a hearing brother of the deaf-mutes (who was at one time insane). He married his father's sister's daughter by whom he had four children. The oldest was a deaf-mute. She was one of the early pupils of the Illinois Institution. She married a deaf-mute, but had no offspring. She died from consumption. The deaf-mutes in this branch of the family have left no descendants.

2. SEBEC BRANCH.—In the Lovejoy family of Sebec, Maine, two out of eleven children were born deaf. Six of the children died young; two of them (one a deaf-mute) from accidental causes, another from scrofula.

There was no deafness in the ancestry so far as has been ascertained, but the mother traces up by two lines of ancestors to persons who came from Chilmark, Martha's Vineyard, a township in Massachusetts remarkable for the number of deaf-mutes that have been born in it. In 1880 one person in every 25 of the population was a deaf-mute.

The deaf tendency in the mother's family is well marked. She had a sister who had five deaf and dumb children, and another who had deaf grandchildren. She also had a cousin who had seven deaf and dumb children; another who had two; and a third who had three.

Her surviving deaf-mute child (see the chart) married a hearing woman (not a relative) who was slightly insane. They had four children, three of them deaf-mutes. The hearing daughter married, and had one child (a son). This son married and has one son, now a baby in arms.

One of the deaf-mutes (a daughter) married a deaf-mute, but had no offspring. She died from consumption. The other deaf-mutes are unmarried.

3. SIDNEY BRANCH.—In the Lovejoy family of Sidney, Maine, deaf-mutes have appeared for five successive generations in increasing numbers, and the younger deaf-mutes are marrying deaf-mutes. All the deaf-mutes were born deaf.

First Generation.—The first deaf-mute was the sixth child in a family of sixteen children. His father was the sixth child in a family of eleven; and his mother was one of the eldest of a family of 25 children (by two marriages of their father).

The deaf-mute married a hearing woman of the surname "Smith" (not a relative), by whom he had seven children. One, the fifth, was a deaf-mute.

Second Generation.—This deaf-mute son married twice. His first wife (a hearing woman) was a "Smith" (probably a distant relative of his mother, but this does not certainly appear). By her he had three sons, the eldest a deaf-mute.

By his second wife (a hearing woman, not a relative) he had seven children, three of them deaf-mutes. One of the hearing children was born deaf in one ear, but this did not make him a deaf-mute nor would he even be called deaf, for he hears well with the other ear.

The eldest daughter of the first deaf-mute in the Sidney Branch had two deaf-mute children (both illegitimate); one a male, living 1888, unmarried; the other a female of the surname "Lord"; she is dead.

Returning to the descendants of the second deaf-mute.

Third Generation.—Two of the four deaf-mutes in his family married. The oldest, a son, married a hearing woman (not a relative), by whom he had eight children three of them deaf-mutes. [So far there had been no inter-marriages with deaf-mutes or with near relatives. The deafness had persisted in the family through four successive generations in spite of the introduction of fresh blood at each marriage. This fact shows how strong sometimes may be the hereditary character of the defect.]

Another child of the second deaf-mute (a deaf-mute daughter) married a congenital deaf-mute of the surname "Berry," who has a brother and other relatives deaf-and-dumb. They have had eight children, three of them deaf-mutes. At the present time (1888) these children are very young. [I enclose a graphical chart showing some of the consanguineous marriages in the father's family, and illustrating also the correlation between deafness and idiocy.]

Another child of the second deaf-mute (the hearing son who was born deaf in one ear) married a congenital deaf-mute of the surname "Marr," who had two brothers and one sister deaf-and-dumb. They have had three children (one a deaf-mute). The youngest child is now (1888) a baby in arms.

Fourth Generation.—Two of the deaf-mutes of the fourth generation have married; the others are too young.

The first married a congenital deaf-mute of the surname "Jellison," who has a deaf-mute brother and sister; and the sister has a son who is deaf-and-dumb. Of the five children of this marriage two are deaf-mutes. The children are very young, the youngest a baby in arms (1888).

The other deaf-mute of the fourth generation who married, married a hearing man (not a relative). They have three children (all hearing) who are now (1888) very young.

Fifth Generation.—The "Jellison" children constitute the fifth generation of deaf-mutes in the Sidney Branch of the Lovejoy family.

**GENERAL REMARKS.**

The Lovejoys of the New England States appear to be all descendants of John Lovejoy, one of the early settlers of Andover, Massachusetts. He came from England and settled in Andover before the year 1640. He was a farmer. He had twelve children, seven sons and five daughters. The descendants are very numerous. I have collected records of several hundreds of them. I am indebted for a good deal of my material to the researches of Mrs. Pratt of Chelsea, Mass., who is preparing a Lovejoy Genealogy for the use of the family.

Longevity seems to have been a characteristic of the earlier members of the family, several living to be over 90 years of age. There was great mortality among the young children of the third generation from "throat distemper," some families being almost wholly swept away.

The descendants spread from Andover as a centre, and settled in the neighbouring towns and states; and many of them in the later generations emigrated to the West. They occupy all sorts of positions in society. Some are found among the wealthy and cultivated classes, others occupy very humble stations in life. Very many of them are found among the best and most respected citizens of the Republic.





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tencing speech by speech in a shorter or longer period, and with special application proportioned to the individual mind.

3. That in the *one* or *two* cases out of *ten* where greater physical or intellectual difficulties are met with, they can attain to speaking, and being taught by speech, either by repeating the preparatory course, or by going through the course of teaching in a special class.

This is what happens in our schools at Milan for the poor deaf-mutes. All the deaf-mutes in the province, if poor, have the right to be admitted from the age of nine to twelve years old. Every year, on a fixed day, all the boys and girls at that age (about 15 or 16 of the former and as many of the latter) present themselves: out of this number *nine* are kept; the other fit ones are told they will be received the following year, and if there should be any *idiot* he is pronounced *unfit*; nor do we ever consider whether a deaf-mute be capable of speech or not, but simply whether he is capable of instruction by whatever method it be given. Should there be a *doubt* about one, he is kept *on trial*, and for this reason,—although the classes ought not to contain more than *eight* pupils (because a teacher, especially during the first few years, cannot properly instruct a greater number without prejudice to himself) *nine* are received, as one of them will probably turn out incapable or backward, and will have to repeat the course on account of physical or intellectual weakness, in which case one less is admitted next year. None are turned away from the Institution, but—

1. Idiots incapable of any instruction at all (about 10 per cent.)

2. Those who have a sufficient degree of hearing to enable them to be taught elsewhere and by other means (3 per cent.)

The others are all kept and all learn speech by means of speech.

As to the rest (not in the province of Milan), the Italian Institutions, with the exception of the Royal one at Milan, which is national, are provincial; there are about 5,000 deaf-mutes of a school age, *i.e.*, from nine to 12 years old; about 2,000 are under instruction, the large number untaught is owing to so many provinces being wholly without institutions, not because they are turned back by the institutions.

Remember me very kindly to Mr. and Mrs. — whom I should be extremely glad to see again \* \* \*

Believe me, dear Madam,

Sincerely yours

(Signed) P. GIULIO TARRA.

THE CONDITIONS FOR ADMISSION TO THE INSTITUTION FOR THE INDIGENT DEAF-MUTES OF THE PROVINCE, AT MILAN.

OPENING ADDRESS DELIVERED AT THE PUBLIC EXAMINATION OF THE PUPILS OF THIS INSTITUTION, MAY 31st, 1881, BY JULIUS TARRA, SAC. CAV., DIRECTOR OF THE INSTITUTION FOR INDIGENT DEAF-MUTES, MILAN; PRESIDENT OF THE INTERNATIONAL CONGRESS OF 1880; &c., &c.

All the deaf-mutes of our Province, instructed by the pure oral method, speak in an intelligible manner, and understand the speech of others by reading their lips.

The result of this method, far from being inferior, is for the generality of pupils, superior to that which is afforded by all other methods put together.

The deaf thus instructed, thanks to their intercourse with society, not only keep up spoken language and the knowledge thereby acquired in the course of instruction, but continue to develop and extend the use of it.

These three facts attested by the 254 teachers of deaf-mutes collected from all civilized countries at the Congress of Milan last autumn, have given, by the almost unanimous vote of these teachers, a complete victory to the pure oral method. In the presence of these facts, all discussions have ceased, serious objections have of themselves disappeared, and the long struggle between the systems has ended. Never perhaps has a scientific victory been proclaimed with less opposition; never perhaps has a resolution so

grave, so important, been more prompt, more earnest, more efficient. In fact, the accounts which reach us from all parts inform us that several schools in France and England, acting on the resolutions of the Congress, vigorously employ the method voted the best.

Nevertheless, the triumph of the cause has not left all its adversaries convinced and content. Such among them as are unable to deny that which was done in the full light of day, or to return openly to the conflict, attack us in the rear, and try to regain by insinuations their lost ground. They endeavour to invalidate the deliberations of the Congress, deploring them as the effects of illusions and not of real success, stating that all the good obtained in our Milan Institutions, by means of the oral method, is only the result of *circumstances exceptionally favourable both as regards persons and things*.

Starting from this standpoint, the writer of an anonymous pamphlet recently published at Turin does not hesitate to declare that on the decision of the director, *pretended to be "without appeal,"* "there are only admitted into 'our' institution deaf-mutes combining conditions favourable to the teaching of speech, that is to say, those who still have some degree of hearing, or who did not lose it until some time after having been able to speak"; and that, in consequence, "out of twenty pupils presented to the institution, hardly one is admitted, all the others being sent back as unfit for instruction, to the detriment of hundreds who are left to become imbecile through want of education."—(Pamphlet of L. G. on the Instruction of Deaf-Mutes. Turin Typ. Finis 1881, pp. 19 and 20).

Everyone can see how grave such an accusation appears, as much so for me whom the author declares "alone responsible" for this pretended injustice, as for the honourable commission who govern this institution with as much zeal as equity, and on whom the accusation will really fall; it will be seen, too, how much more serious it becomes from the injury it may do to the cause of deaf-mutes, by deterring from that method which has been voted the best, yet nevertheless always difficult and laborious in the application, those of our fellow-labourers at home or abroad who still would hesitate to apply it fully.

Allow me then, gentlemen, to profit by this occasion, as is my duty, not only to protest against an accusation as *untrue* as *unmerited*, but also publicly to contradict it supported by *facts* which show the rules actually followed by us in the admission of pupils into the two schools under the control of the commission. From this it will be seen that we have not deceived anyone, and that if anyone has really been deceived it is the author himself of the writing in question, who asserts and denies *without taking any trouble to examine the facts*.

Each year, in the beginning of November, on a fixed day, all the deaf-mutes in the province, whether boys or girls, who are between the ages of nine and 12, and for whom either their parents, the mayor or the clergyman, have applied to the commission, are invited by it to the attendance which precedes admission. The council with whom the decision rests is composed of the whole commission, with two medical men, one a surgeon, the other an oculist, and of the director of the two institutions. Each of these gives his opinion on each candidate, who is called and examined according to age, from the eldest to the youngest. According to the number of votes, the president pronounces whether the candidate is accepted definitely or on trial; whether he is put off until the following year on account of insufficient development, or whether he is inadmissible altogether.

Whatever importance then may be given to the vote of the director, who represents the teaching body, and who makes it his duty to consult its wants, it is necessary, in order that this vote may have effect, that it agree with that of the other members of the commission. It is therefore absolutely false that the vote of any one of these members whatever can be called "without appeal," as the anonymous writer from Turin pretends, or that it can have influence enough to exercise the least effect upon the complete independence of the individual vote of each member called on to decide, and take away the responsibility of the whole body. In support of this fact, I am glad to call in the testimony of our two distinguished colleagues, Messrs. Dubranle and Dupont, Professors of the National Institution of Deaf-mutes at Paris, who assisted at the recent examination for admission, which took place in this building on the 7th of this month. They

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will be able to state, to anyone who wishes to know it, with what order and conscientiousness this delicate scrutiny is carried out, what importance the judgment of each member has, so that, therefore, the responsibility of the decision cannot fall more on one than another, but in truth at the same time on each and all.

And besides, is it true that the principle which governs the admission of pupils is, as the anonymous writer would wish for the sake of his argument, "the preconceived idea of instructing deaf-mutes by speech"?

What are the conditions of admission for candidates for this school? Every poor child in the province of Milan, whether boy or girl, from the age of nine to 12, is invited and admitted into our institutions, when it is proved that he is *poor, deaf, well in health, and fit to receive instruction*. He must be *poor* enough to be entitled to public benevolence,—*deaf* enough to be unable to profit by the ordinary instruction given at home, in church and parish schools,—*strong* enough to bear without detriment to his health ordinary school life,—and *fit* for instruction, that is to say, endowed with intellectual development sufficient to be able to receive the most elementary instruction in whatever way it is given.

True to these conditions, as we do not admit the deaf-mute whose parents are well off, and to whom the modest dress, simple food, or the limited programme of subjects to be taught in our schools would be unsuitable, as well as the trades which all the pupils learn, without exception, so we exclude those *semi-deaf*, who possess a degree of hearing sufficient to be educated elsewhere and otherwise; *the weak ones* who are unable to stand the occupations of school and workshops from eight to nine hours per day, and the *imbecile, crétins* or *idiots*, who are evidently not only unable to receive instruction in language through speech, but also unable to acquire common knowledge whatever method be used.

It will be seen how conformable to reason and equity are these principles, which are a *direct consequence* of the nature of the Institution entrusted to us, and of the unfortunate class we are called upon to help. For, just as we should wrong the right of the *poor*, if the *rich* were admitted to places set apart for them, and that of the *deaf* if we admitted the *hearing* to their places, in the same way we should be betraying our trust if we ever expended the funds contributed by the public beneficence and the energies of the teachers, in maintaining *children so weak both in body and mind* as to be unable to attain the object of the Institution. This object is the education of *real deaf-mutes, i.e.*, of those young children, *who, through loss or insufficiency of hearing, are unable to receive instruction elsewhere or otherwise than in an Institution and by a special method, and who are fit to receive it with advantage*.

The anonymous author of the pamphlet published at Turin is, therefore, absolutely wrong when he declares that the aptitude for instruction required by us, consists "in conditions favourable to the teaching of speech," and that, consequently, we desire, we exact for the admission of candidates "that they possess some degree of hearing or that they may have lost it only after having spoken for some time."

If the author, instead of being, as he himself confesses, a simple "dilettante" of the art, were a practical teacher of deaf-mutes, and, therefore, a competent judge, he would know, that apart from rare exceptions, the semi-hearing and the semi-mute, if they have some advantage in the first acquisition of articulated mechanical language, are the most deficient in the exercise of the intellectual faculties; have least memory, are the least reflective and most confused in the use which they make of language. He would know that, if these are not rejected, provided they have lost their hearing sufficiently to prevent their being educated elsewhere and otherwise, they are far from being the most desired because of the mental difficulties which they present; whilst all the others who cannot hear at all, and who have never spoken, provided they are healthy in mind and body, are admitted by the Commission and willingly accepted by the teachers, without exception of any sort and with the most entire confidence of a satisfactory result.

All those who were received, when education was given by means of signs and writing united to the manual alphabet, are also received now that education is given by means of the living word, because the fact proves that *every deaf-mute, however little he may be fit for instruction, is also fit to receive it by speech, in a longer*

or shorter time, yet in a sufficient degree, provided that the method of teaching be logical, regulated, appropriate and without being in any way mixed up with other methods which trammel and paralyze it. If it were thought useful, convenient and therefore desirable, that the more deficient should be instructed by themselves, more slowly and with a simpler programme, it would not on that account be reasonable to deprive them of the great benefit of speech as the means of their instruction, nor to declare them unfit for the pure oral method, which has for its end the true, effectual, and permanent regeneration, intellectual, moral, and social, of all the deaf and the dumb.

The truth is then that we do not at all regard the degree of hearing of the candidates, unless it be to reject those who appear to have too much. And, in fact, three-fourths and more of the children collected in the two schools are so deaf as to be unable to make the least use of hearing in learning to speak, and they have no other idea of speech than the mechanical movements visible in reading the lips of others, and that of the internal tactile sensation produced in themselves when they are speaking. Let it suffice to say that out of eight pupils that I have actually with me in my highest class of boys, six are quite deaf, one perceives only very imperfectly loud noises, and the other distinguishes some words when spoken in a loud tone, but he is on the other hand the feeblest, has the most confused intellect, and knows the least, and is the one who expresses himself with the greatest difficulty.

But, "if they do not hear," adds the advocate of the Sign method, "they must have heard and spoken"; and, in support of his assertion, he quotes the Statistical Report presented by us at the Congress, from which it will be seen that, out of 172 deaf-mutes presented at this Institution with authentic particulars of the date of their misfortune, 52 only were born without hearing; which makes him presume that the 120 others knew and made use of speech before they became deaf.

If the author had had occasion to devote himself to the minute researches which we have made on this subject, he would have been able to convince himself that such an assertion cannot stand and is absolutely untrue; he would have been able to convince himself that this proportion of about one-third of born deaf-mutes to those whose deafness is due to a subsequent accident, exists almost everywhere; he would have learned besides, that out of the other two-thirds, most of them lost hearing and consequently the power of speech in the first months of their lives, that is to say, anterior to the comprehension and use of speech, and nearly all after a fever, commonly called "acuta," which very often produces in them besides the damage caused to hearing, a grave cerebro-spinal disturbance, in consequence of which it can be proved that the born deaf-mute is almost always in a more favourable condition for receiving instruction than he who has become so through illness. He would know that, even amongst those (they form perhaps the tenth part) who have lost their hearing some years after birth and who therefore enjoyed the use of language, it is rare that any of them have retained the memory and pronunciation of words and entire sentences. But should occasionally there be one, received into the Institution a short time after the loss of hearing, who in consequence has preserved some fragment from the great shipwreck, a little speech, a natural intonation and a greater facility in mastering language and knowledge which he is now no longer able to learn elsewhere, it is a consolation and a help for the poor teacher and also for his companions in misfortune, a help and a consolation which Providence sends them, and which the anonymous writer himself would certainly not deny them.

To convince him that the admission of our pupils is without any prejudice, but indeed on a broad basis, it will be sufficient for him to examine them all from first to last, as you now present are going to do to-day, to prove to what degree of extreme weakness our cure reaches, how the greater part of them regain speech independently of any phonic perception, how few there are who know how to repeat a word or a syllable spoken even into their ear, and how numerous are those, who with their artificial, hard, monotonous, yet intelligible pronunciation, show that speech is to them a new thing, without remembrance of former speech, without control of any kind.

And, more than all the rest, the number of the poor alone supported by the two schools for the deaf-mutes



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of the province is the last and the greatest refutation of the second imputation concerning us, contained in the much-to-be-regretted little pamphlet from Turin; that is to say, that of twenty candidates we admit only one, rejecting all the others, a fact the author is not afraid to say that he can prove.

So far from that, the anonymous writer could assure himself of the contrary, if he would only glance over the statistics given and for which he professes so much interest. After the careful evidence collected by the Milan Commission, promoters of the education of deaf-mutes, under the auspices of the much-lamented Comte Paul Taverna, it is found that in the province of Milan the deaf-mutes are in the proportion of eleven to ten thousand inhabitants and therefore in a population of one million we may reckon one thousand one hundred deaf-mutes of all ages. In calculating that one-fifth of these would be old enough to be taught, i.e., from the ages of nine to 18, the province of Milan should give a contingent of 220 deaf-mutes for the schools to instruct. If then we admitted only one candidate out of twenty we should only have a dozen in the two schools; and taking this hypothesis, the eighteen pupils whom we admit each year into the two schools would have been chosen from among three hundred and sixty candidates; and the one hundred and twenty which are counted in all the classes, would make it appear that in the province there are 2,400 deaf-mutes of an age to be taught, among which 2,280 would be rejected by us, and, as the anonymous writer deprecates, "left to become imbecile through want of education." What an enormous blunder in figures! The number on the contrary, of our deaf-mutes eligible for admission to the schools being two hundred and twenty, of whom one hundred and twenty will be found in our two institutions for the poor, eleven in the Royal Institution for those of a higher condition, and about seventy in the two schools of Lodi, it thus becomes evident that eighteen out of twenty are admitted into our schools, and that only two out of twenty are excluded, for all the various reasons stated above; which is almost the direct opposite of what the anonymous writer affirms.

In order to substantiate this fact it will be sufficient for me to state the number of candidates in proportion to those admitted into this school on our recent admission day, on the 7th of this month, in the presence of Professors Dubranle and Dupont. The young girls presented to the Commission were eighteen, of whom nine were admitted, because that was the number of places at our disposal; eight others, younger, amongst whom there was some doubt about one, were declared ready for the next admission, and one, one only, was excluded as demented, and, therefore, unfit for instruction, in accordance with the unanimous advice of the doctors, the members of commission, the director and the lady superintendent of the girls' school.

In short, if the anonymous writer, before pronouncing sentence, had had the foresight to visit some school where the pure oral method had been in practice for some years, and so assure himself with his own eyes of the development in intelligence and in language, as you will now do in a quick but honest examination of these fifty-eight girls, I have no doubt that he would no longer take stars for glow-worms, and that he would considerably modify his opinion with regard to the "miserable results" which, according to him, are obtained by speech, in comparison with those obtained by other means, and of the "time and trouble chiefly lost during the first years," a fact the existence of which in our schools he deprecates, without having ever seen them.

If our opponent had been content to say that the results obtained with the majority of the speaking deaf were moderate and limited, he would only have stated what was possible to be done for this unfortunate class, whatever the method employed. But if by "miserable" results, he means inadequate to the needs of their social and moral life, he is greatly mistaken. In fact, all our pupils learn by speech an amount of language sufficient for the acquisition of ordinary knowledge of all kinds, both religious and secular, an amount quite as large, more practical and more efficient than that obtained by the other methods combined, with the advantage of being able to communicate it to all the world, and to find in speech the means of using, keeping, and extending the knowledge already acquired. Following this out, he should have convinced himself how "miserable" on the contrary, are the results obtained by deaf-mutes who leave an institution destitute of a means of communicating their knowledge, and who are thus given

up to all the injuries of time, of idleness and loneliness described by this sentence: "*Ve Soli!*"

As for the loss of time which he deprecates, through the teaching of speech, he ought to have ascertained how speech, the best known means, more practical and more ideal than any other, will soon be able, by constantly extending itself in all places, and to all people, to regain the ground which it had lost, to take possession of the whole life, and consequently to reach and quickly pass the limits which it was possible to attain through teaching based on signs or writing. He would have observed at once, in questioning the adult deaf, that, just as the signing deaf, whether they speak by the pen or by the fingers, when once removed from their teachers' hands and from contact with their brothers in misfortune, are continually losing the language and knowledge they had previously acquired, as he himself says; so, on the contrary, those who have been taught by speech have nothing to envy in the others, for they find in every day increasing practice in conversation, a continual way of keeping and extending the domain of knowledge by unceasing progress—an unceasing consolation.

From all these facts we are bound to conclude that, if in our Institutions for the indigent deaf-mutes of Milan "favourable circumstances" exist, they are not due to the worth of this or that person, or to the skilful ability to make that appear which is not, but in fact to the wise management which the Honourable Commission has stamped upon this Institution; to the united, intelligent, and indefatigable work of the teaching staff; to the unity of their convictions, of their method and their action; and especially to the rules which govern the admission of our pupils, and the whole arrangement of our schools. These rules do not consist, as he would insinuate, in the acceptance of individuals the most fit for speech, and in an unjust exclusion of others, but by wisely admitting on the same day all those pupils required to form a class, all being nearly of the same age, and not having been received until after a conscientiously conducted examination of their physical and mental fitness for instruction; not to entrust to one teacher more pupils than he can instruct with profit and efficiency by giving such individual attention as is proportioned to their needs; and, above all, to instruct them all, without exception, in a uniform and proper method, that is to say, with speech and by speech, without admixture or compromise of any kind.

It is not, therefore, to be regretted that these conditions exist where they do, but rather that they are wanting in many schools, and that consequently on account of the admissions which are made without any fixed time, without definite conditions and without examination, in consequence of the teaching which is given in an eclectic form, that is to say, without a well-considered method and without regular classes, these Institutions have become no longer establishments of regular instruction, but a refuge for the unfortunate, a temporary retreat in order to relieve society and to procure a transient consolation for these unfortunate ones.

Instead then of criticising those who knew how to place an Institution in circumstances favourable to its vigorous progress towards the end desired, would not the anonymous Turinese have done better, to desire similar conditions in all sister Institutions? I can assure him that many of the teachers, our colleagues, who long for this with all their hearts, would have been grateful to him.

It follows from what I have just set forth honestly relying on facts, that the rules which govern the admission, and the education of our pupils are not those which the author of the Turin pamphlet presumes; I am, therefore, obliged to conclude that he has been deceived by erroneous information. Thoroughly convinced as I am that none of our colleagues, whether our fellow-countrymen or foreigners, would credit these assertions, I will readily believe that the anonymous author, however courteous have been his expressions on my behalf, will be loyal enough to acknowledge the truth of the facts here set forth, facts which refute his imputations, at least in what concerns us, and to rectify in his own eyes and those of the public that which has so unfortunately escaped from his pen. He will, no doubt, do this,\* animated with the Charity which, as says the Apostle of Nations, "Is not satisfied with

\* This has since taken place, the anonymous writer having visited the schools at Milan, and having been convinced of the superiority of the pure oral system, and that he had been previously misinformed. Vide above, No. II.

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"injustice, but rejoiceth in the truth."—(1 Cor. xiii. 6.) From that day we shall be happy to know his name and to honour him equally with our learned colleagues who have come from other countries, and who, on seeing and after an honest examination of the facts, have not hesitated to change their opinion and declare themselves "converted to the pure oral method," proving once more how the upright mind in the presence of the sacredness of the work braves and despises all human considerations, and how it belongs to the wise man to change his opinion.

The following extracts are taken from a review by the same author, the ABBÉ TARRA, in answer to another objector

Mr. —\* wonders at but admits that the deaf of the higher classes and the adults called from their homes should converse by the spoken word without gestures. But this is certainly the best proof of the advantage of the "Pure Oral" System, that the pupils after having left school, and no longer enjoying school tuition, do not retrograde but constantly improve in spoken language and facility in lip-reading.†

It is just the religious instruction, to which, in our schools, the greatest and most thorough attention is given, and that there is no pupil, however weak of intellect and poor in language, who does not arrive at a comprehension of the entire matters of religious truths, historical and spiritual, which form the elements and substance of a Christian life; and that the apparent delay of a few months in giving religious instruction, by means of the spoken word, is fully made up later on in the course by the same means, i.e., speech, which is by far the most effective way of explaining abstract and religious ideas. The inner-

\* The gentleman referred to in note to No. II.  
† See also "Vocal Speech for the Dumb," a paper read before the Society of Arts, April 25th, 1877, by B. St. J. Ackers, p. 10, *et seq.*

most nature and understanding is penetrated and becomes developed by precepts and dogma, and a result is attained, which can never be reached so perfectly and truly, so physiologically exact, by means of signs. Besides any teacher who knows what can be effected by the "pure oral" system must wonder at Mr. —'s surprise, "that up to the third year the deaf are not instructed in proper religious knowledge" (although in the second year they are taught to recite the principal Christian prayers), for he must know how much language and of what kind is required to treat even of the most elementary principles of religion, and how the reverence we owe to sacred truth imposes upon us a preparation, by preceding it by simple moral precepts conveyed in simple language, such as mothers make even with their hearing children. For the teaching of dogma, of theory and of the logic of religion it is natural and essential to prepare the way by inculcating moral ideas and practices, and so to accustom the mind to the acceptance of living truths, and for this reason we make of the first period a preparatory course.

## HOW TO CHANGE A "SIGN" OR "COMBINED" SCHOOL INTO A "PURE ORAL" SCHOOL.\*

Hire a house for all new pupils. These new children must never be allowed to mix or be in contact with, either at lessons, in play, at meals, or any other time, the old pupils who have been taught by signs and the manual alphabet.

As soon as the new pupils are more numerous than the old let the latter go to the new house and the former to the old school buildings.

When the last of the pupils taught on the sign system leaves, the new house can be given up.

Great care must be taken that the new pupils do not see at any time the manual alphabet or sign-teaching.

\* The method adopted so successfully at Milan.

## APPENDIX 35.

PAPER by Mr. WILLIAMS, Principal of the Connecticut Asylum for Deaf-Mutes, handed in by Dr. Gallaudet. (Referred to by the Rees. W. B. Sleight and C. M. Owen in their Reservation.)

## A SYSTEM OF EDUCATION ADAPTED TO ALL DEAF-MUTES, NOT EXCLUDING THE FEEBLE-MINDED.

Throughout the United States of America, institutions for the deaf, whatever may be the system of instruction employed, are maintained wholly, or in large part, at the public expense, and are for the benefit of all who are too deaf to be taught in the public schools, but whose mental capacity would entitle them to an education therein were they possessed of hearing. The brilliant minds among this unfortunate class may be successfully taught by either the oral or manual method, or by the combined method. Where quick perception is added to rare mental endowments, the oral system may be better in many cases, the advantages outweighing the disadvantages. Where quick perception is wanting, though there may be rare mental capacity, there is little doubt that the combined system will produce a far higher average of results than would the oral system in the same cases. In that larger percentage of the deaf (perhaps a little larger among the deaf than among the hearing) who possess neither superior minds nor unusually quick perception, probably nearly all are willing to admit that the manual method is the only one by which satisfactory results can be attained.

Unfortunately, these distinctions in the mental conditions of our pupils are not given sufficient consideration in all cases, and, as a consequence, many a child is allowed to suffer in his mental development, and—to an extent undreamed of in the common schools, and that would not be tolerated there—pupils are shut out from our schools

and condemned to grow up in ignorance, a burden to themselves, to their friends, and to the community, on the ground that they are too weak in mind to receive instruction, when the fault is not in the child's mental capacity, but in the system employed by his teachers as applied to him.

Within a few months one who stands high as an educator of the deaf, and who is an enthusiastic oralist, in comparing the pupils of the manual schools with those of the oral schools, has said that the manual schools (I quote directly) "are apt to gather up all that they can find, 'regardless of age or mental capacity.' \* \* \* 'Their desire to have a large number of pupils is too great.' \* \* \* 'This desire often leads to the admission of pupils who are so deficient in mental ability that they more properly belong to an asylum for feeble-minded children.' \* \* \* 'Some of these are too old to make much progress in education.' 'Nowhere else are so many unfit scholars to be found in schools for the deaf as here.' \* \* \* 'If you compare the appearance of the generality of articulating scholars with the dull, sullen, and uncouth looks of the pupils of sign schools, you will find the difference to be as great as it is between the members of a Fifth Avenue church and the inmates of a penitentiary.'

These things were said not in heated oral discussion, where there was little time to weigh the force of words, but in cold type, with ample time for deliberation.

The writer of this article once asked the author of the above quotations if he received all deaf-mutes who applied for admission to the school over which he presided. "Oh, no," said he, "we do not want idiots. We send them to — Institution," naming a manual school near by. Further conversation developed the fact that the term idiot, as used by him, included a large proportion of those possessing less than average ability.

## Appendix 35.

Another repudiator of signs as ordinarily used by the manual schools in the instruction of deaf-mutes, speaking of the working of his system among the pupils of the institution over which he presided, said in substance not long since: "If a pupil is not able to make good improvement without the aid of signs as used under the combined method, I say to him: The progress you are making is not sufficient to compensate for the money which the State is spending for your education. You must go home." So the child is left to grow up in ignorance.

Now I wish to submit to this company of educators of deaf-mutes whether such treatment of deaf-mutes as is indicated by the foregoing quotations is just to them? Is it Christian? Is it even humane? Do not those children possessing degrees of mental ability between idioy and mediocrity have as strong a claim upon our sympathy and our aid as do those of higher mental endowments? Is not their need even greater than that of their more gifted brethren? Are we not placed in our positions to labour for the elevation of all deaf-mutes, rather than to secure brilliant results and gain credit for our methods, while aiding only the better part of that class? How would it work in our common schools to teach only those children possessing good mental endowments, and leave the slow and dull to get on as best they could without the assistance of school instruction?

The above-quoted charges, intended as a reproach to the manual schools, we receive as a high compliment to the philanthropy and the Christian spirit of the managers of those schools. Such schools receive all whose mental capacity would entitle them to admission into our common schools if they possessed hearing. They exist for the elevation of the deaf and dumb as a class, not solely for the specially gifted among them. Such we gladly receive, and we claim to do as good work in and for them as is done anywhere. But if a child's mental condition does not give promise of brilliant success in his education, we labor with and for it just as faithfully, as earnestly, as we do with those possessing a higher order of mind, and oftentimes with results which, though less in amount, are equally marked. A dull class requires from its instructor as much skill, as much tact, as much versatility, more patience, more perseverance, more cheerful courage, than a bright one, and the teacher who can make even moderate progress with such a class certainly deserves no less praise than the instructor who makes long strides in progress with a class possessing superior mental endowments. The actual improvement in the mental and moral condition of the child is often greater in the former case than in the latter. That this class of pupils do not call forth the applause of the unthinking part of the public we are aware, but to gain that is not the chief aim of our schools. It is the glory of the schools employing the combined method of instruction that they are able to reach all grades of mental ability, and to give to each child as much instruction as his mental capacity will enable him to hold. We do not profess to furnish brain power, but the sign-language enables us to gauge unerringly the mental capacity of a child, and to cultivate and use all the mind that it has, be it much or little.

Let me cite a few facts. Some years ago a bright boy, who lost his hearing at four months of age, was found in the streets by an enthusiastic advocate of the oral system, who took him in charge and endeavoured to teach him articulation and lip-reading. After a protracted effort in that direction, with no apparent success, it was decided that the cause of the failure must be mental weakness, and the boy was accordingly sent to a school for feeble-minded children. After two years of experiment there, it was discovered that the boy was not an idiot, but was simply deaf, and accordingly he was sent to a manual school for instruction. He had learned to write a few words, and found his mental level in a class of three or four weeks' standing. He proved to be a boy of more than average ability, a fair language scholar, and in arithmetic one of the quickest and most accurate in his class. In all his studies he did well, and, after six years of instruction, left school that he might go to work. For ten years he has had steady employment; from his earnings has provided a neat and comfortable home for his wife and little ones, and, as the fruit of his industry and economy, has quite a sum of money credited to his account in the savings bank. He is able to make his way anywhere, and to do business with any intelligent person. He is an honest, industrious, thrifty, and respectable citizen.

Let me state another fact. A son of a Massachusetts farmer lost his hearing at the age of five and a half years. Being a semi-mute, his parents, as was natural and right, desired to have him keep up his articulation. They went a step further, and determined that all his instruction

should be received through articulation. Accordingly the boy was placed in an oral school, from which signs were rigidly excluded. He did not prove a promising subject for instruction in that way. His failure was attributed to mental incapacity, and his father was urged to place him in the school for feeble-minded children at South Boston. Not satisfied as to the correctness of the teacher's conclusion, his father took him to a manual school to see what could be done for him by the combined method of instruction. He proved to be a bright boy, remained nine years, and graduated with credit from the first class. He is an intelligent man, honest and industrious, with steady work and good wages.

As an example of a different class of cases, let me instance the following: A bright boy lost his hearing through sickness at the age of five and a half years. He was sent to school and taught by the oral method for seven years. His progress in articulation and lip-reading was excellent. His parents decided to send him to the American Asylum, where it was found that his mental progress had been such only as to qualify him to enter a class of four years' standing, and in no respect was he in advance of the average of the class. He continued with the class three years, till their graduation, and then entered the Deaf-Mute College at Washington.

A bright girl, deaf in infancy, at the age of 18 entered this school after having received instruction for eleven years by the oral method. Her lip-reading was remarkably good, and her articulation such that she could generally be understood by strangers, after they had become a little accustomed to her voice. Her mental attainments were only such as to qualify her for admission to a class of six years' standing, and her scholarship was not above the average of the class.

Though both of the last two pupils mentioned were considered by their oral teachers very successful in acquiring articulation and lip-reading, yet it cannot be claimed for either of them, as is sometimes done in such instances, that the progress, even in these branches, through the oral method was so much greater than it would have been through the combined method as to compensate for the loss of time in mental development, for in neither case was the articulation, or lip-reading, much superior to that of pupils of equal native ability who had been instructed under the combined method in those special branches much less time than they had been under instruction by the oral method.

Let us apply another test to these two systems: Several years ago a boy, who became deaf at the age of two and a half years, and who had been under instruction by the oral method for ten years, entered the American Asylum at the age of 18. He had been accustomed to describe pictures and to write imaginative stories suggested by them. To test his ability to express his ideas in the English language a picture was placed before him and he was told to write the thoughts which were suggested to his mind by it. Next, the same picture was placed before a toto-congenital mute, who had been two years under instruction by the manual method, and the same directions were given to him as to the first boy. Then the same picture and the same directions were given to a toto-congenital mute, who had been under instruction by the manual method only four years. No suggestions whatever, except such as the child received from the picture itself, were given to any one of the pupils. All three of them were bright, and, as far as we could judge, of about equal native ability.

The three following compositions were the result of the experiment. They are given *verbatim et literatim*, and in the order of their mention.

The picture entitled "Temptation," may be found in the Junior Chatterbox for 1879.

[By a pupil who had been under instruction ten years by the oral method.]

A woman is poor, and a man gave Barrel apple to her, and she have no money. She was think and Will sell the apples. She sat in the Street, and some people want eat apples & we gave money to her about it. Two Boys asked her How much cost a apple. She said 5 cents. He don't pay it, and we walked all round in the street and Woman stay is too long time because she is very tired and two Boy saw her and he walked no noise thief and ran off. He are very Bad boy because we thief apples to poor woman. Two boy are not pretty. He are bad & thief—A apple on the table in side walk. Why we was thief apples. I think because we was very very hungry. Will he are very bad boy made hungry. I think A woman is cold day. —Basket on the mabel or ground. Cloth & Box & umbrella on the Basket. I saw picture about Two Boy

and woman & apples & Basket—Briek Look like is Bad Boy.

[By a toto-congenital mute who had been taught two years by the manual method.]

Last summer a woman sold many apples near a house. She sat on a chair. Soon she slept. Two bad boys walked. They say the woman sleep. One of them walked quietly. He took one apple out of a box. Many apples rolled and fell on the ground. The noise awoke the woman. The woman stood up. She saw two bad boys. She took an umbrella out of a basket. She struck the boys with the umbrella. The umbrella broke. The boys were frightened and ran. The woman put the apples into the box. She kept the apples in the box. She did not sell the apples. She went home.

[By a toto-congenital mute taught four years by the manual method.]

An old lady had many apples. She looked poor and she wished to earn. She thought she would like to sell many apples. She carried some apples in a large basket. Then she put the apples on the table. There was the basket, an old umbrella and a bushel under the table—One day, while she was sleeping near the tables, two boys saw the apples on the table. They saw the old lady sleeping near the table. One of the boys stole one of the apples. When the boys ran away, the old lady awoke and saw the boy eating the apple. She screamed and called them. The boys refused to come to her. The old lady told them that she would call the policeman if they would not come to her, but they refused to go. The old lady saw the policeman walking in the streets. She called him and then the policeman came to her and said to her, "What is the matter?" Then the old lady told him that while she was sleeping, the boy stole one of her apples and ran away. The policeman was very angry with the boys. He looked for the boy who stole the apple from the lady. At last he found the boys near the tree. He caught them and led them to the lady. One of the boys, who did not steal the apple, told the policeman that the other boy stole the apple. The policeman caught the boy who stole the apple and put him in prison in a few days. In a few days the boy was very sorry. He told the policeman that he promised not to steal anything again. He led the boy to the lady. Then the boy told her about the things and asked her to forgive him. She was very kind and forgave him. The boy went to his home. He never stole anything again. He was happy.

I have tried to state the above cases fairly, and I believe that I have succeeded in doing so. Yet I am aware that there is some ground for the criticism that it is impossible to tell what varying conditions there may be in minds of apparently equal strength and force. Where the variation is all in one direction, however, the presumption is very strong that it arises from the same cause. In these cases we should attribute it, without fear of successful contradiction, to the method of instruction.

But, to avoid even the slightest suspicion of injustice, let us take the same pupil under the two systems, and see what results we find.

A boy, much above the average in strength and sharpness of mind, was placed in an oral school, where he remained for one and a half years. At the end of that time he was transferred to a manual school by his parents. When he entered the manual school what articulation he had acquired was well nigh unintelligible. He had learned a large vocabulary. What practical use he could make of it the following letter, which is an exact copy of one written by him a few days after his arrival, will show:

HARTFORD, October 12, 1882.

DEAR MOTHER AND A.:

I am going the go. The wants are apples on box of school. Louis boy good all the time read. Mother her good in the a little to come for Mother dollars \$2.00 wants to come Louis a call Fred and Jennie to be love sorry. The come little for the boots wants on come Miss W. on school the teacher that see you very Louis. He playing all the time good school likes. Mr. P. W. the keeps. Sleep night eight morn on the hats, wants home box some school reads all the time very White Good eats many fats, Louis very good. Boys house playing rain on the Wet Louis boots wants come on the cold snow. Louis help Mr. S., the boys calls all the time Louis talks teachers Miss R. Boys cries all the time reproves Miss W.

The following is the unaided production of the same boy after he had been under instruction by the combined method just six months:

[A few days before it was written two travelling showmen, with a bear, visited the Asylum ward and performed for the entertainment of the pupils.]

HARTFORD, April 2, 1883.

Appendix 35.

MY DEAR MOTHER:

I send the letter to mother. Tuesday We see a bear. Two men and bear come. Mr. W. leads two men and yellow bear. The boy walks and runs. The man throws a stick at the bear. The bear takes a stick. He climbs a tree. We stand near the bear. The bear is funny. We laugh at the bear. The bear is not cross. He is kind. The man shakes the bear. The bear kisses the man. Some boys stroke yellow bear. The bear scratches almost one boy, many girls looks at a bear. An other man holds a hat in the hand. M. W., and Mr. W. give some money into the hat. The man thanks them. Two men and bear go. We wave our hats. Many boys run to school. The boys fall on the floor. Mr. W. laughs. I am well. What does mother do? I think of my mother. I do not expect to letter from mother. Are you well? What does James do? I love mother. I write the long letter. What does Harry make in the shop? I am proud. I study my lessons all the time. I try to become a good boy. I make round tables all the time. I am not tired. We play ball. I am happy. I said mother shows the letter to A. I said Harry writes the letter. He sends the letter to me. I do not expect Harry's letter. How many horses has Harry? I see Harry's horses. What does Mr. P. do? C. is sick. He stays at home. He is better. C. comes. I see C. Miss K's mother is very sick, she does not come to school. Mr. F. teaches Miss K's class.

Take another similar illustration. The two letters following were written by the same pupil,—one who had been under instruction by the oral method for more than five years before entering the American Asylum. The first was written a few days after her admission to that school, and the second after she had been under instruction there by the combined method for eight months. Both are unaided productions, and are copied *verbatim et literatim*:

HARTFORD, Nov. 3, 1879.

MY DEAR MOTHER:

I like sews somethings cloths. I have went to store. I like see the store. Hughs gives to me and reads paper. I will to thank you and the reads paper. I am glad to letter. A. L. gives to me and nuts. I like to A. L. My teachers names is Miss W. Please give to me write letter the Marys. I like to school. You have to very well. Last Sunday I reads the books. I am very tired. Place give to me and stamps sister Marys. Do you like to school. You have the works. You sews the somethings cloths. You are well. I read the books. I like to school. I see the store. I have to beautiful. I walked see the tree.

HARTFORD, June 1, 1880.

MY DEAR MOTHER:

I hope you are well and happy. I like to wash the dishes and work. I am well. Last Saturday I did not go to the city. I went in the yard. They sat on the seat and were quiet. In three weeks all the pupils shall go home and will be happy. Last Friday Miss W. gave the dates and lemonade to the pupils in her class. The pupils ate date and drank lemonade and liked them. The pupils thanked Miss W. She was kind. Sometime I shall go in Boston.

Your loving daughter.

Other cases, where the improvement has been as marked, as in those just quoted, have come under my observation, but these are sufficient to illustrate my point. For the sake of brevity I have condensed into the following table facts which might easily be expanded into many pages. Not a case is given of which I have not personal knowledge, and so far as I know, the table embraces every pupil who has entered the Asylum after having been previously instructed by the oral method, excepting two—the one of whom did soon after entering school, and the other of whom had so much hearing and had attended the public school so much as to make it difficult to tell just where the credit of his attainment belonged.

[Because of the difficulty of characterising the mental development in any concise way, I have adopted the plan in column four of the following table, of gauging that development by the standing of the class which the pupil's attainments qualified him to enter; e.g., the mark 2 in that column indicates that the pupil against whose name it stands was able to go into a class of two years' standing and work fairly with the class. The mark 0 in the same column indicates that the pupil was qualified only to enter the youngest class in school.]



Appendix 35.

	Age when Deafness occurred.	Time under Instruction by the Oral Method.	Age when admitted to the American Asylum.	Mental Development when admitted to the American Asylum.	Attainments in Articulation at Admission.	Attainments in Lip-reading at Admission.	Mental Capacity as indicated by Progress under the combined Method.	Progress in Articulation under the combined Method.	Progress in Lip-reading under the combined Method.
	1.	2.	3.	4.	5.	6.	7.	8.	9.
1	1 year	2 years at school for idiots	13 years	0	Poor	0	Good	0	0
2	5½ years	6 weeks	9 years	0	0	0	Good	0	0
3	5½ years	7 years	15 years	4 years	Good	Good	Very good	Good	Good
4	4 years	9 years	15 years	5 years	Poor	Good	Very good	Fair	Poor
5	1 year	15 years	15 years	2 years	Very poor	Poor	Fair	Poor	0
6	Congenital	4 years	13 years	0	0	0	Fair	0	0
7	3½ years	6 years	12 years	1 year	Poor	Poor	Poor	Very poor	Very poor
8	2 years	6½ years	15 years	2½ years	0	0	Good	0	0
9	2 years	5½ years	15 years	1 year	Very poor	Poor	Fair	0	Good
10	2½ years	10 years	17 years	4 years	Fair	Fair	Good	Good	Good
11	Congenital	2 years	10 years	0	0	0	Fair	0	0
12	11 years	11 years	18 years	7 years	Fair	Very good	Very good	Good	Good
13	Congenital	3 years	10 years	1½ years	0	0	Very good	0	0
14	Congenital	3½ years	11 years	0	0	0	Poor	0	0
15	4 years	1 year	10 years	0	0	0	Poor	0	0
16	Congenital	—	8 years	0	0	0	Poor	0	0
17	Congenital	1 year	9 years	0	0	0	Poor	0	0
18	1½ years	5 years	12 years	1 year	0	0	Fair	0	0
19	Congenital	1½ years	15 years	1 year	Poor	Poor	Very good	Good	Good
20	1½ years	8 years	8 years	0	0	0	Fair	0	0
21	2 years	5 years	18 years	2 years	Poor	Fair	Good	Good	Good
22	2½ years	7 years	13 years	1 year	0	0	Fair	0	0
23	3 years	4 years	13 years	0	Poor	0	Good	Good	—
24	6 years	5 years	16 years	1 year	Good	Good	Very good	Good	Good
25	Congenital	1 year	10 years	0	Good	Good	Very good	Good	Good
26	6½ years	4 years	15 years	4 years	Good	Good	Very good	Good	Good
27	Congenital	2½ years	16 years	0	0	0	0	0	0
28	3½ years	3 years	10 years	1 year	0	0	Fair	0	0
29	4½ years	1 year	8 years	0	0	0	Very poor	0	0
30	3 years	4½ years	11 years	1 year	0	0	Good	0	0
31	Congenital	1 year	8 years	0	0	0	Very good	0	0
32	3 years	2 years	9 years	0	Poor	Poor	Very good	Fair	Fair

It will be seen by a glance at the foregoing table that eight of those on the list are marked *very good* in mental capacity as shown by their progress after entering the manual school. Of these eight, three entered the Deaf-Mute College at Washington after graduating at the American Asylum; two graduated with credit; two were obliged to leave school to go to work; one is still in school, maintaining a very high standing in scholarship.

Of the eight marked as *fair* in capacity, I do not think there is one who will not be able to earn a comfortable support and to communicate with comparative ease with those about him.

That even those marked *poor* in capacity are far from being idiots, the following specimens of their unaided productions will show :

[The following translation from signs was written by the pupil marked No. 17 in the foregoing table, after nine years of instruction under the combined system.]

One day a boy was playing near a barn-yard. A calf was standing on the ground near a fence. He saw it. He pulled some grass and then gave it them to eat. The boy wanted to ride on the calf's back. He coaxed it to the fence. He jumped over the fence and jumped on the calf's back. The calf was frightened. Many stones lay on the ground. The calf threw the boy away. The large stone struck his head. The blood ran over his face. He began to cry and scream. The lady heard him. She came to the fence. His mother heard the boy. She came to the fence. The lady and his mother carried him into the house. The boy was very weak and sick. They lay him on his bed. His mother washed his face. She was very kind to him. She gave him nice milk to drink. The boy was sorry that he ever had been to ride on the calf's back.

[The following is a translation from signs written by the pupil marked No. 29 in the foregoing table, after eight years of instruction under the combined system.]

Some years ago A merchant lived in England. he owned a dog A gentleman called him. the dog opened his mouth. The gentleman gave one penny. he ran to Baker. The merchant gave cake to him. he ran to the gentleman. he put his hand into his pocket. he took it out of his pocket. he ran to the Bakery. the merchant looked at the bad penny. his head shook. he ran to the gentleman's house. he scratched the door. the gentleman heard the dog a noise. he called the servant. he opened the door. he showed the bad penny to him. the dog put the penny on the doorsteps. he ran away, he ran to the Bakery, the gentleman found it. he went to the Bakery. he put it into the drawer. he saw the dog. the merchant and the gentleman laughed at him. he went to the Bakery. he bought two candy. he thought that he ate two candy.

We do not claim success in all cases equal to that shown in the foregoing quotations and letters. It would be folly for us to do so, since the secret of supplying mental capacity, where nature has left a deficiency, has not yet been revealed to us. We do claim, however, that these cases, together with the facts given in the table following them, show very plainly three things, viz.: First—That the mental development even of pupils who succeed in acquiring fair articulation and lip-reading is much more rapid in many, yes, nearly all, cases under the combined method than under the oral method. Secondly—That many, who utterly fail of progress under the oral method, may reach a fair degree of mental development through the manual method. Thirdly—It is very conclusively shown by the above-quoted productions of pupils who have been tried under both systems of instruction that the sign-language is not responsible for the inaccuracies in the language of deaf-mutes and the peculiarities of language commonly styled deaf-mutisms. They are to be attributed only to a want of familiarity with the proper forms of written language.

Moreover, we assert (would there was some process by which we could give samples of articulation on paper!) that the pupils who have come from the oral schools to the manual schools—even the cases of marked success in articulation and lip-reading—show no better results in those branches than articulating pupils who have received all their instruction by the combined method for the same length of time. Not for a moment would we argue that there should be no schools of pure oralism. That is an excellent method for some of the semi-deaf and of the semi-mute. The success in some such cases is sufficient to more than compensate for any loss there may be in general mental development. In some such cases I have urged parents to send their children to a school using the pure oral method. But we believe that many pupils who plod along in the oral schools with very indifferent success to the end of the course, dwarfed in mind and disheartened, by a different method might have their mental powers stimulated and strengthened, and might, as a consequence, gain better results than they now do, even in the special branches of articulation and lip-reading. We believe that a majority of the pupils taught by the pure oral method would be better fitted to go forth to the duties of life, would come much nearer than they now do to being "restored to society," had they been taught by the combined method. Surely the difficulties in the path of every deaf-mute are very great, and any degree of success, even when every possible advantage is afforded him, deserves praise; but to take away his most natural, most efficient aid, and then attribute to the stupidity of the child the failure, which fairly may be laid at the door of the method employed in his instruction, is certainly very unjust, and seems, to those who understand his mental difficulties and peculiarities, heartless; if not inhuman. Idiots there are among the deaf as well as among hearing

people, but we have yet to learn that the proportion is any greater in the one case than in the other.

Not all people with perfect hearing can learn music; not all good language scholars can become proficient in mathematics; not all can succeed as mechanics; genius does not always run to art. Why should it be thought strange that not all the deaf can succeed in articulation and lip-reading?

Let us go to our work with large-hearted Christian philanthropy, remembering that the sole motive in our work should be the advancement of our pupils—advancement

both mental and moral—the advancement of the weak not less than of the strong.

The teacher's ease, or pride in brilliant results, or impatience at the plodding pace of the very dull, should never shut out from school a single deaf-mute who can there be helped to a higher plane of life. Let us be broad enough to own that our method may not be the best method for all the deaf, and when it becomes apparent that a pupil will probably receive more development by another method of instruction, let us be generous enough to give him the advantage of that method.

## APPENDIX 36.

(Extract from "American Annals for the Deaf," Vol. 23, pages 144 to 147, referred to by Mr. L. Van Oven in his Reservation.)

## CONSANGUINEOUS MARRIAGES.

By ALFRED HENRY HUTH, LONDON, ENGLAND.

[Mr. Huth has been mentioned in a previous number of the Annals (vol. xxi, page 205) as an able and candid advocate of the harmlessness of consanguineous marriages. The "Westminster Review," for October 1877, has an interesting article from him on this subject, chiefly in connexion with a review of Mr. Darwin's work, "The Cross and Self-Fertilization of Plants." We make such extracts as are specially adapted to the character of this periodical.—Ed. Annals.]

"There are three classes of direct proof that consanguineous marriages are harmless to the offspring:—

1. Observations on individual cases.
2. Statistical observations on large numbers.
3. Observations on isolated communities.

"Of the first class we need say nothing beyond the warning that a case of consanguineous marriage which seems to show a harmful result on the offspring, is no proof whatever that consanguineous marriages are harmful, because the harm may be caused by ordinary inheritance, just as in families where the parents are not related. On the other hand, if consanguineous marriage is a cause of harm in and by itself, and we find very many cases where the results do not bear out this view, we cannot believe that it is either a very dangerous or constant cause.

"It is a remarkable fact that, though immense labour and pains have been bestowed by statisticians and physicians on observations concerning these marriages, they seem to have been unaware that, for such observations to be of any use, it is of the utmost importance first to find out the proportion that one kind of marriage bears to the other. To say that 1·4 per cent. of the deaf-mutes are born from marriages between near kin conveys no meaning unless we know whether the proportion of consanguineous marriages to non-consanguineous marriages also stands at 1·4 per cent., or whether it is greater, or whether it is less. Guesses and estimates can only mislead, and, while the point is still doubtful, all observations are unripe for deduction.

"To Mr. George Darwin belongs the honour of having by a method, or, rather, series of methods, as ingenious as they were laborious, ascertained with some degree of accuracy the proportion that marriages between first cousins bears to others. Wishing to ascertain whether consanguineous marriage was really as harmful as it was generally considered to be, he was at once confronted with the fact that there was no basis to start from. But, unlike some of his predecessors, he was not satisfied with a rough estimate, and being gifted with a clear sight and fertility of resource, he accomplished what neither physicians nor statisticians, nor even governments, have hitherto been able to do. To describe or criticise these methods would take up too much of our space. Let it suffice that his results, although, of course, to some extent conjectural, are beyond comparison safer than the wild guesses of former writers on the subject. The proportions he gets are that marriages between first cousins, among all classes, are 1·5 per cent. in London, 2 per cent. in urban districts, and 2·25 per cent. in rural districts. While, if we take the different classes, marriages between first cousins are in the proportion of 3·5 per cent. of all marriages in the middle and upper classes and landed gentry, and 4·5 among the aristocracy. Having got these data, he applies them to statistics obtained from various English and Welsh lunatic and idiot asylums; and the results, from somewhat imperfect returns, show that, on a total of 4,308 patients who could answer, 149 or 142 were the children of first cousins, or 3·45 or 3·29 per cent. If only the most trustworthy returns are taken on a total of 2,301, 92 or 93 were born from first cousins, or, as nearly as possible, 4 per cent.

"It is probable, however, that the returns are even more favourable than this, for it is not enough to state merely the number of patients born from first cousins; we want also to know the number of families represented. It is probable that a far greater proportion of non-consanguineous marriages are affected than consanguineous, because where the parents are relatives there may be some tendency to an intensification of disease, and, consequently, each affected family among the consanguineous marriages may produce more deaf-mutes than the others, while a greater proportion of consanguineous marriages may be free from deaf-mutism than the non-consanguineous. And we find this supposition is confirmed by the Irish census reports. Taking the average of the last three census returns, we find that every deaf-mute of non-consanguineous origin represents one family, while one and a half deaf-mutes of consanguineous origin go to every family represented; and the proportion would be greater were we only to take first cousins. Now let us take an imaginary case. Say that 10,000 marriages produce 100 deaf-mutes. Of these 10,000 marriages, say 4 per cent., or 400, are between first cousins, and of the 100 deaf-mutes, say that four, or 4 per cent., are born from marriages between first cousins. Now, since 1·5 deaf-mutes from first-cousin marriages go to a family, these four deaf-mutes represent 2·7 families (1·5 × 2·7 = 4), while the 96 remaining deaf-mutes represent 96 families. Hence we have offspring; while we have only 2·7 out of 100 marriages between first cousins turning out harmful to the offspring, or 0·6 per cent. only.



## Appendix 36.

"Applying this to Mr. G. H. Darwin's returns we have a total of 2,301 deaf-mutes, of which 93 were born from marriages between first cousins, and represent  $\left(\frac{93}{15}\right) = 62$  families, while the remaining  $(2,301 - 93) = 2,208$  deaf-mutes represent 2,208 families. On a total, then, of  $(2,208 + 62) = 2,270$  families represented, only 62, or 2.7 per cent., proved harmful to the offspring. That is, there is less probability of a marriage between first cousins producing a deaf-mute than a marriage between persons who are not related by nearly half per cent., even though we take the proportion of first-cousin marriages to others as low as 3 per cent."

## APPENDIX 37.

## MEMORANDUM AS TO SPECIAL CLASSES FOR INSTRUCTION OF ABNORMAL CHILDREN IN NORWAY. (BY G. E. SHUTTLEWORTH, B.A., M.D., ROYAL ALBERT ASYLUM, LANCASTER.) (Referred to in par. 724 of the Report.)

In Christiania and in Bergen special classes are organised, in connexion with the public elementary school system, for the separate instruction of such pupils as are found incapable, in consequence of nervous or mental "abnormality," of following the ordinary school curriculum.

A brief report compiled from information furnished by Herr J. A. Lippestad, of such classes (which have been in operation in Christiania since 1874) will be found on pp. 2 and 3 of the annexed reprint. I had the opportunity of seeing these classes in June last.

In class rooms forming part of a large public elementary school in the east of Christiania (Joren), I found 28 "abnormal" children being instructed by three teachers. A few children suffered from defects of sight or hearing only, but the majority furnished evidence of mental or nervous defect, not, however, amounting to idiocy. The organisation of the classes had been entrusted by the school board to Herr J. A. Lippestad, the esteemed Director of the Institution for Imbeciles at Thorshang, Christiania, and the teachers had been trained by him, one of those I saw being also engaged at the institution. The methods used were those found effective in the improvement of imbecile children, viz., exercises to fix the attention, to quicken the perceptions by cultivating the senses, to overcome nervous irregularities by specially adapted drill, and to promote industrial usefulness and moral control. The teaching appliances comprised ample material for pictorial, object, and practical lessons, the ratio of teachers to pupils being about one to 10 (instead of as in the ordinary school one to 30), allowing of a fair amount of individual attention. Herr Lippestad gives a generally favourable account of the results attained. Many of the pupils, after special instruction for a year or more in these classes, are enabled to join the ordinary school; whilst some complete their education in these classes to the standard required for "confirmation" which in Scandinavian countries is regarded as an essential preliminary to earning a livelihood. The drawbacks to more complete success, according to Herr Lippestad's experience are the comparatively short time spent by the children each day under the influence of their teachers, and the depressing influences, both moral and physical, of home life in the case of the more necessitous.

In Bergen the auxiliary classes were under the direction of Herr Soethre, Principal of the Institution for Imbeciles at Ekclund; and the instruction is given by teachers from that institution. Thirty-five children, out of 5,000 attending the public elementary schools, are at present in these auxiliary classes. Five are deaf children, taught by the oral method; the rest are more or less peculiar or defective mentally. The classes are held from 3 to 6 each afternoon in premises apart from the ordinary school. Four teachers are provided, and the capitation grant, which in this case covers the expenses of school premises and apparatus, is 125 krone per annum (= 6l. 19s. nearly). In the highest class the pupils were able to read, to write from dictation, and to work sums in the simple rules of arithmetic.

Reprinted from "The Journal of Mental Science," April 1888.

## WEAK-MINDED CHILDREN.

In the last number we advocated certain intermediate schools for the weak-minded (Jan. 1888, p. 552). We are glad to receive the support of so experienced and intelligent an authority as Dr. Shuttleworth, the medical superintendent of the Royal Albert Asylum, Lancaster, who communicates the following observations upon *The Education of Children of abnormally weak mental capacity*:-

"The reference in the last number of 'The Journal of Mental Science' to the 'auxiliary' schools established in Germany for exceptionally backward children\* may serve to draw attention to an important hiatus in our English educational system. Whilst exceptionally quick children are in every rank of life well provided for, and amongst the poor facilities for higher education are given (at any rate, in large towns) in connexion with the board schools, no systematic effort has so far been made in this country for the special training of those children whose abnormally weak mental capacity renders it impossible for them to keep pace with the requirements of 'the code.' It is true that the institutions for imbeciles and idiots are intended for the education and training of the class designated in America as 'feeble-minded,' as well as, or perhaps more than, of cases of graver mental defect; but considering the paucity of such institutions, and the undesirability of stigmatising as *idiotic*, or even as *imbecile*, children who are not irretrievably deficient, the plan of auxiliary classes and schools deserves serious consideration by our educators. It may be of service in this connexion to quote from an excellent paper by Herr Kielhorn, of Brunswick, which appeared in the 'Zeitschrift für die Behandlung Schwachsinniger und Epileptischer' for March 1887. 'The auxiliary school,' he says, 'is designed for such children as after a trial of at least two years in a town school (i.e., public elementary school) have not been able to be promoted, so that an equal progress with their school-companions is impossible. On the other hand, those children are excluded from attendance at the auxiliary school who, in consequence of too low mental capacity, or of too great bodily infirmity, or of insufficient domestic care, are better assigned to a special institution. . . . The school consists of three progressive classes; a division of the sexes only comes in as regards certain departments of instruction. The subjects of instruction are:- Religion (Scripture history, catechism, hymns), the German language (reading, orthography, script-hand), calculation, writing, cultivation of the perceptions, domestic knowledge, singing, gymnastics, manual work.'

"In the auxiliary school it is essential to develop in every way the combined mental and bodily powers of the children to the utmost extent possible, to train them to useful activity, to mannerly living, to elevated enjoyments—in fine, to an existence worthy of human beings. As the teacher must specially adapt himself to the peculiarities of each child, and, having regard to the small mental capacity of his pupils, make sure by constant repetition of what has been learned, the scope of instruction must necessarily be restricted. There follows a detailed account of the course of instruction pursued, which in its main features resembles that in vogue in our imbecile institutions,

\* Occasional notes of the Quarter, p. 552.

## Appendix 37.

stress being laid upon the cultivation of the senses and the perspective faculties, exercises in distinct articulation, objective illustrations of all lessons, especially in connexion with calculation, and finally the training of the hand for simple industry. In the discussion which followed the reading of Herr Kielhorn's paper at the Frankfort conference, testimony was borne to the utility of the auxiliary classes in connexion with the public elementary schools at Gera, by Dr. Bartels, who insisted on the high qualifications requisite for the successful teacher of such classes. He refers also to the dictum of the Minister of Education (von Gössler) that auxiliary classes should be instituted in every town of 20,000 inhabitants and upwards. Another speaker (Horn, of Nassau) related how in his city it had been necessary to change the name of the classes, which had originally been designated for 'idiots,' first to classes for 'weak-minded' (Schwachsinnige) and then (to prevent misunderstanding) to classes for 'children of feeble faculties' (Schwachbefähigte). This would seem to have been a nominal concession to the sensitiveness of parents.

"Similar classes have for some time past been established in Norway, and I am indebted to my friend, Herr J. Lippestad, Director of the Thorshang Institute, who founded such classes in 1874, for some interesting particulars with reference to those in operation in Christiania. He tells me that in this city the 'abnormal' children in public elementary schools bear a ratio to the ordinary school children of 4 per cent. (60 : 15,000), and that there are, besides, thirty children belonging to the city in special institutions for the feeble-minded. The classes are held each afternoon in two of the public schools, distant not more than a mile and a half from the homes of the pupils. These are selected from the ordinary scholars upon the report of the teachers made to the head-master, who thereupon confers with the Director of the Auxiliary Classes as to the necessity for special instruction in each case. The requisite funds are provided through the school board, and the annual cost is about 6l. 15s. each pupil. The children attending these classes may be divided into four categories, viz.:-

"I. Those who after two or three years' special teaching can be brought back into the ordinary school.

"II. Those who continue in these classes can be brought to confirmation.

"III. Those for whom these classes are found insufficient. Such, after being tried for a time, are sent to special imbecile institutions.

"IV. The utterly uneducable, who, after full trial, are dismissed to their homes.

"Special teachers are employed for these classes, who have been trained for the purpose at institutions for feeble-minded children.

"Similar auxiliary classes are conducted in connexion with the public schools of Bergen, by Herr Soethre, also director of an institution for imbeciles.

## APPENDIX 38.

(Referred to in paragraph 724 of Report.)

## A METHOD OF EXAMINING CHILDREN IN SCHOOLS AS TO THEIR DEVELOPMENT AND BRAIN CONDITION.

Read in the Section of Psychology, at the Annual Meeting of the British Medical Association, held in Glasgow, August 1888, and reprinted for the Author from the "British Medical Journal," Sept. 22, 1888.

By FRANCIS WARNER, M.D. Lond., F.R.C.P., Physician to the London Hospital.

It seems very desirable that we should have more knowledge as to the condition of our school children, who now form about one-sixth part of the entire

"With such practical Teutonic and Scandinavian precedents, there would seem ample encouragement for the movement in favour of schools for 'intermediate cases of mental feebleness' in London and other large towns. I ventured in 1884, at the conference on School Hygiene, held at the Health Exhibition in London, to suggest that\* a 'school should be established in every large centre for the backward children who were not able to bear the strain of the ordinary curriculum. After a certain time spent in such a special school a selection might be made, and some would be fit to enter an ordinary school whilst others ought to be sent to a special training school for feeble-minded children.' Again, at the conference on 'Education under Healthy Conditions,' held at Manchester in 1885, under the presidency of Lord Aberdare, I took occasion to suggest† that in that city the experiment of either a central school, or special school departments, for exceptional children, might advantageously be tried. It appears to me that such a school would have a distinct sphere of usefulness, apart alike from the common school and the imbecile institution. In not a few cases as has been proved in Christiania, the pupils would be so far improved by special instruction as to enable them again to take their places in the ordinary school, whilst in others the natural reluctance of parents to send their children to imbecile institutions would be overcome when it had been demonstrated that even special instruction in auxiliary classes was not in their case sufficient. For my part I think, considering how much depends upon training out of school hours, as well as in school, in effecting the lasting amelioration of weak-minded children, that for many (if not the majority) of the cases, the institution would be more beneficial than the auxiliary school, especially where the home surroundings are unfavourable. The physical aspects of the subject, moreover, must not be overlooked, and there can be no doubt that many of the ill-results attributed to 'over-pressure' are, in fact, due to 'under-feeding.' Still, auxiliary classes might be supplemented by other benevolent agencies for improving the home and supplying extra nutrition (as, indeed, is already done in the form of free breakfasts, half-penny dinners, &c.) The cost of such classes would, no doubt, be considerable, for the instruction, to be effectual, must be more or less individualised, and well-trained teachers must be well paid. But surely what a poor country like Norway can do, wealthy England can afford. In the long run the result, taking into account the remunerative industry of restored pupils, would probably be on the side of economy. But apart from mere economic considerations, is it not the duty of a professedly Christian nation, even in relation to our educational systems, to 'gather up the fragments that remain that nothing be lost?'"

\* "Health Exhibition Literature," Vol. xi., p. 560.

† "Proceedings of the Conference on Education under Healthy Conditions, 1885," p. 219. (Manchester, John Heywood.)

population. It seems to be undesirable to obtain such knowledge by taking medical histories, and making personal inquiries in the school, and the only other method open to the scientific inquirer is by facts observed. I submit that there are two classes of facts available for such observations: (a) the form, proportions, and texture of the visible parts of the body; and (b) the signs of action in the central nerve-system, as seen in the muscles producing movements or attitudes or balances of nerve-muscular action.

(a.) As the children sit or stand in class it is possible to observe the height, apparent nutrition of face and limbs, the colour and condition of the skin, the size of head, its angles and form, &c. The separate features may be noted: the ears, lips, forehead, position of malar bones, as well as the teeth and the eyes. Thus facts may be recorded as to development. Many such

Appendix 38. signs have been given by Dr. Langdon Down, Dr. Shuttleworth, and other writers on children of feeble brains.

(b.) As to the signs of brain action, these are expressed by the muscles, their tone in the visible parts, and the movements or balances of action which they produce. I have for many years given much attention to describing such physical signs, which have been fully given in my writings elsewhere,\* as well as to their physiological significance and analogies; it is then no desirable that I should repeat this at length, but I may give a few typical examples and practical illustrations of what I have seen in schools.

Having requested the teacher to make the children to stand up and tell of their numbers so that they may be identified thereby, it is convenient to note in a schedule the facts in Group A first, then to note the nerve-muscular signs. As to the average postures of the head, the balance of spine, both laterally and in the antero-posterior direction; lordosis and asymmetry are common in feeble children. The face is a most important index, both of general nutrition and of the brain state.

In the frontal region may be noted frowning or corrugation, either may be fixed or often repeated; the circular muscle about the eyelids may be relaxed in tone—as in exhaustion and children who suffer from repeated headaches—such condition leads to a fuller under eyelid. The mouth may be open or closed, and in cases of low development the zygomatics are often in frequent coarse action. The muscular tone in the face is lost in extreme fatigue, and is usually pale, shrunken, and expressionless. In such state we often see lateral movement of the eyes not controlled by sight of objects around; in such cases the posture of head and spine is usually asymmetrical. Then, asking the children to hold out their hands in front, the balance of parts may be noted. I have examined several thousands of children in this way, and find that in strong and healthy children the position of the body is symmetrical as to head and spine, the arms being held at about the same level, the forearm, metacarpus, and digits being all in about the same plane, and that any departure therefrom or spontaneous movements of small parts may be taken as indicative of some nerve-muscular weakness. In a weak and nervous child the hand posture is not straight; there is usually flexion of the wrist, often with contraction of the metacarpus, as is so common in a hemiplegic limb; the digits may be bent backwards at the knuckles if there be much cerebral excitability, or if there be much weakness only they are slightly flexed. In such a case there is likely to be twitching of the fingers in flexion and extension, or very slight visible movement in the lateral direction; these are more characteristic of "nervousness."

In thus giving a sketch of the methods which may be employed in looking over a large body of children and filling in schedules of the facts seen in the classes,

\* See Hunterian Lectures on "Anatomy of Movement," Keegan, Paul and Co. "The Children: How to Study Them," Francis Hodgson, Farringdon Street.

many physical signs and many details are here omitted from want of space, but I trust that enough has been said to show that such work is practicable and may be conducted with something like the scientific accuracy of clinical work, and in a reasonable period of time. A few words as to what I have seen in school children. There are cases of bodily deformities, such as hare-lip, congenital cyanosis, all the higher grades of idiots, Rickets of the skull is common, and signs of brain disease with congenital syphilis may sometimes be noted. Of course cases of low nutrition and starvation are common in certain districts. Of eye conditions I say nothing. All the grades of fatigue up to exhaustion apparently permanent, and nervous excitability of a definite kind may be seen in some children, while, with the help of the teacher, cases of *petit mal* may be found. It seems very desirable to ascertain by inquiry the average per-centage of such children per 1,000, and it seems practicable to do so.

It would be most important to the public, as well as interesting to our profession, to know what proportion of our school population present obvious deformities or signs of defective development of body. What proportion in different schools are well nourished, starving, exhausted, or nervous; all these matters concern the national school management.

I lately visited some schools at Liverpool. In the day industrial school there were 281 children, about 14 per cent. of whom showed signs of defect in development or in the condition of the nerve system, but few of these showed signs of exhaustion. In the school for truants there were 106 children, of whom about 40 per cent. showed some signs of defect in development or in the condition of the nerve system.

In the truant school for Protestants there were 47 boys. The master reported to me eight boys as "specially bad or troublesome;" of these one showed signs of exhaustion. A boy who had attempted suicide attracted attention by his rigid features and immobile face and eyes; another by a stolid, heavy look; a fourth, described as "a scamp," had a large head with large projecting ears (he was not racemic); the fifth had very heavy large jaws below a small calvarium; the sixth, said to be "bad and of a bad family," attracted attention by the constant coarse action of the frontal muscles. In the two remaining "troublesome boys," casual observation showed no abnormality. On the other hand, 10 boys, presenting signs of nerve-weakness, were described as "good, quiet, or decent."

In visiting the Roman Catholic school I was pressed for time, and had to see the children in the yard, where the sun shone so brightly as to interfere with the facial expressions. A girl, small for her age, presented club foot and weak hand postures; she was said to be very troublesome. Another child, also said to be "bad," had some deformity of the right side of the head, the face being smaller on that side, with excessive development of the epicanthic fold. The scientific examination of children in schools, as to their development and brain condition, appears to be practicable, and very desirable as a matter of social importance.

## APPENDIX 39.

### OBSERVATIONS OF COMMISSIONERS IN LUNACY FOR ENGLAND AND WALES ON THE EVIDENCE OF THEIR SECRETARY (Mr. C. S. PERCEVAL). Qm. 18,976-19,035.

Office of Commissioners in Lunacy,  
19, Whitehall Place, S.W.,  
December 17th 1887.

SIR,  
AVAILING myself of the suggestion of the Royal Commissioners on the occasion of my recent examination before them, I have communicated with the Commissioners in Lunacy on the subjects touched upon.  
They wish to offer through me a few observations. First, referring to questions 19,010 to 19,012, as to constituting the Commissioners in Lunacy a central authority to control and also to inspect the education and training of idiots and "imbeciles," a proposal to which the questions appeared to be directed: they would remark that it would be entirely beyond the scope of their duties to discharge the functions of a central authority for regulating such education and training; nor could they undertake any such testing of the results of education or training in the several institutions as is required (for instance) in the case of ordinary school inspectors.

In the next place the Commissioners would cordially welcome the establishment of rate supported asylums for idiot children; but they would do so mainly for the relief from a heavy burden, which would be thereby afforded to families in humble circumstances. The presence in such a family of an idiot member is a serious hindrance to its wage earning power; for the time of some sane member, which could otherwise be made profitable, must be devoted to the care of the idiot, who, himself, is a serious drain on the family resources.

In the personal interest of the idiots, too, the Commissioners would approve of the multiplication of these asylums; for there is no doubt that in them idiots would be better and more kindly treated than in many instances they would be in their homes.

The experience which the Commissioners have gained from their visitation of existing idiot asylums does not enable them to set a very high value on the results of attempts at the education of this class. They are of opinion

that the proportion is extremely small which is capable of receiving such education and industrial training as would fit them for gaining a livelihood, wholly or in part; while the personal benefit is neither great nor lasting. They would deprecate therefore extravagant, or even serious, outlay on educational staff and apparatus, and think that the objects to be kept in view in the management of idiot asylums should rather be the improvement of the personal habits of the idiot, often most degraded, his physical development by good food and exercise, and his instruction in the simpler forms of useful employment, so as, if possible, to fit him for ultimately returning to his family, as at least an inoffensive member of it.

Even this result cannot be hoped for in a large number of cases, and many must remain, who, when adult, must for the remainder of their lives be cared for in some public institution—the lunatic asylum or the workhouse.

If the inquiry of the Royal Commission is limited to, or chiefly concerned with, the proper application of the Educational grant, the Commissioners would desire to observe that in their opinion the education of idiots is not a suitable object for participation in that grant. They think that the support of idiot asylums for the same classes as those from which are drawn the inmates of county and borough lunatic asylums should, as in the case of the latter, fall on the ordinary rates, supplemented as at present by the Parliamentary grant for lunatics; and they further think that asylums, so supported, should be economically conducted in accordance with the views herein expressed.

In fulfilment of my promise, I send herewith extracts taken from the entries made during the last five years by Commissioners in Lunacy in the books of the following institutions.

- I. The Royal Albert Asylum for idiots at Lancaster.
- II. The Asylum for Idiots at Earlswood.
- III. The Eastern Counties Idiot Asylum, Colchester.
- IV. The Midland Counties Idiot Asylum, Knowle, Warwickshire.
- V. The Western Counties Idiot Asylum at Starcross, Exeter.

All these establishments are registered under the Idiots Act, 1886. The two first were previously registered under the Act 8 & 9 Vict. c. 100, as lunatic hospitals.

The three last were, prior to the passing of the Idiots Act, 1886, conducted as houses licensed by quarter sessions for the reception of lunatics under the Act just quoted, the licence being in the name of the superintendent appointed by the managing committee of the asylum.

As licensed houses these establishments were according to law visited twice a year by the Commissioners, idiot hospitals receiving one visit only.

Appended are also similar extracts from reports made to the Local Government Board on annual visits to the Metropolitan District Asylum at Darent, which, for the purposes of the Lunacy Acts, is a workhouse subject to the visitation of the Commissioners in Lunacy by the Act 16 & 17 Vict. c. 96. s. 28.

I am,  
Sir,  
Your obedient servant,

C. E. D. Black, Esq. CHAS. SP. PERCEVAL.

### I.—EXTRACTS FROM ENTRIES BY COMMISSIONERS IN LUNACY IN THE VISITORS' BOOK OF THE ROYAL ALBERT ASYLUM FOR IDIOTS, LANCASTER.

1882, July 28.—During our visit we had some opportunities of observing the industrial training of the patients, and the care taken in educating them, and of seeing some results which were very satisfactory. Employment is found for 153 males and 96 females. The boys work on the land, in various trades at the shops, and in several offices. The girls assist in the laundry, sewing, knitting, and household duties. Much is done towards enabling the patients to gain something in the direction of a livelihood when they shall be discharged, but we recommend that some assistance should be organised for seeking out suitable situations for patients discharged; this assistance many charitable persons might be willing to give, who could not contribute to the funds of the asylum.

1885, February 23.—The training, industrial and other, of the children, proceeds as heretofore. A few attain to some proficiency in trades, but no great results can, of course, be expected. We have noticed two or three lads who, after being discharged, have been taken on as employes, receiving a small money payment in addition to their food, clothing, &c., and we learn that their work is a

fair equivalent for their cost. Including 36 who attend special training classes, there are, we are told, 218 males and 100 females, who are usefully employed in some way.

1886, April 29.—The number of boys employed out of doors on the land is, we are glad to see, large, and this appears to be the best kind of employment for them. In the shops, too, we saw a fair number of lads, some of whom had attained a considerable skill in work. Of the girls, 112 have industrial training, and work, either in the main building or at the female infirmary. Altogether, 320 or thereabouts of both sexes may be reported as employed usefully in the summer, 290 or thereabouts in winter. It seems to us that ultimately arrangements should be practicable to obviate, by a separate branch establishment, the relapse of successfully trained cases discharged hence through superannuation.

1887, July 29.—We have seen the children at school and in the workshops. The customary routine of training is continued, and with results as good as can fairly be expected. We learn from our inquiries that a fair proportion of the patients of each sex are usefully employed in household avocations, working on the farm and garden, and at different trades; and Dr. Shuttleworth claims that about 10 per cent. of those discharged from here have been so far improved as to gain or contribute to their own livelihood.

### II.—EXTRACTS FROM ENTRIES BY COMMISSIONERS IN LUNACY IN THE VISITORS' BOOK OF THE ASYLUM FOR IDIOTS, EARLSWOOD.

1883, June 12.—We also, in visiting the workshops, saw several male patients at work at various trades, which they pursue with more or less success. A very considerable amount of useful work is there done, besides the value of the instruction imparted. Whether any of those whom we saw thus employed can be made self-supporting may be open to doubt, but the utility of an institution such as this is not to be estimated by this test, but rather by the relief it affords to families afflicted by an idiot member. The physical development of the children by drill and exercise is duly attended to, drill being, as we are informed, always part of the daily routine.

1885, May 4.—The industrial training of the patients receives due attention, and our visit to the workshops, where we saw a very considerable number of boys working at various trades, gave us much pleasure. Altogether 194 males are more or less usefully employed, a proportion of 50 per cent.; but only 54 females, being 30 per cent. of the whole, are at present engaged in useful occupations.

1886, June 11.—The educational staff consists of a schoolmaster, 4 schoolmistresses, and 4 female and 3 male school attendants. The number of pupils attending school is about \*109, of whom 64 attend full time. Letter writing on the part of the patients is, we are glad to report, encouraged. A Bible class is held every Sunday morning. Drills of a musical nature are kept up, and a few are taught to draw.

In regard to useful employment, we learn that 43 pupils attending school half time are engaged in workshops, say 15 as shoemakers, five as carpenters, eight as tailors, four as basket makers, three as shoe cleaners, and eight pick hair.

### III.—EXTRACTS FROM ENTRIES BY COMMISSIONERS IN LUNACY IN THE VISITORS' BOOK OF THE EASTERN COUNTIES IDIOT ASYLUM, COLCHESTER.

1882, April 20.—We inspected every part of the house, and were generally satisfied with the condition of the patients, so far as it can be ameliorated by care and treatment. Only one patient, an epileptic lad, was in bed. Several boys and girls were at work, girls making beds, boys cleaning shoes, digging on the land, and assisting in the laundry.

The schoolmistress is temporarily indisposed; we therefore did not see any of the girls at school, but on the male side a shape and colour class of boys were busy, and we must not omit to say very well behaved and orderly.

\* Note by the medical superintendent:  
Under the schoolmaster - 100 - - 64 full time.  
Under the schoolmistresses - 249 - - 225 full time.  
Totals - 355 - - 289



## Appendix 39.

There are classes for reading, writing, and arithmetic, and 52 of both sexes are exercised by drilling and gymnastics, 14 assist in domestic work. Magic lantern and other entertainments are given at short intervals, and drawing and singing are taught. Fortnightly there are Bible lessons, at which 30 and upwards receive instruction.

1883, January 26.—Of the new buildings the gymnasium and the block of bath rooms and closets are approaching completion. The former is a fine room and will be of great use, but we fear the means of ventilation will be found inadequate for occasions when the room is well filled. We find nothing new in the plan of instruction and development of the children to report. The general routine is as before reported.

1886, May 10.—The usual course of instruction, general and industrial, of the children continues. As regards the latter, we have suggested to Mr. Williams the keeping of a simple register of the children receiving it, and of their progress.

1886, October 22.—The summary of industrial training has not yet been prepared, but no further delay will occur in this direction, so we are assured by Mr. Williams.

IV.—EXTRACTS FROM ENTRIES BY COMMISSIONERS IN LUNACY IN THE VISITORS' BOOK OF THE MIDLAND COUNTIES IDIOT ASYLUM, Knowle.

1882, April 28.—We saw some of the children at their lessons, and others at basket making. We were not able to notice many children of either sex who appeared to us to be ever likely to earn their own living, though many proved to us that much may be done to improve bad habits and impart a little instruction by kindness and careful attention.

1882, August 7.—The mental and industrial training continues to the same extent and of the same character as heretofore. One boy at least is a clever basket maker, and baskets which he makes without help sell for 3s. a-piece.

1883, October 5.—In this asylum are now 25 male and 22 female patients. Of the former 10, of the latter 8, are epileptic. This proportion of unfavourable cases for improvement, and the fact that there is practically no limit of age for admission, are adverse to much educational result. A very few on each side are usefully employed, or can be so employed.

V.—EXTRACTS FROM ENTRIES BY COMMISSIONERS IN LUNACY IN THE VISITORS' BOOK OF THE WESTERN COUNTIES IDIOT ASYLUM, Starcross, Exeter.

1882, October 27.—The behaviour of both sexes in the class rooms and at dinner was admirable, the boys drilled remarkably well, and their instruction must have been a difficult task to their drill-master, for which he deserves much credit.

We were pleased with the improvement manifested in the work of both boys and girls, and their writing was creditable.

We hope that a shoemaker attendant will be added to the staff, but before this be done it will be necessary to increase the day-space, particularly in the male division.

The boys were crowded into the day rooms to-day, which rooms serve as class rooms, tailor's shop, and recreation rooms, so that their good behaviour was the more to be praised, the same remark might be made with respect to the dining accommodation, six boys sitting on forms where there is only sufficient space for five; we trust that increased day-space will be the subject which first occupies the attention of the Committee.

It is to be regretted that no one on the girls' side is able to play the piano, and we hope that when any change takes place amongst the attendants some person will be engaged who is able to play some musical instrument, for our experience teaches us that very slight musical knowledge is much appreciated by persons of this class, and is also a great assistance during the drilling lesson.

1883, April 27.—The work and writing of the girls was creditable to their teachers, and the boys seemed to have derived equal profit from the instruction of their masters, and the singing was remarkably good.

1883, October 23.—We have seen all in residence, and are pleased with their appearance and condition as regards clothing and personal neatness. They appear to receive much attention from the staff, and to be happy and contented.

The mental and physical instruction which they are capable of receiving seems to be supplied; and in some cases industrial training is added. The new workshops will increase the means of giving this, and shoemaking is, we learn, to be shortly introduced.

1884, February 19.—We saw the patients in school and at dinner, and some at work.

The tailor's shop employs eight to ten boys, the shoemaker has four with him, 10 are often working at the cord making, and three girls and one boy were to-day busy in the laundry. The proportion of helpless cases to the rest is, however, large.

1887, April 22.—Two girls are so far trained that it is proposed to send them out to places on trial. The Kindergarten system of teaching has been well started, and we saw some good results in the shape of baskets and ornamental articles. We also saw some knitted work. In the tailor's shop six boys, and in the shoemaker's 12, are employed, and have made some progress. The personal appearance of both sexes was very satisfactory as regards dress and cleanliness, and the patients look happy, and behaved well during our inspection.

1887, October 27.—From the returns given to us it appears that 51 males and 39 females are usefully employed; of the former, 16 chiefly shoemaking, 17 cord-making, 12 tailoring, 4 in domestic duties, 2 at the laundry; of the 39 females above referred to 10 assist in laundry, 17 are engaged in domestic and needlework, and 12 knit. Employment in the garden, and drill, are also resorted to for the exercise of a considerable number of the patients.

EXTRACTS FROM REPORTS BY COMMISSIONERS IN LUNACY OF THEIR VISITS TO THE METROPOLITAN DISTRICT ASYLUM, Darenth (Idiot Division).

1882, July 10.—The classes were at work in the schools, and we were pleased with the progress made by some of the more intelligent pupils. However, the expectation of valuable results of training must not be pitched too high, for the intellectual deficiency from which they suffer cannot be made good beyond narrow limits.

1883, December 14, 15.—On the school register are now the names of upwards of 400 pupils. Some of the lower forms are only capable of being amused. The speechless number 34. The complication of epilepsy with mental deficiency in 185 of the 591 children gives some idea of the unfavourable material which Dr. Beach and the school teachers have to deal with, and it should be taken into account in any judgment upon general results of training. The value of an institution of this kind is, moreover, not to be estimated by the benefits conferred upon the children only, but by the relief also given to parents who would otherwise in many instances be unable to gain their livelihood.

1884, November 4.—The workshops are too small, and mat making and brush making shops are needed. Whilst on this subject we may notice that the workshops at the adult asylum are also too small, and the consequence of this is that the children who are transferred thither on account of age are unable to continue this course of instruction, and the lessons already received are forgotten before space can be found in the workshops for the youth. If this Institution is to be extended it might be worth considering whether some classification into "improvable" and "hopeless" cases warranted in separate blocks should not be made, and for the former class workshops should be erected, and thus the Institution might be rendered rather more of a training school than it is now.

1887, June 3, 4.—The staff of teachers consists of one schoolmistress, three assistant school mistresses, and five school attendants. We can express our entire approval of the order maintained in the several class rooms, and the attention paid by the children to their teachers; many, no doubt, learn and retain something of what they do learn, but, perhaps, the greatest good derived is due to the habit of self-control thus promoted.

## APPENDIX 40.

Appendix 4.

SUMS CERTIFIED BY LOCAL GOVERNMENT BOARD FOR PAYMENT ON BEHALF OF CHILDREN SENT TO SPECIAL INSTITUTIONS BY GUARDIANS OF THE POOR. (Referred to by Mr. E. H. Wodehouse in his evidence, answer 21,276.)

## INSTITUTIONS FOR THE BLIND.

County.	Name of Institution.	Where situate.	Maximum annual Payment sanctioned by the Board.
Devon	West of England Institution for the Blind	St. David's Hill, Exeter	£ s. d. 20 0 0
"	South Devon and Cornwall Institution for the Blind.	North Hill, Plymouth	(a)
"	Devonport and Western Counties Institution for the Blind.	St. Aubyn Street, Plymouth	(a)
Hants	Hants and Isle of Wight Blind Institution	St. Mary's Hall, St. Edward's Road, Southsea, Portsmouth.	15 0 0 Exclusive of cost of clothing.
Lancaster	Roman Catholic School for Blind Boys and Girls above ten years of age.	Brunswick Road, Liverpool	(a)
Norfolk	Asylum and School for Indigent Blind	Magdalen Street, Norwich	(a)
Northumberland	The Royal Victoria Asylum for the Blind	Newcastle-on-Tyne	(a)
Nottingham	The Midland Institution for the Blind	Nottingham	20 0 0
Somerset	Institution for the Blind and Deaf and Dumb	8 & 9, Walcot Parade, Bath	15 0 0
Surrey	Royal Normal College and Academy of Music for the Blind.	Upper Norwood	30 0 0
Sussex	The Brighton Asylum for the Blind	Eastern Road, Brighton	(a)
Warwick	The General Institution for the Blind	Edgbaston, near Birmingham	20 0 0
York	The Yorkshire School for the Blind	York	12 0 0
"	The Blind Institution	Manchester Road, Broomhill, Sheffield.	20 0 0

## INSTITUTIONS FOR THE DEAF AND DUMB.

County.	Name of Institution.	Where situate.	Maximum annual Payment sanctioned by the Board.
Devon	West of England Institution for the Deaf and Dumb.	Exeter	£ s. d. 20 0 0
Gloucester	Bristol and Western District Institution for the Deaf and Dumb.	Park Row, Bristol	19 10 0
Kent	Asylum for the Deaf and Dumb	Margate	25 0 0
Lancaster	Manchester Schools for the Deaf and Dumb	Old Trafford, Manchester	20 0 0
Middlesex	British Asylum for Deaf and Dumb Females	Lower Clapton, E.	(a)
"	Jews' Deaf and Dumb Home	Walmer Road, Notting Hill, W.	15 12 0
"	The Rev. W. Stainer's Home for Deaf and Dumb Children.	80, Pentonville Road, N.	18 4 0
"	Ditto.	70, Pentonville Road, N.	18 4 0
"	Ditto.	13, Puddington Green, W.	18 4 0
"	Ditto.	72 & 74, Pentonville Road, N.	18 4 0
Northumberland	Northern Counties Institution for the Deaf and Dumb.	Newcastle-on-Tyne	19 0 0
Somerset	Institution for the Blind and Deaf and Dumb	8 & 9, Walcot Parade, Bath	15 0 0
Surrey	The Rev. W. Stainer's Home for Deaf and Dumb Children.	37, Camberwell Green, S.E.	18 4 0
Warwick	School for the Education and Instruction of Deaf and Dumb Children.	Edgbaston, near Birmingham	20 0 0
York	The Yorkshire Institution for the Education and Instruction of Deaf and Dumb Children.	Doncaster	(a)
"	St. John's Institution for the Deaf and Dumb	Boston Spa, Tadcaster	20 0 0
"	Hull, East Yorkshire and Lincolnshire Institution for the Deaf and Dumb.	53, Spring Bank, Hull	20 0 0
Glamorgan	Cambrian Institution for the Deaf and Dumb	Swansea	Exclusive of cost of clothing. 20 0 0

(a) The reason why there are blanks in some instances in the above Table is that prior to 45 & 46 Vict. c. 58 (1882), the Board did not fix any maximum payment. Up to that date the amount was limited by 25 & 26 Vict., c. 41, s. 1., to an amount "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." The institutions in which the amounts are left blank are those which were certified prior to the Act of 1882, and from which no subsequent application has been received to have the payment fixed under that Act.



## APPENDIX 41.

Appendix 41.

## REPORTS, &amp;c. ON COLONIAL INSTITUTIONS FOR THE BLIND AND THE DEAF AND DUMB.

Downing Street,  
October 22, 1888.

SIR, WITH reference to your letters of the 13th and 14th of April last and the reply from this Department of the 17th of April, I am directed by Lord Knutsford to transmit to you, for the information of the Royal Commission on the Blind, the Deaf and Dumb, &c., a copy of a Circular Despatch\* which he addressed on the 23rd of April last to the Governors of Colonies having responsible government, requesting information as to State aid in those Colonies in regard to the education of the blind, and of the deaf and dumb, together with the despatches noted in the margin,† which have been received in reply from Newfoundland, Victoria, Queensland, Tasmania, New Zealand, and the Cape of Good Hope. From the Dominion of Canada, New South Wales, and South Australia, to which Colonies also the Circular Despatch was addressed, no replies have yet been received, and a reminding despatch will at once be addressed to them.

I am, &c.  
(Signed) ROBERT G. W. HERBERT,  
The Secretary to the Royal  
Commission on the Blind,  
Deaf and Dumb, &c.

CIRCULAR LETTER sent from the Colonial Office to all Colonies possessing responsible Government.

Downing Street,  
23rd April 1888.

SIR, I HAVE the honour to call your attention to Parliamentary Paper C. 4903 of 1886, and to state that the Royal Commission on the Blind, the Deaf, and the Dumb have intimated to me that they would be much obliged if Colonial Governments would furnish similar information as to State aid in regard to the education of the blind, and of the deaf and dumb, in order that they may be in possession of full knowledge of the practice prevailing abroad in respect of the education of both classes before they proceed to frame their recommendations to Parliament.

I shall be glad to be furnished with the desired information in respect of the Colony under your Government, at your earliest convenience.

I have, &c.  
(Signed) KNUTSFORD.  
The Officer Administering  
the Government of

Government House,  
Newfoundland,  
June 26, 1888.

MY LORD, IN answer to your Circular Despatch of 23rd April, I have the honour to inform you that in this Colony there is no State aid for the education of the blind and deaf and dumb.

I have, &c.  
(Signed) HENRY A. BLAKE.  
The Right Hon.  
Lord Knutsford, G.C.M.G.,  
Colonial Office.

South Australia,  
No. 137.  
Adelaide,  
October 6, 1888.

MY LORD, I HAVE the honour to acknowledge the receipt of your Lordship's Circular Despatch of 23rd April 1888, requesting information as to State aid in regard to the education of the blind, and of the deaf and dumb.

\* Circular, 23rd April 1888.  
† Newfoundland, 51, 26 June 1888.  
Victoria, 133, 12 July 1888.  
Queensland, 64, 13 August 1888.  
Tasmania, 75, 10 July 1888.  
New Zealand, 66, 29 June 1888.  
Cape, 73, 13 June 1888.

I communicated this Despatch to my Ministers, who have sent me the following Cabinet Minute on the subject. "Our Legislature vote a sum annually as grant-in-aid for supplementing an equal amount raised by private subscription for support of the only deaf and dumb institution in the Colony. "If additional information is desired as to numbers, sexes, ages, occupations, &c., it will be obtained."

I have, &c.  
(Signed) WILLIAM C. F. ROBINSON.  
The Right Hon.  
Lord Knutsford, G.C.M.G.,  
&c. &c. &c.

## VICTORIA.

Government House, Melbourne,  
July 12, 1888.

MY LORD, I HAVE the honour to acknowledge the receipt of your Lordship's Circular Despatch of the 23rd April ultimo, requesting information with reference to the practice prevailing abroad as to State aid in regard to the education of the blind and of the deaf and dumb, and, in reply, I beg to transmit two reports upon the subject by the Government statist affording the information as far as this Colony is concerned.

I also forward the last edition of the Victorian Year Book and a copy of the Census Report for 1881, as these publications contain important information respecting both classes, which may be of service to the Royal Commission.

I have, &c.  
(Signed) HENRY B. LOCH.  
The Right Hon.  
Lord Knutsford, G.C.M.G.,  
&c. &c. &c.

## Enclosure No. 1.

## BLINDNESS IN VICTORIA.

At the census of 1881 the number of blind persons returned was as follows:—

Males	502
Females	240
Total	742

These numbers furnish a proportion of one blind person in every 1,162 of mixed sexes; or one blind male in every 901 males, and one blind female in every 1,709 females.

The following is a statement of the occupations of the blind as returned at the census of 1881:—

## OCCUPATIONS of the BLIND, 1881.

	Males.	Females.
Medical man	1	—
Musicians, vocalists	16	—
Domestic duties, and young children	53	145
Scholars	3	17
Hotel and lodging-house keepers	8	3
Domestic servants	—	2
Capitalists	3	—
Agents, clerks, &c.	3	—
Storekeepers, hawkers, &c.	9	1
Drayman	1	—
Officer of merchant ship	1	—
Porter	1	—
Farmers, farm servants	29	—
Land proprietors	2	—
Book agent	1	—
Sadler	1	—
Shipwright	1	—
House proprietors	4	—
Carpenters	4	—
Bricklayers, mason, and plasterers	9	—
Painter	1	—
Cabinet-makers and upholsterers	3	—
Manchester warehouseman	1	—
Engaged in dress (chiefly knitters)	—	22

The occupations of the deaf-mutes were returned as follows at the census of 1881:—

## OCCUPATIONS of the DEAF and DUMB, 1881.

	Males.	Females.
Outfitter	1	—
Shoemakers	3	1
Cowkeeper	1	—
Butchers	2	—
Bakers	2	—
Tobacconist	1	—
Tanner	1	—
Hair-broom makers	—	8
Firewood dealer chopper	1	—
Sawyer	1	—
Basketmaker	1	—
Hay and straw dealer	1	—
Goldminers	6	—
Quarry, road labourers	2	—
Blacksmiths	2	—
Ironmonger	1	—
Labourers	28	—
Engineer	1	—
Annuitants	2	4
Gentlemen	2	—
Inmates of charitable institutions	229	36
Supported by charity	1	—
Prisoners	4	1
No occupation stated	54	—
Total	502	240

There is one blind asylum in Victoria containing five dormitories, with 78,658 feet of cubic space, and making up 104 beds.

The number of inmates on the 30th June 1887 was 99, viz., 53 males and 46 females. Of these, 10 males and 9 females were under 15 years of age. The oldest inmate was a male aged 60.

The receipts and expenditure during the year ended 30th June 1887 were as follows:—

## RECEIPTS.

	£	s.	d.
Government aid	2,000	0	0
Private contributions	2,442	18	11
Other sources	1,241	5	6
Total	5,684	4	5

## EXPENDITURE.

	£	s.	d.
Building and repairs	561	4	7
Maintenance	4,280	16	5
Miscellaneous	888	14	0
Total	5,730	15	0

An interesting account of what is done in the institution is given in the "Victorian Year Book, 1886-7," page 800. See also page 376 of that work, and page 163 *et seq* of Report on the Victorian census of 1881 (copies herewith).

I have, &c.  
(Signed) H. H. HAYTER,  
Government Statist.  
Office of the Government Statist,  
Melbourne, 30th June 1888.

## Enclosure No. 2.

## DEAF-MUTEISM IN VICTORIA.

The number of deaf-mutes returned at the census of 1881 was as follows:—

Males	168
Females	119
Total	287

Compared with the population, these numbers furnish proportions of one deaf-mute in every 3,005 of the total; or one in 2,691 of the males, and one in 3,448 of the females.

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	Males.	Females.
Engraver	1	—
Domestic duties, and young children	52	66
Scholars	6	36
Officers of deaf and dumb asylum	2	—
Servants	3	5
Clerk	1	—
Shopkeeper	1	—
Drayman	1	—
Farmers, farm servants	17	—
Compositor	1	—
Mechanical engineer	1	—
Carpenters	2	—
Bricklayer	1	—
Carver and gilder	1	—
Tailors	5	—
Milliners, dressmakers, seamstresses	—	12
Shoemakers	11	—
Butcher	1	—
Fellmonger	1	—
Wood-choppers, splitters	3	—
Goldminers	5	—
Blacksmith	1	—
Labourers	2	—
Annuitant	1	—
Inmates of charitable institutions	42	—
Prisoner	1	—
No occupation stated	5	—
Total	168	119

There is one deaf and dumb institution in the Colony, in which there are four dormitories having a capacity of 73,765 cubic feet and making up 74 beds.

On the 30th June 1887 there were in this institution 66 inmates, viz., 36 males and 30 females. Of these 25 males and 24 females were under 15 years of age, and of the remainder all except one female (aged 60) were between 15 and 25 years of age.

The receipts and expenditure during the year ended 30th June 1887 were as follows:—

## RECEIPTS.

	£	s.	d.
Government aid	2,100	0	0
Private contributions	1,827	1	0
Other sources	828	1	0
Total	4,755	2	0

## EXPENDITURE.

	£	s.	d.
Building and repairs	1,880	16	4
Maintenance	3,107	4	9
Total	4,988	1	1

An account of this institution is given at page 801 of the "Victorian Year Book, 1886-7." See also page 375 of same work, and page 161 *et seq* of the report on the Victorian census of 1881. Both these works are sent herewith.

I have, &c.  
(Signed) H. H. HAYTER,  
Government Statist.  
Office of the Government Statist,  
Melbourne, 30th June 1888.

Government House,  
Brisbane, Queensland,  
August 13, 1888.

MY LORD, WITH reference to your Despatch Circular of the 23rd April last, in which your Lordship requests that this Government should furnish you with information as to State aid in regard to the education of the blind and of the deaf and dumb in this Colony, I have now the honour to acquaint your Lordship that there being no institution

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Appendix 41. in Queensland for the education of children belonging to these classes, they are sent at the expense of the State, in cases where such assistance is necessary on account of the poverty of relations, to the "Institution for the Blind, Deaf and Dumb" at Sydney, where an annual charge of 36*l.* is made for the education and maintenance of each child. The vote of last year for this object was 530*l.*

2. With regard to adults, a mission to the blind, deaf and dumb has been carried on in this Colony for the last five years, supported almost entirely by private contributions and the proceeds of sales of work done in the industrial department of the mission school, and with such success that a new and commodious building under the name of the "Blind, Deaf and Dumb Asylum," on a site granted by the Government, and erected at a cost of 1,014*l.*, was opened in May last, in which 17 adult male workers are now being taught, and which it is expected will, in course of time, be so enlarged as to admit of provision being made for the maintenance of children belonging to these classes.

3. It will be observed from the report of the last annual meeting of the mission, copies of which I enclose, that no provision is made for any of the workers to live in the asylum, the principle advocated by the mission being that the workers should rather be encouraged to form homes for themselves.

4. The amount of support given by the Government to the mission consists, besides the grant of land above-mentioned, of a contribution of 80*l.* per annum towards the salary of the blind teacher, but it is at present under consideration to assist the institution by a contribution from public funds of a pound for every pound raised by private subscription.

I have, &c.  
(Signed) A. MUSGRAVE.  
The Right Hon. the Secretary of State.

#### GOVERNMENT OF TASMANIA.

Government House, Hobart,  
July 10, 1888.

MY LORD,  
I HAVE the honour to forward to you the accompanying memorandum I have received from my Prime Minister in reference to your Circular Despatch of 23rd April last in regard to State aid respecting the blind and of the deaf and the dumb.

I have, &c.  
(Signed) R. G. C. HAMILTON.  
The Right Hon. the Secretary of State.

Premier's Office, Hobart,  
June 29, 1888.

#### MEMORANDUM FOR HIS EXCELLENCY THE GOVERNOR.

The Premier has the honour to return to your Excellency Lord Knutsford's Circular Despatch of 23rd April 1888, respecting State aid in regard to the education of the blind and of the deaf and dumb.

In this Colony there is no institution for the education of persons so afflicted, but for the past 15 years the Government has by arrangement with the Government of New South Wales availed itself of an establishment in that Colony for the maintenance and instruction of such children.

Four girls, two of whom were blind and two deaf and dumb, and one boy blind, who were inmates of the institution above referred to for periods varying from six to seven years, have been returned to the Colony in accordance with the terms of the agreement with the managers upon their admission.

At the present time there are six children in the institution from Tasmania, viz., three boys and three girls, of whom two—one boy and one girl—are blind, and four—two boys and two girls—are deaf and dumb.

An effort is, however, being made to establish an industrial school for the blind in Tasmania; and during the past twelve months, Mr. Thomas Mercer, who was one of those sent from this Colony to the New South Wales Institution, has been engaged in travelling through the country, imparting instruction, with considerable success, to his fellow sufferers.

I have, &c.  
(Signed) P. O. FYSH.

New Zealand,  
No. 66.

Government House,  
Wellington, June 29, 1888.

MY LORD,

WITH reference to your Lordship's Circular Despatch of 23rd April last, requesting information as to the practice prevailing in this Colony in respect of the education of the blind and of the deaf and dumb, I have the honour to transmit herewith copy of a memorandum\* on the subject by the Secretary to the Education Department, accompanied by the reports on the deaf and dumb institution for the years 1880 and 1882-1888.

I have, &c.  
(Signed) WM. F. D. JERVOIS.  
The Right Hon. the Lord Knutsford.

New Zealand.

MEMORANDUM by the Secretary to the Education Department. Deaf Mutes and Blind in New Zealand.

Education Department,  
Wellington, June 25, 1888.

THE last census was taken 28th March 1886. The numbers of deaf mute children and blind children are stated as follows:—

Under 5 years	-	-	-	7	blind.
5 to 10 years	-	28	deaf and dumb	7	"
10 " 15 "	-	30	" "	6	"
15 " 20 "	-	19	" "	8	"

The Government of New Zealand has established and maintains a school for deaf mutes. The number of pupils is 39. The articulation method alone is employed. The principal is Mr. G. Van Asch.† The expenditure in 1887 was 3,732*l.* 15*s.* 9*d.*, of which parents contributed 318*l.* 12*s.* 8*d.*, and 3,414*l.* 3*s.* 1*d.* was the cost to the Government.

If the parents can afford it a payment of 40*l.* a year is required for each pupil, but in some cases a smaller payment is accepted, and most of the pupils are maintained at the sole cost of the Government, or on merely nominal payment.

Reports‡ of the school (for the years 1880 and 1882-88) accompany this memorandum.

Eight blind children are sent to Melbourne Blind Asylum, and one to a similar institution in Sydney. The cost is 400*l.* a year, and of this the parents contribute 63*l.*

I have, &c.  
(Signed) W. JAS. HABENS,  
Secretary.

Cape of Good Hope,  
No. 73.

Government House,  
Cape Town, June 13, 1888.

MY LORD,

WITH reference to your Circular Despatch of the 23rd April last, I have the honour to enclose for your Lordship's information copy of a minute§ which I have received from Ministers, forwarding a copy of a memorandum which has been received from the Superintendent General of Education on the subject of the education of the blind, deaf and dumb, by the Government of this Colony.

I have, &c.  
(Signed) HERCULES ROBINSON,  
Governor and High Commissioner.

Enclosure in Despatch No. 73.

Cape, June 13, 1888.

#### MINISTERS TO GOVERNOR.

Prime Minister's Office,  
Cape Town, June 7, 1888.

No. 785.

#### MINUTE.

Ministers have the honour to acknowledge the receipt of his Excellency the Governor's Minute, No. 161, of the 28th ultimo, enclosing a despatch from the Right Hon. the

\* No. 519, 25th June 1888.  
† Evidence respecting the institution was given before the Royal Commission by Mr. Crofts, Mr. Van Asch's assistant. See Questions 29,069-29,205 in volume of Evidence.  
‡ Not printed.  
§ No. 185, of 7th June 1888.

Secretary of State, requesting to be furnished with information as to State aid in regard to the education of the blind, deaf and dumb, by the Government of this Colony.

In reply, Ministers beg to submit, herewith, copy of a memorandum which has been received from the Superintendent General of Education on the subject.  
(Signed) J. GORDON SPRIGG.

MEMORANDUM on the Deaf and Dumb Institutions, Cape Colony. In answer to Circular 23rd April 1888.

#### STATE AID.

I. No provision has been made by legal enactment for State aid to institutions for the instruction of the deaf and dumb in this Colony, but from year to year grants are made by parliamentary vote for the following purposes:—

In aid of salary of a qualified teacher (male)	-	-	100	p. a.
In aid of salary of assistant teacher (female)	-	-	50	p. a.
In aid of maintenance of indigent deaf mutes, each	-	-	15	p. a.
In aid of industrial teaching	-	-	50	p. a.

II. There are only two such institutions in the Colony, one with 20 boys and 6 girls at Worcester under the direction of the Dutch Reformed Church. The system is oral, and comprises the usual school instruction, and each girl learns sewing and knitting, each boy learns carpentering. The most advanced pupils work vulgar fractions, write and draw fairly, write to dictation, and know the outlines of geography. The other institution, with five boys and three girls, is connected with the Roman Catholic Church, Cape Town. The system is that of signs. The most advanced pupils work compound rules well, write well, know bible history and outlines of the geography of Africa well. The girls learn sewing and knitting.

III. Total expenditure for instruction of deaf mutes during the current year is 535*l.*

IV. There are no institutions for teaching the blind.  
(Signed) LANGHAM DALE,  
Superintendent-General of Education.

Education Office, Cape Town,  
1 June 1888.

#### CANADA.\*

No. 17. Government House, Ottawa,  
January 17, 1889.

IN reply to your Lordship's Circular Despatch of the 23rd April last, requesting to be furnished with certain information as to State aid in regard to the education of the blind and of the deaf and dumb desired by the Royal Commission on the Blind, the Deaf, and the Dumb, I have the honour to transmit, herewith, a certified copy of an approved report† of my Privy Council, submitting copies of communications received from the several provinces on the subject.

#### \* CENSUS OF THE DEAF AND DUMB IN CANADA, 1881.

Province.	Population.	Males.	Females.	Total.
Nova Scotia	440,572	325	256	581
New Brunswick	321,238	243	158	401
P. E. Island	108,891	65	57	122
Quebec	1,339,627	1,153	1,072	2,225
Ontario	1,929,228	1,098	865	1,963
Manitoba	65,959	19	39	58
British Columbia	49,459	16	11	27
Totals	4,268,261	2,919	2,449	5,368

The total number of blind in Canada is 3,017—the deaf mute being nearly twice as numerous. Strange to say, while the Census Returns give the ages of the blind in detail, there is no such information about the deaf and dumb. This is a serious defect, rendering it impossible to determine what number are of school age and ought to be under instruction. In the whole of Canada there were in 1881 under instruction in seven institutions or schools, a total of 747 deaf mutes. The total number of deaf mutes received into Canadian institutions since 1813 has been 1,630.

† 7 December 1888.

Your Lordship will observe that it was owing to delays in receiving some of these communications that a reply was not sooner sent to your despatch above referred to.

I have, &c.  
(Signed) STANLEY OF PRESTON.  
The Right Hon.  
The Lord Knutsford, G.C.M.G.,  
&c. &c. &c.

#### ORDER IN COUNCIL.

7th December 1888.

With certain information as to the education of the blind and of the deaf and dumb desired by the Royal Commission on the Blind, the Deaf, and the Dumb.

Enclosure in Lord Stanley's despatch, No. 17, 17th January 1889.

CERTIFIED COPY of a Report of a COMMITTEE of the Honourable the PRIVY COUNCIL, approved by His Excellency the GOVERNOR GENERAL IN COUNCIL, on the 7th December 1888.

The Committee of the Privy Council have had before them a Circular Despatch dated 23rd April 1888, from Lord Knutsford, requesting, on behalf of the Royal Commission on the Blind, the Deaf, and the Dumb, to be furnished with certain information as to State aid in reference to the education of the blind, and of the deaf and dumb, in order that the Commission may be in full knowledge of the practice prevailing abroad in respect of the education of the classes referred to, before they proceed to frame their recommendations to Parliament.

The Secretary of State to whom the despatch was referred states that, the subject-matter being one which comes within the purview of provincial administration, he caused a copy of the despatch to be communicated to the several lieutenant-governors with a request that their Governments be moved to supply the desired information as regards the practice in their respective Provinces.

The Minister submits copies of the replies received from the several Provinces, and of the accompanying documents therein referred to, and in doing so he desires to remark that he has been unable to report on this matter at an earlier date owing to delays in receiving some of the replies.

The Committee recommend that your Excellency be moved to forward copies hereof to the Right Honourable the Secretary of State for the Colonies in answer to his despatch of the 23rd April last.

All which is respectfully submitted.

I have, &c.  
(Signed) JOHN J. MCGEE,  
Clerk, Privy Council.

No. 1940  
2951.

North-West Territories, Canada,  
Lieutenant-Governor's Office,  
Regina, June 5, 1888.

SIR,

I AM directed by his honour the Lieutenant Governor to acknowledge the receipt of your letter of the 1st instant, enclosing copy of a circular despatch from the Right Honourable the Secretary of State for the Colonies, and requesting that your Department may be furnished with all possible information in reference to the education of the blind, and of the deaf and dumb in the territories.

In reply I am to say that no necessity has as yet arisen in the North-West Territories for the provision of any aid for such purpose, and that consequently none has been afforded by the North-West Council.

I have, &c.  
(Signed) A. E. TRUEGEL,  
The Under Secretary of State,  
Ottawa. Secretary.

Appendix 41. No. 208.

Government House,  
Prince Edward Island,  
June 7, 1888.

SIR,

I HAVE the honour to acknowledge the receipt of your despatch dated 1st instant, No. 2730 on file 2200, transmitting circular despatch from the Right Honourable the Secretary of State for the Colonies, desiring certain information in regard to the education of the blind and the deaf and dumb in the Colonial Provinces.

I enclose a report addressed to me on the subject signed by the Assistant Provincial Secretary, by which you will observe that there are no institutions in this Province\* for these persons, but that this Government gives annual grants to the asylum for the blind and the institution for the deaf and dumb at Halifax, Nova Scotia, in both of which persons belonging to this Province are being educated.

I have, &c.  
(Signed) A. A. MACDONALD,  
Lieut.-Governor.  
G. Powell, Esq.,  
Under Secretary of State,  
Ottawa.

Provincial Secretary,  
Prince Edward Island,  
Charlottetown, June 7, 1888.

SIR,

WITH regard to the information asked for by the Right Honourable the Secretary of State for the Colonies in his circular despatch dated Downing Street, 23rd April, 1888, enclosed in your communication of yesterday's date, with respect to the aid afforded by the Government of this Province for the education of the blind, and of the deaf and dumb, I have the honour to inform you that there are no such institutions in this Province: that the Government have been paying annually grants to the Asylum for the Blind and the Institution for the Deaf and Dumb, Halifax, Nova Scotia, in both of which persons belonging to this Province are being educated.

I have, &c.  
(Signed) ARTHUR NEWBERRY,  
Assistant Provincial Secretary.  
His Honour  
The Lieutenant-Governor,  
Government House.

Government House,  
Fredericton, N. B.,  
June 8, 1888.

SIR,

I HAVE the honour to enclose herewith a statement of the Deputy Receiver-General of this Province, made in compliance with the request contained in your Despatch No. 2726, dated May the 30th in which you ask for information, as to the aid afforded by the Government of New Brunswick, for the education of the blind, and of the deaf and dumb in this Province, which statement is to be transmitted to the Right Honourable the Secretary of State for the Colonies for the information of the Royal Commission on the Blind, the Deaf, and the Dumb.

You will observe by the statement referred to, that we have no institution in New Brunswick for the education of the blind in New Brunswick. The few thus afflicted in New Brunswick are sent to the Halifax, Nova Scotia, Institute.

I have, &c.  
(Signed) S. L. TILLEY.  
The Honourable  
Secretary of State,  
Ottawa.

Province of New Brunswick,  
Receiver-General's Office,  
Fredericton, N. B.,  
June 7, 1888.

DEAR SIR,

IN reply to your favour of yesterday, addressed to Honourable D. McLellan, and covering despatch from the Under Secretary of State for Canada, as well as circular from the Right Honourable the Secretary of State for the Colonies, seeking information in regard to the education of the blind, the deaf and the dumb, I have the honour to make the following statements:

\* Charlottetown, June 7, 1888.

As stated by you, in your communication there is no institution for the education of the blind in this Province, but the Province has for a number of years paid for the education of New Brunswick blind pupils, at the Halifax, Nova Scotia, Institution. The amount paid for each pupil is \$150. Last year the Province paid for five pupils. This year we expect to pay for six pupils.

In reference to the education of the deaf and dumb in this Province, there is one institution at Fredericton. An annual allowance of \$1,500 has been paid for the maintenance of the institution, and the Province has further guaranteed an annual payment of \$1,000.00 for 12 years towards the erection of a building. This guarantee, however, has not yet been taken advantage of by the institution, but is still available.

I have, &c.  
(Signed) GEO. BABBITT,  
Deputy Receiver-General.  
To his Honour  
the Honourable Sir S. L. TILLEY, K.C.M.G.,  
Lieutenant-Governor.

No. 25.

Government House, Halifax, N.S.,  
June 13, 1888.

SIR,

REFERRING to your letter of the 30th ultimo, No. 2727 on 2200, I have now the honour to transmit the accompanying memorandum in relation to the education of the blind and of the deaf and dumb in this Province.

Copies of the reports of the Halifax School for the Blind, and of the Institution for the Deaf and Dumb are also enclosed.

I have, &c.  
(Signed) M. H. RICHEY,  
Lieutenant-Governor.

The Hon. the Secretary of  
State for Canada,  
Ottawa.

MEMORANDUM ON THE EDUCATION OF THE BLIND AND OF THE DEAF AND DUMB IN THE PROVINCE OF NOVA SCOTIA requested by Lord Knutsford's Circular Despatch, dated Downing Street, 23rd April, 1888.

Provincial Secretary, Halifax, N.S.,  
June 12, 1888.

THE education of the blind and of the deaf and dumb is partly under State (Provincial) direction in Nova Scotia. There are two institutions for the education of these classes, both in the city of Halifax. One is called the "Halifax School for the Blind," the other the "Institution for the Deaf and Dumb." Both were established by private benevolence, and received some State aid from time to time. A few years ago they were brought under a systematic arrangement whereby they were to receive payment in proportion to the number of pupils educated. It was provided that for every pupil belonging to the Province the directors of the institution should receive one hundred and twenty dollars, half of this sum being paid by the Province and half by the municipality from which the pupil came. Last year the Act was amended by increasing the allowance to the school for the blind to one hundred and fifty dollars per pupil, this being found necessary to enable the directors to meet the demands upon them.

The directors are chosen by the private contributors, excepting one member, the Provincial Secretary of the Province being ex-officio a member of the board of each institution.

The Acts bearing on the subjects will be found in the reports of the two institutions sent herewith.

I have, &c.  
(Signed) H. CROSSKILL,  
Deputy Provincial Secretary.

Ontario,  
Government House, Toronto,  
July 10, 1888.

SIR,

ADVERTING to the request contained in your despatch of the 30th May last (No. 2724 on 2200), I have now the honour to transmit to you by book post, registered, for the information of the Royal Commission on the Blind,

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the Deaf and the Dumb, the written and printed documents mentioned in the accompanying list, and received from the office of the Inspector of Prisons and Public Charities of this Province.

I have, &c.  
(Signed) THOS. GALT,  
Administrator of the Province  
of Ontario.

The Honourable the  
Secretary of State,  
Ottawa, Ontario.

## LIST OF DOCUMENTS TRANSMITTED.

1. Memorandum by the Principal, relative to the history, maintenance, and objects of the Ontario Institution for the Blind.\*
2. Letter from the Superintendent of the Ontario Institution for the Deaf and Dumb,† with the several byelaws therein referred to.
3. Byelaws of the Ontario Institution for the Education and Instruction of the Blind, 1881.
4. The rules and regulations of the Ontario Institution for the Blind, 1882.
5. "The Ontario Institution for the Education and Training of the Blind—where it is, what it is, and what it does, 1884."
6. Fourteenth annual report of the Inspector of Prisons and Public Charities upon the Ontario Institution for the Education and Instruction of the Blind, for the year ending 30th September 1885.
7. Fifteenth annual report upon the Ontario Institution for the Blind, 1886.
8. Sixteenth annual report upon the Ontario Institution for the Blind, 1887.
9. Sixteenth annual report upon the Ontario Institution for the Deaf and Dumb, 1886.
10. Seventeenth annual report upon the Ontario Institution for the Deaf and Dumb, 1887.

## ONTARIO INSTITUTION FOR THE BLIND.

MEMORANDUM relating to its History, Maintenance, and Objects.

IN accordance with instructions received, the undersigned has the honour to report as follows:—

The Ontario Institution for the Education and Instruction of the Blind was projected by the Provincial Government in 1870, and opened in 1872, it is described in the Provincial Act as being established for the purpose "of educating and imparting instruction in some manual art to such blind persons as are born of parents or are wards of a person bonâ fide resident of and domiciled in the Province of Ontario."

By another clause admission is limited except under special departmental authority to persons under 21 years of age.

The officers of the Institution are appointed by the Provincial Government. They are by statute under the direct control of the Inspector of Prisons and Public Charities, who, again, is accountable to a member of the Executive Council, known departmentally as the "Minister in charge, etc.," at the present time the Provincial Secretary. The chief officers are the Principal, who is generally responsible for the management, the Bursar, the financial and purchasing officer, the Medical Officer (non-resident), and the matron, who, subject to the Principal, has entire charge of the domestic arrangements. All the officers hold their situations during pleasure, but in practice are only removed for cause.

The establishment of this institution was one of several projects initiated about the same time by the Provincial Government in the public interest, and for the relief of municipal burdens. That policy has been acted upon and extended by successive administrations. The financial arrangements between the Dominion and the Province under the Confederation Act, the possession by Ontario of a valuable crown land demesne, the existence throughout the province of a well established system of municipal government maintained by local taxation, and an economical administration of the provincial finances, have combined from 1867 onwards to provide the Ontario Executive with a considerable surplus over and above the

amount annually required for government purposes. It is from this surplus money has been found for the erection and maintenance of the institution for the blind.

The requisite grants for capital and maintenance expenditure are voted annually by the Legislature. The total capital expenditure has up to the present date approximated \$250,000 (50,000l. sterling), and the cost of maintenance is from \$32,000 to \$33,000 (6,400l. to 6,500l. sterling) per annum. This does not include interest on capital. The cost per capital on an average attendance is about \$240.00 (48l. sterling).

The pupil population averages 140, 80 males and 60 females. The total number admitted from the opening to 30th September 1887 is 435, of whom 244 have been males and 191 females.

It was originally intended that the actual cost of maintenance should be partially met by payments from the friends of pupils or from the municipalities to which they belonged, but so many practical difficulties interfered with the working of this plan, applications for special exemption were so numerous, and so large a number of persons, mostly ignorant of the capabilities of the blind, or of the methods adopted for their instruction, declined to accept the advantages offered unless they enjoyed the same privileges in regard to non-payment as others, that the demands upon any were gradually discontinued, and at the end of two or three years had ceased altogether. No change in this regard has yet received the formal sanction either of statute or order in council but no money is paid in any case for a pupil's board or instruction.

Travelling expenses and cost of clothing are the sole charges to be met, and where a pupil is orphaned, or without a direct claim, in case of indigence, on any municipality or charitable institution, all necessaries are provided by the institution for the blind.

The attention of the Royal Commissioners is particularly invited to the fact that while the support and education of the blind pupils of the institution is gratuitous it is so only in the sense in which the public school education of the province is gratuitous. The public schools are maintained partly by municipal taxation, partly by legislative grant, the pupils directly paying nothing. The institution for the blind is, as already explained, supported exclusively by a legislative grant, but that is derived from a fund to which all citizens have contributed originally as tax payers of the dominion from which comes the provincial subsidy or in which they have a direct interest as participants in the revenues of the public demesne. The idea of the pupils being objects of charity is absolutely excluded. They are taught that, as owing to a certain defect (it is never alluded to in their presence as an affliction or as a provocative of sympathy) they cannot be educated at the public schools, they are properly and necessarily educated at this institution. Any gratitude they may feel for the benefits they receive is to be given primarily, they are told, not to the Government through whose wise liberality the institution has been founded, and is maintained, but to the great Giver of all good, who has put it into the hearts of men to care for and assist in the moral and intellectual elevation of seeing and blind alike. The undersigned has had a little over seven years experience in the management of this institution. He has also in the past been personally familiar with the working of charitable institutions in the mother country, sustained by the donations and bequests of the benevolent and managed by boards or committees elected by contributors. And he craves permission here to record most emphatically his conviction that, in the case of the youthful blind more particularly, the last-mentioned system is often radically vicious in its effect, however good its design. Of all classes the blind require to be raised and to be stimulated to assist themselves in rising above the level of their own ambition, not depressed. Their tendency is naturally, and from their early surroundings inevitably, towards a state of dependence upon others. They hear enough of their own assumed incapacity to discourage effort, they encounter at every turn sympathetic helpers who imagine they (the blind) are helpless, and teach them as wisely, make them as efficient as you may, they are certain to find their lot a sufficiently trying one when they are brought face to face with the battle of life. No one can be among them for any considerable time without realizing the terrible inequality which a loss of vision entails, no matter what a few enthusiasts judging by exceptional instances may say to the contrary. To overcome this, so far as possible, every energy of the blind person must be invoked. That sense of self respect which can never exist in connexion with even the mildest form of pauperism is the first thing to be encouraged. And to regard and treat the education

\* June 19th, 1888.

† (?) June 11th, 1888.



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of the blind as well as the seeing as a correlative of citizenship is to exclude the idea of a charity which is but another form of pauperism.

The character of the financial arrangements has no small influence on the management. In the Ontario Institution no question of ways and means diverts attention from the duties of the hour. No pecuniary difficulty stands in the way of any improvements the success of the work demands. All that is necessary is that the want shall be satisfactorily proved, and in due time it is certain to be supplied.

The undersigned may perhaps also be permitted to remark that, as between the system usually prevailing in the United States in regard to institutions for the blind, of government by Boards of State appointed trustees, and that of direct departmental control through the inspector adopted in Ontario, his preference and judgment are altogether in favour of the latter. Strict accountability for economy, for order, for progress, for general success can be assured in no better way than by direct responsibility to the Executive or its appointed and permanent officer. On the other hand, however strict the oversight, the less interference there is with the local officials management the better. And while the periodical visits of an experienced inspector, well-informed on all matters of actual importance, are most valuable, and always anticipated with pleasure, the undersigned has come to the conclusion from observations made elsewhere that the intrusion on all occasions of committees or trustees is an intolerable nuisance, very subversive of discipline and redolent of difficulty.

Flexibility in the rule regulating the time allotted to a pupil's course of instruction is a feature of this institution that may be noticed. It must be evident that, if a pupil is to be turned out an educated effective citizen, a seven years term (the time allowed in some institutions) is far too narrow a limit. So long as a child is capable of receiving regular instruction the earlier the age at which he is admitted the better. At the Ontario Institution children are frequently received at six years of age, but from seven to nine, if the home surroundings of the child have been fairly good, is early enough. The process of teaching the blind is a slower one than the education of the seeing. The pupil at the end of six or seven sessions, but not till then, will be ready to enter on his industrial course. But he will still be glad to retain some connexion with the higher literary studies in order to cultivate his intellect as far as circumstances will permit and to refresh the memory on which he has so largely to depend. From four to five years are always required to complete an industrial course in either of the branches taught in this institution. And until a blind pupil has attained to adult age, it is, in the absence of any other college or training school, better he or she should be under the care of the institution.

The admission of adults is only authorised after special inquiry as to character, habits, and capacity for acquiring knowledge of one or other of the industries taught. The cases are usually those of persons who have lost their sight by accident or other calamity. The majority of these, if males, are usually placed in the willow-work shop, and only enter classes in order to acquire a knowledge of blind methods of reading and writing. Their presence in such an institution is not desired, although in many instances no positive injury has resulted from it, and it is a hard duty to refuse to one so affected the only chance of alleviating his condition.

In the Ontario Institution the male and female pupils meet only at Divine Service or in classes when an officer is always present. With these precautions and care to prevent communication, the system of mixed education pursued at Brantford has not, so far, been productive of any inconvenient or objectionable results.

The Royal Commissioners may be interested in knowing how the religious instruction of the pupils is provided for in an institution entirely undenominational in its character.

Byelaw No. 6, referring to the duties of the principal, reads as follows:—

"He shall while giving due attention to the religious and moral training of the pupils, avoid and prevent the inculcation of all sectarian views, except by the ministers of the different denominations to the pupils registered as belonging to such denominations respectively."

Byelaw No. 41, relating to the duties of teachers and instructors, reads as follows:—

"They shall, in common with all other officers of the institution, abstain from inculcating any sectarian tenets, or interfering with the religious beliefs of the pupils."

The parent or guardian is required when applying for a pupil's admission to state to what church or denomination the latter belongs, and no change is permitted to be made by a pupil in church attendance or membership except with the written sanction of the former. Of the 140 pupils, more or less usually in attendance, 40 will probably represent the several bodies now united under the common designation of Methodists, about 35 will be Anglicans, 20 Presbyterians, 25 Roman Catholics, and the remainder Congregationalists, Baptists, and others. For convenience, one male and one female officer are usually Roman Catholics, the others may be said to be selected without regard to their respective religious connections.

The pupils assemble daily both morning and evening in the music halls or chapel of the Institution for roll-call and devotional exercises; those in the morning being conducted by the principal, and those in the evening by one of the senior officers. After the roll has been called, the Roman Catholic pupils withdraw to another room where prayers are read by an officer of their own communion. On Sunday morning the whole of the Protestant pupils assemble for an hour in classes conducted by their teachers and formed without any denominational distinction, for Biblical study, chiefly in the lines of the International Sunday School Lessons. The Roman Catholic pupils meet at the same time for religious instruction by a Roman Catholic officer. The whole of the pupils then, weather permitting, attend in charge of guides, their respective city churches. At 3 p.m. on Sunday afternoon all the Protestant pupils assemble in the music hall, where a service is conducted by one of the ministers of the city, all of whom share in this duty in rotation and perform it gratuitously. At the same hour the Roman Catholic pupils are catechised by their clergyman, or on his behalf by Sisters of the teaching and visiting Order of St. Joseph. By the arrangements above detailed, the ends in view are, it is believed, in a good measure accomplished without friction or interruption from sectarian animosities or jealousies. This, however, it must be remembered is rendered all the more easy by the fact that in the eye of the law of Ontario, no one church or denomination has any claim to preference or precedence over others. In the absence of a chaplain the more seriously must the officers of such an institution, in which so many young persons spend the whole of the formative period of their lives, feel their responsibilities in a general sense, while it devolves on the several city ministers to exercise a kind and watchful care over those who attend their respective churches, and this claim they very faithfully recognise.

The undersigned has the honour to append to this report a small pamphlet, entitled "Ontario Institution for the Education and Training of the Blind: Where it is; what it is; and what it does." It contains an epitome of the Institution's work and objects. The byelaws and rules of the Institution also accompany the report. The undersigned may mention in conclusion that the school books and literature supplied to the pupils for class use and library are printed in the sharply angular embossed type used in all the institutions on this continent, or in "point print" of Mr. W. B. Wait's New York method. The latter is regarded as preferable to the Braille system. The recent reduction by the American Bible Society of the price of the Holy Scriptures has proved an enormous boon to the blind.

I have, &c.,  
(Signed) A. H. DYMOND,  
Principal.  
Brantford, Ontario,  
June 19, 1888.

Re State Aid.

ONTARIO INSTITUTION FOR THE DEAF AND DUMB,  
Belleville.

Superintendent's Office,  
Belleville, June 11, 1888.  
Sir,  
I HAVE the honour to reply to your favour of the 8th inst. in reference to State aid for the education of the deaf and dumb in Ontario.

The byelaws herewith appended set forth pretty fully the provision made. As you are aware, very few persons pay anything for the tuition of their children, and our receipts were under \$200 last year, the institution being practically free. Indigent children are supplied with necessary articles of clothing when we fail to get them from parents or the municipality from whence they came.

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I presume the statute founding the Institution gives further particulars.

I have, &c.,  
(Signed) R. MATHISON,  
Superintendent.  
R. Christie, Esq.,  
Inspector Asylums, &c.,  
Toronto, Ontario.

ONTARIO INSTITUTION FOR THE DEAF AND DUMB.

Re  
Superintendent's Office,  
Belleville, \_\_\_\_\_, 188 .

R. MATHISON,  
Superintendent.

AMENDED BYELAWS OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, BELLEVILLE, REGULATING THE ADMISSION AND DISCHARGE OF PUPILS.

In conformity with the provisions of an Act respecting institutions for the education of the deaf and dumb, and the blind, in the province of Ontario, 36 Vict., the Inspector of Asylums Prisons, &c. enacts as follows:—Sections 1, 4, 5, 6, 7, 8, 9, 10, and 13 of Cap. 2 of the existing byelaws are hereby repealed and the following substituted in lieu thereof:—

I. All deaf-mute youths of both sexes between the ages of seven and twenty, not being deficient in intellect, and free from contagious disease, being bona fide residents of the province of Ontario, shall be admitted into the institution.

II. The period of education and instruction for any pupil shall not exceed seven years, and no pupils shall remain in the institution after the age of twenty-one, unless under special circumstances, discretionary power in this respect to be vested in the inspector and principal.

III. The regular annual school session shall commence on the second Wednesday in September each year, and shall continue until the third Wednesday in June, and applications for admission will be made in good time to ensure the pupils reception at the commencement of the session. After the first year no application for admission will be received after the first Wednesday in September, except in special and extraordinary cases.

IV. Education, as well as instruction in such mechanical employments as may be taught in the institution, and the use of such books, stationery, maps, school and work-shop appliances as may be necessary, together with bed and bedding, to be free to such deaf-mutes as are specified in section 1 of this byelaw.

V. Parents, guardians, or friends who are able to pay for the board of the pupils will be charged fifty dollars per session for the same, half of which amount shall be paid in advance, and the other half before the close of the session.

VI. The cost of board will be charged for the full annual school term, between the second Wednesday in September and the third Wednesday in June, and no deduction will be made from the charge in consequence of absence, or any other cause whatever except sickness.

VII. Parents, guardians, or friends who are unable to pay for the board of pupils shall apply to the clerk of the township, city, town, or incorporated village in which they reside, and the clerk of the municipality shall make application to the principal for the admission of such pupils into the institution; and the principal, with the assent of the inspector, upon receiving the certificate of the Reeve or Mayor of such municipality, and such other evidence as may be considered sufficient, setting forth that the parents or guardians of such deaf-mute are unable to pay for his or her board, may award admission to such deaf-mute.

VIII. Parents, guardians, or friends who are able to pay for the board of pupils will make direct application to the principal for admission into the institution.

IX. Indigent orphans to be boarded, clothed, and educated at the expense of the government on the application for admission from the municipal corporation in which the orphan resides, with the certificate of the warden, reeve or mayor, and that of the county judge attached.

X. Pupils from the other provinces of the Dominion may be received into the institution and entitled to all its benefits, at the rate of \$125 per annum, payable semi-annually in advance, for board, lodging, and education.

XI. It is required that the pupils sent to the institution shall be decently and comfortably clothed, and furnished with a sufficient change and variety of apparel to ensure cleanliness and comfort. The name of the boy or girl to be written on each article with permanent marking ink.

XII. The vacation will commence on the third Wednesday in June, and end on the second Wednesday in September, during which time every pupil must be removed to his or her home or place of abode.

XIII. All travelling expenses of pupils to and from the institution, whether at vacation or in consequence of serious sickness, must be defrayed by the parents, guardian, friend, or municipality sending such pupil.

XIV. It is further required, that in case of serious sickness, death, misconduct, or deficiency in intellect, the pupil shall at once be removed from the institution.

XV. In the case of each pupil entering the institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested:—

1. What is the name of the individual? If he has a middle name it should be given in full.
2. When was he born? Give the year, month, and day of the month.
3. Was he born deaf? and if so, was there any cause which is supposed to have operated before birth? If not, at what age did he lose his hearing, and by what disease or accident?
4. Is the deafness total or partial? If the latter, what is the degree of hearing? Can he distinguish any spoken words, or hear the human voice at all; or what sounds can he hear?
5. Have any attempts been made to remove the deafness, and what are the results of such efforts?
6. Is there any ability to articulate or read on the lips?
7. Have any attempts been made to communicate instruction? And is he acquainted with any trade or art, or with the mode of forming letters with a pen?
8. Is he labouring under any bodily infirmity, such as palsy, nervous trembling, malformation of the limbs, defective vision? Or does he show any signs of mental imbecility or idiocy?
9. Has the deaf mute had the small-pox or been vaccinated? Has he or she had the scarlet fever, measles, mumps, or whooping cough?
10. Are there any cases of deafness in the same family or among the collateral branches of kindred, and how and when produced?
11. What are the names, occupation, and residence, county and township, and nearest post office of the parents? Give the christian names of both father and mother.
12. Are either of the parents dead? If so, has a second connexion been formed by marriage?
13. Was there any relationship or consanguinity between the parties previous to marriage? Were they cousins?
14. What are the number and names of their children?
15. What is the nationality of parents?
16. What church do parents attend?
17. What is the occupation?

Parents will also state the nearest railway and telegraph station.

(Translation.)

Hotel du Gouvernement,  
Quebec, August 27, 1888.

Sir,  
In accordance with your telegram of the 1st of June (letter No. 2,732, file No. 2,200) asking for information on the subject of the education of the blind and the deaf and dumb, in the province of Quebec, I have the honour of transmitting to you herewith some information furnished by the Department of Public Instruction.

I have, &c.  
(Signed) A. R. ANGERS,  
Lieut.-Governor.

The Hon. the Secretary of State,  
Ottawa.

(Translation.)

CATHOLIC INSTITUTION for the DEAF and DUMB, in the Province of Quebec, directed by the Order of St. Viateur, Mile End, near Montreal, P.Q., Canada.

## Rules and Regulations for admission of Pupils.

This institution, founded in 1848, and incorporated in 1871, is under the patronage of the Archbishop of Montreal, and is assisted by the Provincial Government. It is for children partially or wholly dumb, and who cannot, therefore, be educated in ordinary schools. It is not an asylum, but a school, and admits only those who have ordinary health and intelligence, as well as good moral character, and who are not under 9 years of age, or (if delicate) not under 12.

There is an industrial as well as a scholastic department, where the pupils receive twice a day a theoretical and practical instruction in the following trades:—printing, stereotyping, binding, sewing, shoe-making, and carpentering. As several of the pupils are sons of husbandmen, and wish to earn their living by agriculture, we have bought a farm near the town, where they receive practical lessons in agriculture and arboriculture.

The beginning of the scholastic year is the only period at which pupils are admitted, except in special cases. The year begins the first Wednesday in September, and ends the third Wednesday in June. No holidays are given at the beginning of the year.

## CLASSES OF STUDY.

The complete course lasts about eight years, and includes two separate classes—French and English. Each of these classes is sub-divided into two branches, one based on the pure oral method of speech and lip-reading, and excluding all signs; the other using the language of signs.

The oral method is only successful in the cases of pupils of normal intelligence, under 15 years of age, and who follow the whole course of instruction.

After having thoroughly acquired one language, the pupils may learn the other, but never two at the same time.

The course of study is that of a good commercial school, and includes grammar, history, geography, natural science, arithmetic, book-keeping, drawing, articulation, and lip-reading, etc.

## REMARKS.

1. After the third year the pupils are generally able to make use of the books used in ordinary schools.

2. Religious instruction is begun as soon as the pupil is sufficiently advanced in knowledge of language to understand the explanations which he receives, and to explain himself by short and simple sentences.

3. It is necessary to completely separate from the other pupils those who are learning by the oral system, so that they may never learn to make signs, and even that they may never see any made, signs being the greatest possible obstacle to lip-reading.

## STATISTICS.

There exist in the American Republic fifty-six institutions built and kept at the public expense, and from the official reports each pupil annually costs the Government at least \$300.

The Legislature of Ontario on their part, after having given the subsidies necessary for the erection of a large establishment at Belleville, continue to allow an annual sum of \$170 for each deaf-mute, and gave last year a total of \$41,000.

Our asylum, incorporated as a provincial institution for deaf-mutes, was built by the community of the Order of St. Viateur (aided by voluntary subscriptions), on a piece of ground given by Dr. Beaubien, and receives only a yearly grant of \$9,797.23, \$4,000 of which (for the last three years) are for the new building we are desirous of erecting, and which will cost altogether about \$100,000, leaving a balance of \$5,797.23, which distributed amongst our pupils (105) gives to each about 50 piastres.

We estimate the number of uneducated deaf-mutes in this province at a total minimum of 2,000 boys; it is also estimated that since the foundation of our institution we have educated only 480 deaf-mutes.

The number of these last would be considerably greater if we were not unfortunately obliged to refuse sometimes as many as 106 deaf-mutes a year for want of space.

The Government, before the confederation, so far understood the insufficiency of the help accorded to the deaf and dumb as to vote for an establishment a sum of \$80,000. But, unhappily, this vote, although included in the statute of 1858, never bore fruit.

It is easy to understand the enormous expenditure that we are obliged to make every year for the support of the institution being tripled by the three distinct branches of study, the pure oral method, dactylology, and English. It is, however, impossible to do away with any one of these branches. The oral method produces every day such good results that it ought to be continued at all price. We think, even, that it ought to be the only method used, but the short time we are able to keep the children (owing to the poverty of parents) forces us to employ dactylology, as being more quickly learnt, although otherwise inferior.

As to the English classes, seeing that the population is half English, they are an absolute necessity.

The building, which formerly only held about 50 pupils, and was entirely devoted to the teaching of the finger alphabet, is still the same (with a few trifling exceptions) as that which now holds 105 pupils, who ought, moreover, to be separated into two distinct departments.

It is easy, then, to see that we require much more room. One single apartment is used for class-room, and very often for recreation room for the pupils learning by the sign and manual system.

The want of room is very prejudicial, both physically and morally; for the children being constantly penned up in one room, where after exercise they are obliged to breathe vitiated air, contract germs of many dangerous illnesses.

The dormitories have been improved, but the room used as a refectory is still dark and damp, and totally unsuited for such a purpose. Altogether, the situation has become intolerable, and the authorities have been compelled to reduce the number of pupils.

(Signed) J. B. MANCEAU, P.S.,  
Director of Instruction for Deaf-Mutes,  
Mile End, near Montreal,  
14th June 1888.

(Translation.)

INSTITUTION for DEAF and DUMB FEMALES,  
401, Rue St. Denis, Montreal.

This institution was founded in 1851 by Sœur Marie de Bons Secours, of the Compagnie of the Sœurs de Charité de la Providence. It is directed and supported by the same sisters.

The teaching first given was on the sign and manual system (as at the Peek Institution at New York).

In 1870, on returning from a voyage to Europe, the lady-directors of the establishment introduced the oral method into their classes; that is to say, as a complement and addition to the education by the former method. The instruction thus became combined.

*Pure oral method.*—In 1879, after a voyage of the chaplain of the institution (Rev. F. X. Trepanier) to Europe, the oral method of speech and lip-reading was definitely adopted, to the total exclusion of all signs. This method was used for all new pupils of normal health and intelligence, and who were to be kept at least eight years at the institution.

The elder pupils, the less intelligent ones, and those whose parents could not leave them the necessary time at the institution, were still taught by the primitive manual system of signs, writing and spelling. The pupils of the two different branches are completely separated.

Both are admitted to all the household duties and to industrial work suited to their state and position.

Drawing and painting are taught.

*Asylum.*—There is an asylum for poor, aged, and infirm deaf-mutes, which forms another department.

## FINANCES.

We have received since 1885 a yearly sum of \$9,297.22 from the Government. Our other resources are subscriptions, donations, &c. It is needless to say that the annual receipts are far from covering our expenses, and further State-aid is much desired.

## ESTABLISHMENT.

Boarders	-	-	230 deaf-mutes, females.
Chaplain	-	-	1 chaplain.
Teachers	-	-	43 nuns.
Lay assistants	-	-	20.

A religious community has been formed for those deaf-mutes who may wish to enter it. It was founded in 1887, and there are at present six novices.

(Signed) Sœur MARIE DE LA MERCI, Superior.

(Translation.)

St. Marie, Beauce, June 16, 1888.

To the Hon. Mr. GEDEON OUMET, Superintendent of Public Instruction for the Province of Quebec.

HONOURABLE SIR,

I HAVE the honour of giving you the reply asked by the circular from Downing Street, April 23rd, 1888, concerning the teaching given to the deaf and dumb.

There are two methods of teaching. The first consists of teaching the pupils by the means of signs and writing; the second method consists in accustoming the deaf-mutes to speak and to understand others by the movements of the lips. This is the oral method adopted about two years ago in this province.

Good sight on the part of the pupils is especially necessary in the case of the second method, so that the deaf-mute is able to discern the least movements of the lips. The second can be successfully adopted for young pupils of about seven or eight years of age. But it is difficult to use for the elder pupils of 17 and 18. They are not so quick at noting the movements of the lips, and have a greater difficulty in using the tongue for speaking.

The first method is the only one used in the school which I direct; the pupils are older and cannot remain long at school; they learn enough by the first method to enable them to practise and to understand their religious tasks; they are able to learn a trade, and know how to count. The sign and manual system also makes them easily understood by members of their family and others with whom they are surrounded; also this method is much more quickly learnt, the other requiring at least six years of study. The oral method is more desirable, but success is more difficult to obtain.

In submitting to you the information I have to give you on the subject of deaf and dumb teaching in my school, I have, &c.

(Signed) T. F. A. CHAPERON,  
Ptre. Cure.  
de Ste. Marie, Province of Quebec.

MACKAY INSTITUTION for PROTESTANT DEAF MUTES and the BLIND, Notre Dame de Grace.

SIR, Montreal, P.Q., June 11, 1888.

In reply to your favour of June 6th, I desire to inform you that the system of instruction in use at the Mackay Institution is the combined method, the same adopted in all the prominent institutions for deaf and dumb in the United States and Canada. The subjects taught are the ordinary English branches. We also pay special attention to articulation and speech reading. Bell's system of visible speech being the one in use. It consists of a set of physiological symbols, each one of which contains a direction how to place the tongue to produce the required sound.

In connection with their education we teach the trades of carpentry, cabinet making, printing and binding, and dress making.

The blind class receive instruction in the English branches. We have adopted the same system as that employed in the Boston Institution for the Blind. I regret to say no trade has been provided for this unfortunate class for lack of means to pay an instructor.

We receive an annual grant of \$1,729.00 from the Board of Education of the Provincial Government. An additional grant for the blind department would enable our board of managers to introduce a trade that would eventually help them to become self-supporting members of society.

All of our graduates earn for themselves a respectable livelihood, one having been employed by the Dominion Government.

With this I mail a copy of our annual report, printed and bound by the pupils.

Yours, &amp;c.

(Signed) HARRIET E. MCGANN,  
Hon. Gedeon Oumet, Superintendent,  
Superintendent of Public Instruction,  
Quebec.

Copie conforme.  
(Signed) PAUL DE CAZES,  
Sec. du dept. de l'Inst. Pub.

(Translation.)

INSTITUTION des JEUNES AVEUGLES, Montreal, Asile Nazareth.

This institution was founded in 1861 by a priest of the Seminary of St. Sulpice. It is under the direction of the Sisters of Charity, commonly called *Sœurs Grises*. They are assisted by different outside professors, who attend for the purpose of giving lessons and lectures. The full number of blind pupils is 66, but only 64 were under instruction during the past year. More would be received if the funds were larger. The institution was founded by charitable persons, and is at present supported from the following sources:—

1. From Provincial Government, \$1,690.
2. From higher education, \$1,500.
3. From the Banque d'Épargne, \$250.
4. From the Commissioners of Catholic Schools, \$300.
5. Payments on account of some of the pupils. But very few can afford this, as nearly all belong to the indigent class.
6. The results of sales of such articles as are made by the blind.
7. Grants made by public charity.

The object of this institution is to teach the young blind of both sexes, and to bring them up in the principles of the Christian religion. The following subjects are taught:—

1. Religion.
2. Reading and writing.
3. Grammar, orthography, and composition in French and English.
4. Arithmetic.
5. History (ancient and modern).
6. Geography.
7. Natural history.
8. Literature; and
9. Local and instrumental music and harmony.

The curriculum of study lasts six years. Music is considered to be most important for the young blind, and instruction in singing in one or other of its branches is given to many, while nearly all these learn some musical instrument, such as the piano, the organ, violin, or flute. About 18 or 20 boys play various wind instruments and form the brass band of the institution.

Those who have less capacity for music are engaged in industrial work, such as tuning pianos, harmoniums, and organ, and chair-caning. The girls knit, sew, and embroider, and use machines for the same purpose. The French Braille system is used for reading and writing, and nearly all the appliances, such as maps, globes, arithmetic boards, &c., used in the Paris Institution are there to be found. There are two Remington type-writers. An annual concert is given by the blind, and much appreciated by Montreal audiences who attend in good numbers.

(Signed) V. ROUSSELOT,  
Montreal, 23rd July 1888. Priest.

## MANITOBA AND KEEWATIN.

Government House, Winnipeg,  
November 17, 1888.

SIR, I HAVE the honour to transmit from my Government the following information which was requested in your Despatch, No. 4603, File No. 2200, dated 7th November 1888.

"That no statutory or other provision has as yet been made in the education of the deaf and dumb and blind, the numbers of these unfortunates having been heretofore too limited to necessitate legislative action."

I have, &c.  
(Signed) JOHN SCHULTZ,  
Lieutenant-Governor.

The Hon. the Secretary of State,  
Ottawa.

## PROVINCE OF BRITISH COLUMBIA.

Government House, Victoria,  
November 20, 1888.

SIR, REFERRING to Despatch, No. 4604, File No. 2200, of the 7th instant from your Department, having reference to a former letter, enclosing a circular despatch from the Colonial Office on the subject of the education of the deaf and dumb and the blind, I have now the honour to enclose



Appendix 41. a report of a committee of my Executive Council, showing that no provision has been made in this Province in that regard.

I have, &c.  
(Signed) HUGH NELSON,  
Lieutenant-Governor.

The Hon. the Secretary of State,  
Ottawa, Canada.

COPY of a REPORT of a COMMITTEE of the Honourable the EXECUTIVE COUNCIL, approved by his Honour the LIEUTENANT-GOVERNOR on the 19th day of November 1888.

The Committee of Council, having had under consideration a despatch, dated 7th November 1888, from the Department of the Honourable the Secretary of State for Canada, calling attention to a certain other despatch, dated

1st June, A.D. 1888, from the same Department, and also the said last-mentioned despatch, in which was enclosed printed copy of a circular despatch, dated 23rd April 1888, from the Right Honourable the Secretary of State for the Colonies, asking for certain information as to State aid in regard to the education of the blind, and of the deaf and dumb, for use of the Royal Commission appointed to make inquiry into the subject, have the honour to report that in this Province no provision has been made by Government for the education of the blind and of the deaf and dumb in this Province.

The committee advise that a copy of this minute be transmitted to the Honourable the Secretary of State for Canada.

Victoria, 17th November, A.D. 1888.

Certified.

(Signed) A. CAMPBELL REDDIE,  
Dep. Clerk, Executive Council.

## APPENDIX 42.

### LIST OF PRINTED BOOKS, PAMPHLETS, &c. SUPPLIED TO THE ROYAL COMMISSION.

UNITED KINGDOM. (Blind.)  
Armitage.—The Education and Employment of the Blind, by T. R. Armitage, M.D., reviewed by J. Macdonald (Glasgow, 1886), p. 23.  
Arrol.—A few Statistics connected with the Blind in Scotland. By W. A. Arrol, p. 25.  
Benson.—Universal Phonography. With an Appendix on the use of Phonography for the Blind. By W. Benson (London, 1887), p. 45.  
Blair.—Hints for Blind Home Students. By R. H. Blair, M.A., F.R.A.S., &c. (London, 1877), p. 6.  
Blind and Deaf-mute Persons assisted from the Poor Rates (England, Wales, and Ireland). Return to the House of Commons, No. 326, p. 101, September 1887.  
Ditto for Scotland, No. 328, Sept. 1887.  
Blind, The. Speech of Lord Derby at Preston, April, 1887, p. 4.  
Callanan.—Gathered Leaflets. By H. Callanan (an inmate of the Asylum for the Blind, Cork), (Cork, 1885), p. 45.  
Day.—Work among the Blind. By W. J. Day (Worcestershire), London, 1885, p. 19.  
Education of Blind, The. By—I., M. Pablasek (Vienna); II., J. Moldenhaver (Copenhagen); III., A. Buckle (York), 1879, p. 26.  
Forster.—Scholarships for the Blind. By S. S. Forster, M.A., Head Master of the College for Blind Sons of Gentlemen, Worcester (London), p. 8.  
Forster.—“What shall we do with our Blind Boys?” By S. S. Forster (London), p. 20.  
Forster.—Review of Mr. A. Barnhill's “New Era in the Education of Blind Children.” By S. S. Forster (London, 1875), p. 16.  
Forster.—The Gardner Bequest. A brief and plain Account of the Leading Points of the Blind Question. By S. S. Forster, p. 21.  
Forster.—A Plea for the Higher Culture of the Blind. By S. S. Forster (York, 1883), p. 15.  
Johnson.—The Irish Pauper Blind. By Edmund C. Johnson (London), p. 14.  
Johnson.—Annuitants to the Blind. By E. C. Johnson (London), p. 45.  
Johnson.—Paris Exhibition, 1867. Report on the Apparatus and Methods used in the Instruction of the Blind. By E. C. Johnson (London, 1868), p. 33.  
Johnson.—London International Exhibition, 1871. Report on the Methods of Teaching the Blind and the Deaf and Dumb. By E. C. Johnson (London), p. 21.  
Knie.—Management and Education of Blind Children. J. G. Knie (London, 1876), p. 78.  
Martin.—The adoption of Fröbel's Kindergarten System for the Blind. W. Martin (Edinburgh), p. 29.  
Meldrum.—Light on Dark Paths. By R. M. (Edinburgh, 1883), p. 152.  
Notes on the Report of York Conference on Blind, 1883. By X. X. (London, 1884), p. 16.  
Oakvie.—Facts relating to the Blind. By ‘Oakvie’ (London, 1876), p. 26.  
Phillips.—How Paupers are treated in the Haverfordwest Union. Revelations of a Blind Evangelist. By James Phillips, p. 26.

Robertson.—A Voice from the Blind. By W. Robertson, Kilmarnock, p. 8.  
Roth.—Physical Education of the Blind. By Dr. M. Roth (York, 1883), p. 7.  
Snell.—A Report on the Causes of Blindness in the Sheffield Institution. By B. S. Snell (London), p. 8.  
Training of the Blind. Report of a special committee of the Charity Organization Society. Presented to the Council, 1876 (London, 1876), p. 60.  
Wilson.—Information with regard to Institutions, Societies, and Classes for the Blind in England and Wales. By H. J. Wilson (Sec., Gardner's trust), (London), p. 40.

### UNITED KINGDOM. (Deaf and Dumb.)

British Association, Swansea, 1880. Report of the Committee appointed to consider the German and other Systems of Teaching the Deaf to speak, p. 3.  
Buxton.—The “German” System of Teaching the Deaf. By David Buxton, Ph.D., British Association, Sheffield, 1879, p. 11.  
Buxton.—Notes of Progress in the Education of the Deaf, Twenty-sixth Annual Congress. By David Buxton, Ph.D., Nottingham, September 1882, p. 18.  
International Health Exhibition Conferences; Oral Instruction of the Deaf and Dumb, June 30th, 1884, p. 35.  
Kinsey.—Reprinted from Transactions of the Odontological Society on the “German” System of teaching the Deaf, by Arthur Kinsey, 1881, p. 30.  
Macnamara.—Observations on the Oral System of Educating the Deaf and Dumb. Suggested by the “International Review” on the subject, for the first year of its publication, namely, 1885. By Rev. T. Macnamara, p. 16.  
Proceedings of the Conference in the Mayor's Parlour, on the subject of State Aid for Deaf and Dumb, Town Hall, Manchester, Thursday, 8th January, 1885, p. 35.  
Proceedings of the Conference of Head Masters of Institutions for the Education of the Deaf and Dumb, City and Guilds of London Institute, South Kensington, July 1885, p. 127.  
Report of International Congress on the Education of the Deaf, Milan, September 1880, p. 159.  
Stainer.—A Paper read at a Special Meeting of the Council of the Charity Organization Society, Buckingham Street, Adelphi, London, July 1888, by the Rev. Wm. Stainer, L.H.D., p. 20.  
Van Praagh.—On the Oral Education of the Deaf and Dumb; read at the Teachers' Conference, January 1878, by Wm. Van Praagh. Reprinted from the Journal of Education, p. 7.  
Van Praagh.—On Training Colleges for Teachers of the Deaf and Dumb. By William Van Praagh, May 1882, p. 7.  
Van Praagh.—Lip-reading. By William Van Praagh, January 1886, p. 7.

Van Praagh.—Lessons for Deaf and Dumb Children. By William Van Praagh, 1884, p. 51.  
White.—Speech for the Dumb. By Harry W. White, October 1884, Manchester, p. 56.

### FRANCE (Blind.)

Blanchet.—Moyens de généraliser l'Education des Aveugles, sans les séparer de la Famille, et des Voyants. Par Dr. A. Blanchet (Paris), 1859, p. 39.  
De la Sizeranne.—Vraie mission des Petites Ecoles d'Aveugles. Par Maurice de la Sizeranne (Tournon, 1884), p. 16.  
De la Sizeranne.—“Etat de la question des Aveugles en France,” en 1815, par Maurice de la Sizeranne. Communication faite au d'Congrès officiel à Amsterdam (Août, 1885), p. 16.  
De la Sizeranne.—J. Guadet et les Aveugles. Sa Vie, ses Doctrines, ses Ecrits. Par Maurice de la Sizeranne (Tournon, 1885), p. 155.  
De la Sizeranne.—Les Aveugles Utiles. Par Maurice de la Sizeranne (Paris, Autail), p. 48.  
De la Sizeranne.—L'Outillage Intellectuel des Aveugles. Les Impressions en relief. Par Maurice de la Sizeranne (Paris), p. 9.  
De la Sizeranne.—“Le Valentin Haüy.” Revue universelle des questions relatives aux Aveugles. Directeur Maurice de la Sizeranne, 14 Avenue de Villars, Paris. Paraissant le 15 de chaque mois.  
Institution Nationale des Jeunes Aveugles. Distribution des prix, 1885-1886 (Paris, 1886), p. 59.  
Rapport sur le Premier Exercice de la Société des Ateliers d'Aveugles. Janvier, 1882; Juin, 1883 (Paris), p. 14.  
Rapport sur le 2<sup>ème</sup> ditto.  
Rapport sur le 3<sup>ème</sup> ditto.  
Rapport sur le 4<sup>ème</sup> ditto.  
“Report on the International Congress for the Amelioration of the Condition of the Blind.” (Paris, 1878), p. 11.  
Société de Placement et de Secours, en faveur des élèves sortis de l'Institution Nationale des Jeunes Aveugles, 23<sup>ème</sup> assemblée générale annuelle (Paris, 1886), p. 24.  
Société de Placement et de Secours, en faveur des élèves sortis de l'Institution Nationale des Jeunes Aveugles. 24<sup>ème</sup> assemblée générale annuelle (Paris, 1887), p. 30.  
Société Nationale d'Assistance pour les Aveugles travailleurs. Compte rendu de la première distribution des prix, 1883-1884 (Paris, 1884), p. 24.

### FRANCE (Deaf and Dumb.)

Béanger.—Revue Française de l'Education des Sourds-muets. Publiée par A. Béanger 2<sup>ème</sup> année, N° 2, 1<sup>er</sup> Mai, 1886 (Paris, 1886), p. 48.  
Béanger.—Ditto, 3<sup>ème</sup> année, N° 1, 1<sup>er</sup> Avril, 1887 (Paris, 1887-88), p. 28.  
Béanger.—Enseignement des Sourds-muets. Bibliographie générale de tous les Ouvrages parus en France ou en langue Française. Par Ad. Béanger (Paris, 1889), p. 88.  
Claveau.—Rapport au Ministre de l'Intérieur concernant l'Enseignement des Sourds-muets. Par M. O. Claveau (Inspecteur Général des Etablissements de Bienfaisance), (Paris, 1886), p. 47.  
Claveau.—De la parole comme objet et comme moyen d'Enseignement dans les Institutions de Sourds-muets. Rapport par M. O. Claveau (Paris, 1881).  
Congrès national pour l'Amélioration du sort des Sourds-muets. Congrès tenu à Paris, 1884 (Paris, 1885), p. 269.  
Dabe.—“De l'utilité que pourrait avoir pour des élèves un peu plus avancés la mise en communication avec des Enfants parlants.” Par M<sup>lle</sup> B. Dabe (Paris, 1886), p. 11.  
Dabe.—“Rôle de l'instituteur, en classe, à l'étude, pendant les Récréations et les Promenades.” Par M<sup>lle</sup> Berthe Dabe (Paris, 1886), p. 11.  
Historique de la fondation des Congrès pour l'Amélioration du sort des Sourds-muets (Paris, 1882), p. 16.  
Institution nationale des Sourds-muets de Paris, 1882-83. Compte rendu de la séance de distribution des prix (Paris, 1883), p. 40.  
Ditto, pour 1883-84 (Paris, 1884), p. 54.  
Ditto, pour 1883-85, p. 47.  
Magnat.—De l'impossibilité de l'Enseignement des Sourds-muets dans l'Ecole Primaire. Par M. Magnat (Paris, 1882), p. 23.

Magnat.—Citéologie Enseignement du premier age. Méthode Jacob Rodrigues Pereira. Par M. Magnat (Paris, 1882), p. 47.

Magnat.—Livre de Lecture des Sourds-muets. Faisant suite à la Citéologie. Genève, 1878.  
Statue de l'Abbé de l'Epée. Compte-rendu de la séance d'inauguration, 1879 (Paris), p. 78.

### GERMAN (Blind.)

Buckle.—Congress of Instructors and Friends of the Blind. Held August 1888, at Cologne. By A. Buckle, B.A. (York, 1889.) Pages 8.  
Der erste europäische Blindenlehrer-Congress in Wien, 1873, p. 190.  
Der zweite ditto (Dresden), 1876, p. 58.  
Der dritte ditto (Berlin), 1879, p. 212.  
Der vierte ditto (Frankfurt am Main), 1882, p. 312.  
Die Bewegung der Bevölkerung und die medizinische sowie geburtshilfliche Statistik in Grossherzogthum Baden, für 1883 (Karlsruhe 1884), p. 52.  
Ditto for 1884, p. 54.  
Ditto for 1885, p. 56.  
Ditto for 1886, p. 56.  
Die Dienstweisung für die Bezirksärzte und Bezirks-assistenzärzte im Grossherzogthum Baden. Vom 1 Januar 1886. (Karlsruhe, 1886), p. 378.  
Dienstweisung für die Hebammen des Grossherzogthums Hessen (Darmstadt, 1888), p. 16.  
Erinnerung an die Rhein. Provinzial-Blinden-Anstalt zu Düren, p. 16, 1888.  
Ferchen.—Die provinzial-Blinden-Anstalt zu Kiel. Ein Gedenkblatt zur feier des 25-jährigen Bestehens derselben. Von M. Ferchen (Kiel, 1887), p. 43.  
Jahres-Bericht der Gesellschaft zur Beförderung nützl. Künste und deren hilfswissenschaften (Polytechnischen Gesellechaft), 1884 und 1885 (Frankfurt, 1886), p. 127.  
Meyer.—Vierter Blinden-lehrer congress in Amsterdam, 1885. Redigirt von J. H. Meyer, 1886, p. 288.  
Schultze.—Lehrbuch der Hebammenkunst. Von Dr. Bernhard Sigmund Schultze (Leipzig, 1887), p. 376.  
Vorschriften das Hebammenwesen betreffend (Dresden), p. 42.

### GERMAN (Deaf and Dumb.)

Arnold.—Wörter und Sprachbuch zunächst für der Gebrauch der Taubstummen-Anstalt in Riehen bei Basel. Von W. D. Arnold (Basel, 1873), p. 192.  
Beiträge zur Geschichte und Statistik des Taubstummen-Bildungswesens in Proussen (Berlin, 1884), p. 276.  
Hartmann, Deaf-mutes in, by Dr. A. H., of Berlin. Translated by J. P. Cassells, M.D., London, 1881, p. 224.  
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## LIST OF TYPES FOR THE BLIND.

BRILLE.

" (musical).

MOON.

LUCAS.

FRERE.

ALSTON (original).

" (as used at St. George's School).

AMERICAN (two specimens).

BRaille ALPHABET WITH CONTRACTIONS FOR THE USE OF ENGLISH READER

1st line.	A	B	G	D	E	F	G	H	I	J
	but	Christ		every	from	God	have			Jesus
2nd line.	K	L	M	N	O	P	Q	R	S	T
	Lord	not	people	quite	right	some	that			
3rd line.	U	V	X	Y	Z					
	unto	very	you	and	for	the	with			
4th line.	ch	gh	sh	th	wh	er	ow	w		
	child	shall	this	which	er	ow	will			
5th line.	'	he	son	dis	cu	to	his	in		
		[Only as a contraction when commencing a word]	[Only as a prefix]	[Only as a prefix]	[When used as a prefix, it stands for to]	[When used as a prefix, it stands for to]	[When used as a prefix, it stands for to]	[When used as a prefix, it stands for to]		
6th line.	st	ing	prefix for numbers	end of the end	apostrophe					
		[When at the end of a word, &c.]	[When at the end of a word, &c.]	[When at the end of a word, &c.]	[When at the end of a word, &c.]					

The signs of the 7th line all consist of front dots, and are used as prefixes. The second, third and fourth signs (when preceding a character) show that this is the initial letter of the contraction. The three last similarly placed show that it is the terminal letter of the contraction. A lower front dot, preceding a word, marks it as being in italics.

7th line.	ever	father	mother	under	upon	word	world	those	whose
Contractions formed by the use of the signs of the 7th line.	ence	self	org	ful	tion	ness	ment	ance	sion
	begin	by force	cannot	consent	command	dispose	enable		
Examples	fort	often	nevertheless	them	to go	notwithstanding	willingly		



MUSICAL ALPHABET.

Semibreves U D E F G A B

Minims

Crotchets

Quavers

Octaves (front dots) 1st 2nd 3rd 4th 5th 6th 7th

Fingering (back dots) 1st 2nd 3rd 4th 5th 6th 7th 8th

Rests and Accidencula Semibreve Minim Crotchet Quaver Natural Flat Sharp

Intervals 2nd 3rd 4th 5th 6th 7th 8th

Traces 1st 2nd 3rd 4th 5th 6th 7th 8th

Double Bar Dotted Double Bar Pause Treble Bass Piano Forte Crescendo



# Dr. Moon's Alphabet for the Blind.

NOTE: THE DOTTED MARKS OF THE LETTERS PRINTED OVER THE ALPHABET FOR THE BLIND SHOW WHAT PORTIONS OF THE COMMON LETTER ARE OMITTED IN ORDER TO LAY THE CHARACTERS OPEN AND CLEAR TO THE TOUCH.

A B C D E F G H I J K L M N

O P Q R S T U V W X Y Z S

TH ING MENT TION NESS DIVISION OF VERSES ? !

			EVEN NUMERALS	ODD NUMERALS	
SHORT STOP ;	FULL STOP .	0	2	6 3	7
			4	8 5	9
					PARENTHESIS ( )

INSTRUCTIONS, THE FIRST LINE OF READING IS READ FROM LEFT TO RIGHT, AND THE SECOND FROM RIGHT TO LEFT, TO PREVENT THE READER LOSING HIS PLACE, THE BRACKETS GUIDE THE FINGER FROM LINE TO LINE. WORDS ENDING IN ING, MENT, TION, AND NESS, HAVE THE LAST LETTER PUT FOR THE WHOLE SYLLABLE AS G FOR ING-T FOR MENT, &c. TWO DOTS ONE ABOVE THE OTHER GIVING NOTICE OF THE CONTRACTION. THE FIRST LETTERS OF LORD, GOD, JESUS, AND CHRIST, STAND FOR THESE HOLY NAMES. TWO DOTS SIDE BY SIDE, ARE USED FOR A FULL STOP, A SINGLE DOT FOR ANY SHORTER STOP. VERSES ARE DIVIDED BY TWO SHORT LINES ONE ABOVE THE OTHER. THE NOTE OF INTERROGATION IS PLACED AT THE BEGINNING OF A SENTENCE NOT AT THE END

G O D I S L O V E

THE LORD'S PRAYER.

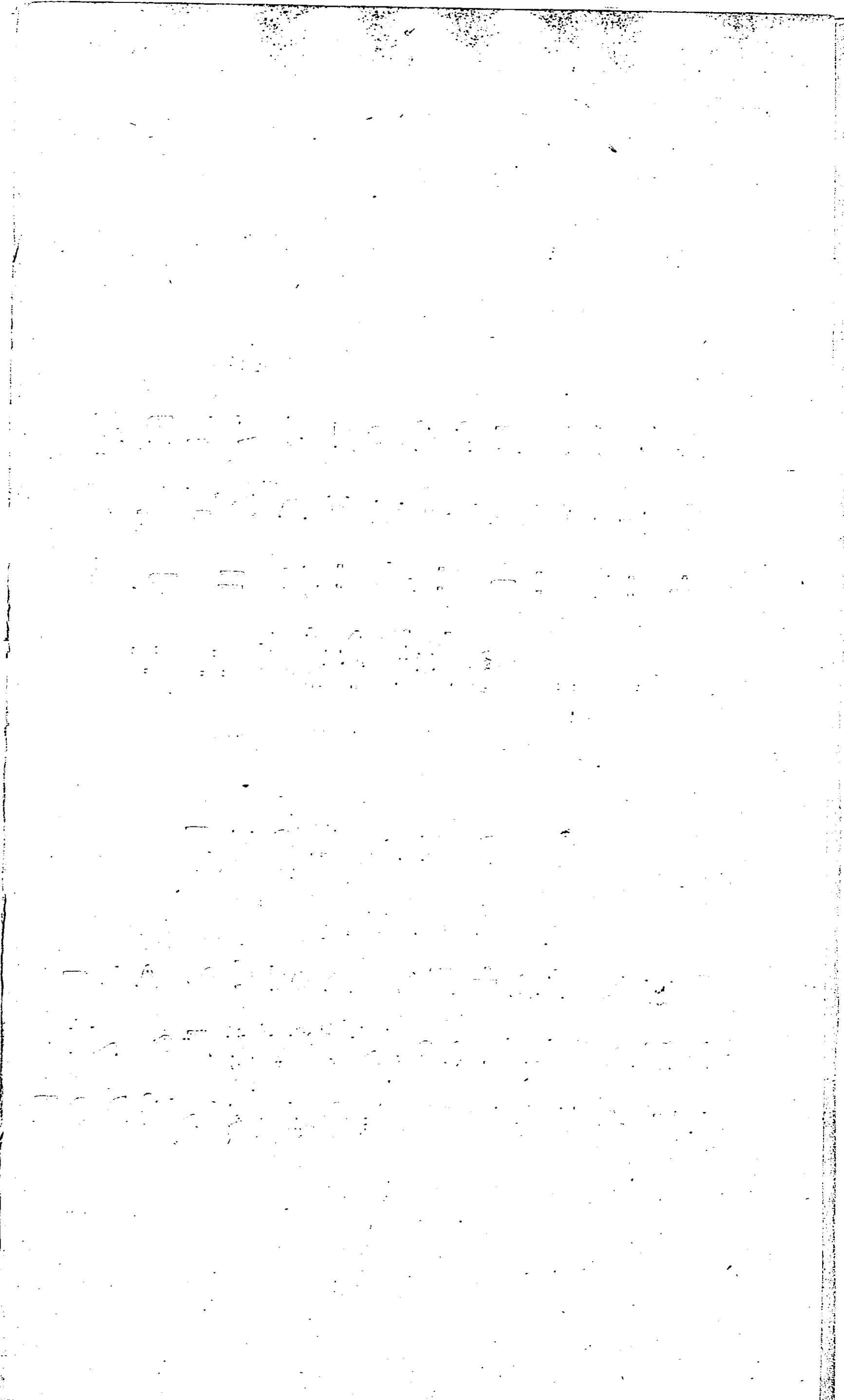
O U R F A T H E R W H I C H A R E T

D E W O L L A H , N E V A E H N I

B E T H Y N A M E , T H Y K I N G D O M

This Alphabet has been applied by Dr. Moon to more than 400 Languages and Dialects. The Lord's Prayer, or some other portion of Scripture, has been embossed for the use of Missionaries in Foreign Lands, as a First Lesson, for teaching the natives to read. Larger portions are prepared as they are required. The number of volumes in Dr. Moon's type now (1889) is 698—510 English, and 188 Foreign. The total number of volumes issued by Moon's Society from the commencement of the work exceeds 176,000; and about 45,000 Stereotyped Plates are carefully preserved, from which copies can be embossed at any moment.

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CHARACTERS USED FOR THE ALPHABET  
IN  
T. M. LUCAS'S EMBOSSED STENOGRAPHIC SYSTEM FOR THE USE OF THE BLIND,

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
LL	SS	FF	TH	SH	PH	CH	NG	WH	GH	&c.		
1	2	3	4	5	6	7	8	9	0			

SPECIMEN.

"As Moses lifted up the serpent in the wilderness, even so must the Son of man be lifted up: that whosoever believeth in him should not perish, but have eternal life," JOHN iii. 14.



Appe

MR. J. H. FRERE'S  
SHORTHAND ALPHABET FOR THE BLIND,  
ON THE  
**PHONETIC PRINCIPLE.**

---

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